



**STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXT AT FOURTH SEMESTER
OF TBI IAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan as
a Partial Fulfillment of the Requirement for the Graduate of
Islamic Education (S.Pd.I) in English*

WRITTEN BY

FREDDY SANDA PUTRA HASIBUAN

Reg. No. 08 340 0015

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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2015

Padangsidimpuan, June 30th, 2015

Term : Thesis
a.n. Freddy Sanda Putra Hasibuan

To :
Dean Tarbiyah and Teacher Training
Faculty
in-
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Appendix : 7 (seven) Exemplars

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advices for necessary revision on thesis belongs to **Freddy Sanda Putra Hasibuan** entitled "**Students' Ability in Writing Descriptive Text at Fourth Semester of TBI IAIN Padangsidimpuan**". We approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduated of Islamic Education (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of the thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan.

Thank you.

Wassalamu'alaikum Wr. Wb.

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DECLARATION LETTER OF WRITING OWN THESIS

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FOURTH SEMESTER OF TBI IAIN PADANGSIDIMPUAN

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there is a deviation and incorrect of my declaration letter on, I resign to get the punishment as what has involved in students' ethic code of IAIN Padangsidimpuan in article 19 subsections 4 that is about disposition of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, June 30th, 2015
Declaration Maker



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AGGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

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Kind : Thesis

To develop science and knowledge, declare for giving to the State Institute for Islamic Studies Padangsidimpuan **Non-exclusive Royalty Right** on my thesis with the title:

“STUDENTS’ ABILITY IN WRITING DESCRIPTIVE TEXT AT FOURTH SEMESTER OF TBI IAIN PADANGSIDIMPUAN”

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Made in : Padangsidimpuan

Date : 30th June 2015



The Signed


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LEGALIZATION

**Thesis : STUDENTS' ABILITY IN WRITING DESCRIPTIVE
TEXT AT FOURTH SEMESTER OF TBI IAIN
PADANGSIDIMPUAN**

**Written By : FREDDY SANDA PUTRA HASIBUAN
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DESCRIPTIVE TEXT AT FOURTH SEMESTER
OF TBI IAIN PADANGSIDIMPUAN**

ABSTRACT

The aim of this research was to know the students' ability of the fourth semester of TBI IAIN Padangsidimpuan in writing descriptive text. The problem of this research was the ability of fourth semester of TBI IAIN Padangsidimpuan in writing descriptive text. Many of students got C mark in examination result. It was interested to be researched by the writer, whether their ability was low or not. The research was done in IAIN Padangsidimpuan. The method would be used in this research was quantitative research. It is an analysis research, here the researcher observes one variable and type of the research was descriptive method. The sources of data was the students in fourth semester of TBI IAIN Padangsidimpuan. The kind was quantitative research.

After analyzing and calculating the result of the data, it can be concluded that The students' ability in writing descriptive text at fourth semester of TBI IAIN Padangsidimpuan is not low, because the means score is 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. It can be solved by habituating to open book and dictionary.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, I would like to convey the grateful to Allah SWT who has given the health, time and chance for finishing this thesis. This thesis is written to fulfill one of the requirements for the degree of graduate of Islamic education in the English education department at the Faculty of Tarbiyah and Teacher Training at State Institute for Islamic Studies or IAIN Padangsidempuan.

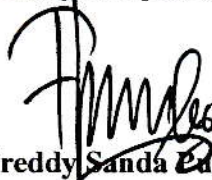
In writing this thesis, I assisted by some people and instructions. Therefore, in this opportunity I would like to express my gratitude to the following people.

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This thesis still so far from being perfect based on the weakness of the writer. Therefore, the writer expects the constructive criticism and suggestions from the readers to improve this thesis.

Padangsidempuan, June 30th, 2015



Freddy Sanda Putra Hasibuan
Reg. No. 08 340 0015

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a tool of communication. There are several forms for communication; the forms are spoken language and written language. The purpose of communication is to send a message from the writer or speaker to the reader or listener. The fact that the human is a social mankind; they certainly realize that they cannot survive without interacting to another people. Because of that, people start to make their own way to interact, and then a language was born. Language is very important to interact for people. One of the famous languages is English. It is an international language in the world. Most of countries use it as second or primary language. In Indonesia, English is the second language for people it is as compulsory subject which has to learn by the students in school and university. It means that beside another subjects, English should be studied by every student in their level education. It has been studied for several years in the school, and the students should be able to use it in their daily life.

English is one of international languages. English is the language which is used by most countries in the world. Jack C. Richard and Theodore S. Rodgers in their book, they said “Latin was most widely studied as foreign

language five hundred years ago. However, English has become the most widely studied foreign language today”¹.

English is used in many aspects of international relationship; people use English for business, technology, even in educational interaction. English is an introduction language spoken in international event and is used as the medium of information flow on science, technology, and culture as well. By mastering English, it is easier for us to make a good relationship with other countries. So, English is one of important language that should be understood and mastered by students, because it is one of international language that used by many people in the world. It is necessary for students to learn English. The purpose of learning English is in order to be able to communicate in that language both orally or writing in teaching and learning English for the students in the school.

English has four basic skills; they are Speaking, Listening, Writing, and Reading. Speaking and Writing are productive skills. Listening and Reading are receptive skills. In the other hand, reading is an active skill. The reader is not a passive role. It is, on the contrary, an active work, which requires a lot of skills and the effort to combine them so we get the comprehension of the text.

¹Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*(New York: Cambridge University Press, 1986), p. 1.

Alexander LG said that all of four basic language skills are Understanding, Speaking, Reading and Writing. In his book he also said that the most important of all basic language skills are speaking and writing. "Speaking and writing are the most important of these skills, since to some extent they presuppose the other two".²

In this section, the writer focuses on Writing skill. Writing is one of the language skills that should be taught besides the other skills. Writing is regarded as a productive skill, it aims at assisting students in expressing their idea written. The process of writing integrates visual, motor and conceptual abilities. Therefore, the students must have extensive knowledge if they want to write something.

. Writing is one way to express the idea, opinion and feeling in written form. It is a process of putting through and ideas in words then combined into sentence and then into paragraph by using grammar/structure. Writing is an activity to put an idea systematically in written form or an activity to think, to develop an idea while write it, it deals with sentence and paragraph. Writing ability has some aspects can influence such as descriptive text, vocabulary, tenses, etc.

Writing is one of subject that is learned in fourth semester of TBI IAIN Padangsidempuan. It is stated in IAIN English Departement curricullum. This curriculum is very important for students to improve their writing skill. The

²L.G. Alexander, *Practice and progress* (London: Longman Group Ltd, 1975). p. viii.

curriculum states that students must be able to express their idea in written language in terms of short functional text and simple essay to increase knowledge and capability in daily life. This curriculum is expected to increase the students' skill in English, especially in writing.

There are many kinds of the text that is learnt by students in learning writing skill. They are recount text, report text, narrative text, procedure text and descriptive text. Descriptive text is a type of text that has main function and communicative purpose to inform readers or listeners about description of something, place or someone.

According to the behavioristic theory, learning is a change in behavior as a result of the interaction between stimulus and response. In other words, learning is a form of change experienced by students in terms of its ability to behave in a new way as a result of interaction between stimulus and response. A person has learned something if he can show changes in behavior. According to this theory, the most important in learning is the input and the output of the learning. The focus of the learning process is ability changes after learning.

According to researcher's information from the examination result table that is stated in Academic Office, many students get "C" mark in their examination. From the Examination Result Table of TBI 30 students that followed examination, 7 of them got "A" mark, 12 students got "B" mark, 10 students got "C" mark, and 1 student got "D" mark.

Based on the reasons stated above, the researcher interest to make a research to know how the students' ability in writing skill. So that, the researcher takes the title "**Students' ability in writing descriptive text at fourth semester of TBI IAIN Padangsidimpuan**"

B. The Terminologies

There are some words to be explained in title choosen above. They are students, ability, writing and descriptive text.

1. Student is a person who is studying at a school, college or university.³ In this research, the writer states that the students are people who studies in fourth semester of TBI IAIN Padangsidimpuan
2. Ability is a level of skill or intelligence.⁴ Ability in this thesis means the achievement of person who studies writing at fourth semester of TBI in IAIN Padangsidimpuan.
3. Writing is one of the language skills that should be taught besides the other skills. Writing is regarded as a productive skill it aims at assisting students in expressing their idea written. The process of writing integrates visual, motor and conceptual abilities. Therefore, the students must have extensive knowledge if they want to write something.
4. Descriptive text is a text which describes person, place, mood, situation, and etc. in words. Descriptive text is also a text which describes

³*Ibid.*, p. 1344.

⁴*Ibid.*, p. 2.

something that appeal directly to the sense like John E. Warriner said that descriptive paragraph is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). He said a descriptive paragraph is normally full of vivid verbs and precise adjectives. It depends on details, not action, to hold the readers interest

Based on the definitions above, the title “Students’ Ability InWriting Descriptive Text atFourth Semester of TBI IAIN Padangsidimpuan” is the ability of the students in writing descriptive text. They are able to elaborate and to write what in their minds are by a particular description of something to another people gramatically.

C. Formulation of the Problem

In this research, the researcher formulated the problem as “How is the students’ ability in writing descriptive text at fourth semester of TBI IAIN Padangsidimpuan?”

D. The Aim of the Research

Based on the formulations of the problem above, the aim of this research is to know the students’ ability in writing descriptive text at fourth semester of TBI IAIN Padangsidimpuan.

E. Significances of the Research

The result of research is expected to be useful as the contribution:

1. As an input for the English teachers in teaching writing skill, especially teaching to write descriptive text.

2. As an input to chief of English Departement of IAIN Padangsidimpuan in order to motivate English teacher in teaching writing and students to learn writing well.

F. Systematic of the Research

The systematic in this research are five chapters:

Chapter I is Introduction; Background of the Problem, Focus of the Problem, the Terminologies, Formulation of the Problem, the Aim of the Research, Significances of the Research, Systematic of the Research.

Chapter II is Theoretical Description; the Theoretical Review, Related Findings, Conceptual Framework and Hypothesis.

Chapter III is Research Methodology; Place and Time of the Research, the Method of the Research, Population and Sample of the Research, the Instrument of Data Collecting, theTechnique of Data Analysis.

Chapter IV isThe Result of Research; the Description of Data and Limitation of the Research.

Chapter V is The Conclusion and the Suggestion; the Conclusion, the Suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Theoretical Review

1. Students' Ability

Student is a person who studies, or investigates or a person who is enrolled for study at school, college, etc. Ability is the power to do something physical or mental. Mariam says that ability is actuality or being able, especially in physical, mental or legal power to perform¹. Ability is capacity or power to do something physical and mental. That's means to do something consist of physical or mental achievement. So, it can be determined as a skills, expertness or talent.

Based on above definitions, the researcher concludes that the students ability is a power level of skill or intelligence of a person who is studying in a university or college in performing something. Students' ability is a person who has a level of skill or intelligence in analyzing works that person is studying at Junior High School up to a university or college. The ability is talent or special nature power to do something well of the students'. Students ability is understanding or power of the students' or the knowledge of the students' and get good score in the class. Specially in writing descriptive text.

¹Mariam, A., Webster, *Webster's Collegiate Thesaurus*(USA : Massa Chusettes,1976), p. 33.

According to Dauglas Brown, the word “ability” has three meanings, they are:

- a. Achievement is actual ability and can be measured by straight use of the instrument or devised test.
- b. Capacity is potential ability and can be measured by not straight, the individual’s capacity.
- c. Aptitude is quality and can be expressed by especially training.²

So, students’ ability in this thesis meant the achievement of person who is studying at fourth semester of TBI IAIN Padangsidempuan.

2. Writing Descriptive Text

a. The Nature of Writing

Writing is one of the language skill that has important role in daily life. It is one of the four skills that should be mastered. According to Patel and Praveen, “Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling and sentence pattern”.³ That opinion added by Doris M. Cock says, “Writing is an excellent way to develop and asses comprehension as well as a way for students to organize and express their ideas, emotion, and experiences”.⁴ It means that

²H. Dauglas Brown, *Teaching by Principles and Approach to Language Pedagogy*(New Jersey: Engle Wood Cliffs, 2001), p. 236, 238.

³M. F. Patel and Praveen M. Jain, *English Language Teaching* (Jaipur: Sunrise Publisher & Distributors, 2008), p. 125.

⁴Doris M. Cook, *A Guide to Curriculum Planning in Reading* (Madison: Wisconsin Departement of Public Instruction, 2004), p. 57.

writing is a process of developing our thinking about language and expressing our ideas, feelings in written form.

Writing is the process of the communication which uses conventional system to convey the meaning to the receiver or word to form sentence, paragraph, verse and so forth. In other words, writing is a method of communication.

Writing well enables to succeed as a result get and keep a good job. On another level, writing empowers you because becoming comfortable with the writing process helps the figure out what you think, and once you know what you thoughts and beliefs are, you can share them with others and perhaps convince other to share, or at least understand, your point of view.

Screnson says:

Good writing starts with process and there are four broad steps in writing, that involved: a) prewriting: the prewriting process refers to the kinds of things you, how to make choices, prewriting prepares you to write freely, b) writing: Suggestion for writing follow with details about how to use the building blocks of good writing: good sentences, good paragraphs and good multi-paragraph paper, c) revising: then we help you with probably the toughest part of writing: polishing your paper, improving content, improving structure, improving emphasis, and improving continuity, and d)

proofreading: Finally, we show you how to eliminate those bother some mechanical errors.⁵

It means to be good in writing there are some steps that should be attention, the first steps in writing a paragraph or an essay are important to know the kinds of thing that will be written, then writing the thing that will be written with the details that build the thing / object, next revising the written to improve the result of writing, and the last eliminate the words or something that is not match with the writing. This process will help the writer to be successfull in writing.

Writing is also useful for setting homework exercises and for some class text.

According to Henry Guntur Tarigan, the purposes of writing are:

- 1) Assignment Purpose
This purpose is there is no aim at all the writer writes something because as just a duty, it is not self-will.
- 2) Altruistic Purpose
This purpose is to make the readers happy and attend sadness.
- 3) Persuasive Purpose
This purpose is to make sure the readers of the truth of ideals is shared
- 4) Informational Purpose
This purpose is to give information or explanation to the readers.
- 5) Self-expression Purpose
This purpose is to introduce or define author to the readers.
- 6) Creative Purpose
This purpose has close relationship with self-expression purpose but it has “creative will”. It is more than self-expression and involving

⁵Sharon Screnson, *Academic Writing from Paragraph to Essay* (Spain: MACMILLAN, 2010), p.10.

herself with will to reach artistic norm or ideal art. So, its purpose is to reach artistic value and art value.

7) Problem Solving Purpose

The researcher wants to solve the problem faced. The researcher wants to explain, to clarify, and to explore also to search the thoughts and ideas carefully to be understood and received by the readers.⁶

Based on the explanation above, it can be concluded that the purposes of writing are as follow:

- 1) To give information and knowledge to the readers.
- 2) To entertain the readers.
- 3) To make sure the readers about the truth of idea.

After knowing the purpose of writing, we have to know about the process of writing. It will make our writing being better. If someone wants to write something and wants to make a perfect piece of writing, he has to know the process of writing. Not all writers write in the same way, but experienced writers can point to particular elements that generally occur in the act of writing, even though these elements may be combined in different ways. Similar to Robert Scholes and Nancy R. Comley said that there are three phases in the process of writing.⁷ They are:

- 1) Prewriting

⁶Henry Guntur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa, 1986), p. 35.

⁷Robert Scholes and Nancy R. Comley, *The Practice of Writing* (Newyork: ST. Martin's Press, 1985), p. 16.

The most productive way to begin your writing task is to collect your thoughts on paper without the pressure of structuring your expression into its final form. Prewriting is your chance practice what you have to say begin to worry about how your audience will judge the eventual form of your work. The writer must begin by choosing a subject to write about. It means making a list to potential subjects. It purposes to narrow the focus, to discover the limits that will allow working productively.

2) Drafting

Drafting is the point at which you begin to put your ideas in some kind of order and to envision a potential shape for the work you will produce: a beginning, a middle, and an end. Before begin drafting, some writers make an outline to remind themselves of how they wish to order their ideas.

3) Revising

The writers should revise after drafting, because to revise their writing is important if they want to be a professional writer. “It is an advantage writers can all have if they revise and rewrite before they present their work to the reader. The professional writer’s secret is revision and revision and revision”.

In the other hand, Fred D. White said that there are five stages of process of writing. They are:

1) Invent. To discover a topic, the important details about the topic, and what a writer mainly want to say about it.

- 2) Gather and Plan. Retrieve details about the topic from a writer's memory or from background reading.
- 3) Organize and outline. Map out a writer's idea in terms of beginning, middle, and end; devise a working (trial) outline to maintain coherence and a thorough development.
- 4) Write a first draft. Develop your idea, concentrating more on content than on style or correctness.
- 5) Revise. Rework your draft to improve accuracy, readability, and development. Revision can take place whenever you want it to, but the most efficient time for it to occur is after you have completed a preliminary draft.⁸

Those are steps to write some idea, because a good idea is an idea written processly. So that, a good writing will be constructed by a good organization.

b. Evaluation of Writing

The assessment criterion of writing ability is needed to recognize the criteria for writing assessment in the research study.

There are some components of writing assessment:

- 1) Organization
Organization includes to the central ideas with an organized and elaborated text.
- 2) Vocabulary
Vocabulary includes chosen vocabulary, sentence variety, information, and voice to affect reader.
- 3) Language Use
Language use includes to modifiers, transitions and the tenses usage.
- 4) Usage
Usage includes inflection (e.g., plurals, possessives,-ed,-ing with verbs, and -ly with adverbs), subject-verb agreement (we were vs we was), and standard word meaning.
- 5) Mechanics

⁸Fred D. White, *The Writer's Art* (California: Wadsworth Publishing Company, 1986)

Mechanics includes to use of capitalization, punctuation, spelling, and formatting (paragraphs noted by indenting).⁹

From the explanation of how to evaluate writing above, it can be stated that there are some indicators that must be used to make a good evaluation in writing. The writer will use these indicators to be the instrument indicator test for this research.

c. Genre and text type

One of writing skill is to write descriptive text. Descriptive text is a kind of writing style or genre, besides procedure narrative, report, recount and so on.

Before explaining about descriptive text, firstly, researcher wants to explain about genre and text type. According to Brian Paltridge in his article entitled Genre, text type, and Classroom, genre and text type are different.¹⁰

A number of definitions of genre have been influential in the area of genre analysis, notably those of Martin and Swales. Martin's definition has been particularly influential in the work of Australian genre-based approach to teaching writing. Martin describes genre as 'a staged, goal-oriented, purposeful activity in which speakers engage as member of our culture'. Further examination of Martin's work, in which he gives examples of genres such as poems, narratives, expositions, lectures, seminars, recipes, manuals,

⁹Arthur Hughes, *Testing for Language Teachers Second Edition* (New York: Cambridge University Press, 1989), p. 104.

¹⁰Mark Anderson and Kathy Anderson, *Text Types in English* (Australia: Macmillan, 2003), p.1.

appointment making, service encounters, and news broadcast, clearly shows that his definition takes largely the same perspective on genre as that of Biber. Swales definition of genre as a 'class of communicative events, the members of which share some set of communicative purpose which are recognized by the expert members of the parent discourse community' shows that he, too, views the notion of genre from a similar perspective to that expressed by Biber.

This discussion may give the impression that the notions of genre and text type are clearly defined in the area of genre analysis. Whilst this is true in some cases, it is much less so in others, and, in particular, in certain pedagogic applications of genre analyses seem to be based on the notion of 'text type' rather than 'genre'. Derewianka, for example, in her discussion of writing in schools, presents as genre categories texts which she labels as recounts, narratives, information reports, explanations, and arguments.

This is also the case in the work of Hammond *et al.* who, in a work focusing on adult second language literacy development, list as genre categories anecdotes, descriptions, expositions, news items, procedures, recounts, reports, and reviews. An examination of the written text presented in Hammond *et al.*, however, reveals that these text may be viewed from another perspective as well; that is, one which identities the genre and text type category membership of the genres in the terms described above.

d. The Nature of Descriptive Text

1) Definition of Descriptive text

According to Sri Dwi Astuti, descriptive text is a text that describes the characteristics of a particular thing, a place, or a person.¹¹ A descriptive text is usually started by a clear topic sentence which identifies a thing, place, or a person. It is about whom, what, and where.

A text is meaningful linguistic unit in a context. A linguistic unit is a phoneme or morpheme or a phrase or a clause, or a sentence or a discourse. Meaningful is full of meaning. Context refers to either linguistic context or non linguistic context. Linguistic context refers to either linguistic context or non linguistic context is outside a text.¹²

So, a text is some meaningful linguistic unit in both linguistic context, non linguistic context and descriptive text is to describe characteristic of a place or a person it is about whom, what, and where. It is about a clear description of a place and a person. The description makes a clear imagination to something.

2) Component of Descriptive text

Description is a text containing two components, they are identification and description by which a writer describes a person, or an animal. The identification is to identify the object to describe. The description

¹¹Sri Dwi Astuti, *Comparing and Contrasting Descriptive and Report Text* (Bekasi: Aldhi Aksara Abadi Indonesia), p. 1.

¹²<http://understandingtext.blogspot.com>.

describes parts, qualities, and characteristics; of the parts of the object the function of description is to describe a particular person, place or thing.¹³

Text can be divided into descriptive text, procedure text, narrative text, recount text and report text. However descriptive text means to describe thing, people, place specifically.

3) The Generic Structure of Descriptive Text

The generic structure of descriptive text is identification and description.¹⁴ Identification intended of the topic which is wanted to describe, and description intended of description is the kind of writing that tries to put a picture in reader's mind. Description tells how something looked or heard or smelled or felt. Lowes and Clark also explained that text structure of descriptive text consist of:

1. Identification is writing the name of something, place, pictured, city, and family with brief dscription.
2. Description is describing parts, qualities and characteristics of thing.

4) Example of Descriptive text

Monas National Monument

Monas National Monument is a 132-meter tower in the center of Merdeka Square, Central Jakarta, Indonesia. Jakarta, is the capital of the state. It symbolizes the struggle for Indonesian independence of our country.

¹³Sanggam Siahaan and Kisno Shinoda, *Generic The Structure* (Yogyakarta: Graha Ilmu, 2008), p. 28.

¹⁴<http://www.britishcourse.com>, accessed on 24th May 2015.

The monument consists of a 117.7 m obelisk on a 45m square platform at a height of 17 m. Towering monument symbolizes the philosophy of Lingga and Yoni. Resembles a phallus, or pestle mortar pestle and Yoni resembles rice or mortar, two important things in the tradition of Indonesian agriculture.

Construction began in 1961 under the direction of President Sukarno, the first president of the us and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil, and now the monument calls.

Based on the example above, the structure of the text are:

1. Identification : Monas National Monument
2. Description : Monas National Monument is a 132-meter tower in the center of Merdeka Square, Central Jakarta, Indonesia. The monument consists of a 117.7 m obelisk on a 45m square platform at a height of 17 m. It is topped by a flame covered with gold foil, and now the monument calls.

B. Conceptual Framework

Generally, writing is a way in sending message from the writer to the reader. Similar to Donald Hall said on his book “Writing Well” that writing is pretentious and wordy, but a message comes through. Writing also is a way the writer think or a way of thinking which is shared to the reader, like Robert Scholes and Nancy R. Comley said that writing is a way of thinking as well as a means of communication. Fred D. White also said that writing is more than public communication; it is a way of thinking.¹⁵

¹⁵Fred D. White, *The Writer's Art* (California: Wadsworth Publishing Company, 1986)p.7.

Writing is an individual activity similar to Jo McDonough and Christopher Shaw said that writing, like reading, is in many ways an individual, solitary activity.¹⁶

Similarly, Trisha Phelps-Gunn and Diana Phelps-Terasaki said that writing is a useful, effective, enjoyable, and above all necessary component of the modern world. It provides the pleasure of sending a personal message to a friend. It assumes career and financial importance in the composition of a resume or a business letter. They also said that writing is the most complex language mode, being four times removed from inner language, and adds the component of written expression to the earlier abilities. Writing is composed of successful development in three other language modes, deriving its focus from aural, oral, and visual receptive components.¹⁷

From the opinions above, writing is the way of thinking or sending message from the writer to the reader which becomes the part of language or language skills and it also means communication.

Descriptive text is a text which describes person, place, mood, situation, and etc. in words. Similar to Diane A. Wilbur said that descriptive writing is to create a clear picture or impression of person, place or object.¹⁸

¹⁶Jo McDonough and Christopher Shaw, *Materials and Methods in ELT* (Cambridge: Blackwell Publisher, 1993) p.164.

¹⁷Trisha Phelps-Gunn and Diana Phelps-Terasaki, *Written Language Instruction* (London: an Aspen Publication, 1982), p. 1.

¹⁸Diane A. Wilbur, *Composition: Models and Exercises* (New York: Harcourt, Brace & World, Inc., 1966), P. 41.

Descriptive text is also a text which describes something that appeal directly to the sense like John E. Warriner said that descriptive paragraph is giving a picture in words that appeal directly to the sense (sight, sound, smell, touch, taste). He said a descriptive paragraph is normally full of vivid verbs and precise adjectives. It depends on details, not action, to hold the readers interest.¹⁹

From the defenitions above, the writer wants to elaborate how the ability of the students in writing descriptive text in fourth semester of TBI IAIN Padangsidimpuan. Is there any problem or not in their learning process. It will be described by this thesis.

C. Review of Related Findings

This research is not the first research but there are some related findings to this research. There are some researchers had done regard to this research problem, writing skill improvement. They present related elements with the research topic in order that researcher here needs to conduct another research to complete an empty side of the research focus the related findings.

The first, RiandiArdika had done the research about “The Students Ability in Writing Explanation Text at Grade XI SMK Negeri 1 Padangsidimpuan”.²⁰ The research designedby qualitative research. The

¹⁹John E. Warriner, *English Grammar and Composition* (New York: Harcourt, Brace Jovanovich, Publishers, 1982), P. 327.

²⁰RiandiArdika, “The Students Ability in Writing Explanation Text at Grade XI SMK Negeri 1 Padangsidimpuan” (*Unpublished Thesis*, STAIN Padangsidimpuan, 2010), p.45.

conclusion of the research is the students ability in writing explanation text at grade XI Administrasi SMK Negeri 1 Padangsidempuan in writing explanation text was 52.5%. The category of interpretation could be catagorized into “Enough”.

The second, Lainatussipa, she also had done research in State College for Islamic Students (STAIN) Padangsidempuan about “The Ability of The Students TsanawiyahDarulFalahLanggaPayung in Writing Narrative Paragraph”.²¹ This research found the difficulties and the effort of the English teacher in overcoming the students difficulties in writing narrative text. It was gotten that the value of mean score (M) was 44.33% and it can be categorized into enough category.

The third, HalimatusSa'diyah, she also had a research about “Improving Students’ Abillity in Writing Descriptive Texts Through a Picture Series-aided Learding Strategy” in SMA Negeri 1 KembangbahuLamongan.²² It proves that the presence of the picture series as interesting realita increased the students attention and seriousness in doing the writing task. The pictures also enhanced the students’ participation and interaction during the learning activities. This study also proves the efficacy of using a picture series aided

²¹Lainatussipa, “The Ability of The Students TsanawiyahDarulFalahLanggaPayung in Writing Narrative Paragraph” (*Unpublished Thesis*, STAIN Padangsidempuan, 2013), p.51.

²²Halimatusa'diyah, “Improving Students’ Abillity in Writing Descriptive Texts Through a Picture Series-aided LeardingStrategy in SMA Negeri 1 KembangbahuLamongan” (*The English Teacher* Vol. XL: 164-182, retrieved on December 29, 2014 at 6:48 p.m).

learning strategy to improve the students' ability in writing a descriptive text. Their average score increased from 56.86% to 77.87%.

Thus, from the description above, the researcher concluded that students need to develop their writing skill in which most of the results from those researches above were categorized as low. Therefore, the first thing that should be done to develop their skill is to identify their ability and difficulties in writing. Moreover, this research will focus on students' ability in writing especially descriptive text at the fourth semester of TBI IAIN Padangsidimpuan.

Therefore, this research is conducted by the researcher to complete the previous research. This research will explore a new finding that will focus on students' ability in writing descriptive text deeply. Hopefully, this research will contribute a finding in writing to enrich knowledge in teaching for students and teachers.

D. Hypothesis

Hypothesis is a temporary answer to the formulation of research problems, in which the formulation of the research problem has been stated in the form of a question because the answer is given based on the theory. Hypothesis formulated on the basis of the framework is the answer to the problem while it is formulated.

Formulating research hypothesis is that research using a quantitative approach. Furthermore, the hypothesis has been tested with a quantitative approach. The hypothesis of this research is students' ability in writing descriptive text at fourth semester of TBI IAIN Padangsidempuan is in the level of 60 – 70.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was conducted at IAIN Padangsidempuan and the address of the college is at Jl. Imam Bonjol. Km. 4,5Sihitang, Padangsidempuan.

The researcher has chosen the state institute because it was accessible for him to do the research and the time of this research has been done from January 2015 until June 2015.

B. Method of the Research

The method would be used in this research is quantitative research. It is an analysis research, here the researcher observes one variable and type of the research was descriptive method. Quantitative method is a “Method which describe condition of the present time naturally, descriptive is carried out to obtain information about the references, attitudes, practices or interest some group of people.”¹

Descriptive method was not just asking some people with some questions and reporting answer, but descriptive method studies should have a

¹L. R. Gay, *Educational Research Competencies for Analysis and Application* (USA: New Jersey, 2000), p. 279.

set of basic steps, they are identify a topic problem, select an appropriate sample of participants, collect valid and reliable data, and analyze and report conditions. On the other words descriptive studies involve a number of unique problems. SumadiSuryabrata said “Penelitiandeskriptifadalahpenelitian yang bermaksuduntukmembuatdeskripsimengenaissituasi-situasiataukejadian-kejadian.”² “One descriptive method is a method which is carried out in order to make the description about situation and condition”.

C. Population and Sample of the Research

1. Population of the Research

There are many perception about population that published by the experts. First, SuharsimiArikunto said who had been written in Encyclopedia of Educational Evaluation: “A population is a set (or collection) of all elements processing one or more attributes of interest”.³ The second is Sukardi said from Ary, dkk, that population is all members of well define class of people, events, or objects.⁴ The third Sugiyono stated:

Populasiadalahwilayahgeneralisasi yang terdiriatas: obyek / subyek yang mempunyaikualitasdankarakteristiktertentu yang ditetapkanolehpenelitiuntukdipelajaridankemudianditarikkesimpulannya.

²SumadiSuryabrata, *MetodePenelitian* (Jakarta: Rajawali, 1983), p. 18.

³SuharsimiArikunto, *ProsedurPenelitianSuatuPendekatanPraktik* (Jakarta: RinekaCipta, 2010), p. 173.

⁴Sukardi, *MetodologiPenelitianPendidikanKompetensidanPraktiknya* (Jakarta: BumiAksara, 2009), p. 53.

Population is generalization area that consist of objects or subject who has specific quality and characteristics that chosen by the researchers to be studied and then to be concluded.⁵ L. R. Gay said that population is the group of interest to the researcher, the group to which would like the result of the study to be generalizable.⁶

From many statement and definition about population, the researcher concludes that population is generalization area that has characteristic and quality who want to be studied and want to be concluded by the researcher. In this research, the researcher chose all of students fourth semester in TBI at IAIN Padangsidempuan 2015 academic year. They were consist of three classes and the total numbers of them are 89 students.

2. Sample of the Research

SuharsimiArikunto said that sample is a part or a substitution of the population that want to be researched.⁷ Moreover, he said:

“Apabilasubyeknyakurangdari 100, lebihbaikdiambilsemuasehinggapenelitiannyamerupakanpenelitianpopulasi.Se lanjutnya, jikasubyeknyabesardapatdiambilantara 10-15 atau 20-25 ataulebih”.

⁵Sugiyono, *StatistikaUntukPenelitian* (Bandung: Alfabeta, 1994), p. 45.

⁶L. R. Gay and Peter Airasian, *Op. Cit.*, p.14.

⁷SuharsimiArikunto, *Op. Cit.*, p. 174.

If the number of population is relatively large, where it is known that they are homogeneous. It is regarded important for the writer to limit into the smaller one. It means that the researcher has to take a part of population or in other words it can be stated that the researcher applies the sample research. So, if the number <100 it is better to take all of population as the sample. But if the population total is big, sample can be taken about 20-25% or more. From this population, the researcher takes sample as 35% of the population total. 35% of 89 students are about 31 students.

Then, sample was taken by using purposive sampling technique. It was a technique used when the population has not the opportunities to choose as sample of research, and it was also include in non-probability sampling. The sample of research was students from all of students fourth semester in TBI at IAIN Padangsidimpuan 2015 academic year are 31 students.

D. Instrument of the Data Collection

A researcher must have an instrument in this research, because a good instrument can go guarantee for taking the valid data. In addition, SuharsimiArikunto said “Instrumenadalahalat yang digunakanuntukmengumpulkan data”.⁸ So that, the processes is easier and better with more careful, complete and systematic.

⁸*Ibid.*, p. 108.

In this research, the researcher used the instrument for collecting the data from the students by test. The researcher gave some test by ordering the students to make some descriptive text with a stated title before. They would be tested in 60 minutes of their lesson time. So that, the writer was able to know about students' ability in writing descriptive text. The researcher made the test related to the semester IV of TBI.

The indicators of writing descriptive text can be stated as follow:

No	Indicator	Score
1	Identification	30
2	Description:	
	a. Organization	20
	b. Vocabulary	20
	c. Language Use	25
	d. Mechanics	5
	Total	100

Table of the indicators descriptions are:

Score	Level	Criteria
Identification	30 - 27	Excellent to very good: Knowledgeable, substantive, relevant to assigned topic.
	26 - 22	Good to average: some knowledge of subject, adequate range, mostly relevant to topic, but lacks detail.

	21 -17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
	16 - 13	Very poor: does not show knowledge of subject, non – substantive, not pertinent, OR not enough to evaluate.
Organization	20 – 18	Excellent to very good: fluent expression, ideas clearly stated/ supported, well-organized, logical sequencing, cohesive.
	17 – 14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13 – 10	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
	9 - 7	Very poor: does not communicate, no organization, OR not enough to evaluate.
Vocabulary	20 – 18	Excellent to very good: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
	17 – 14	Good to average: adequate range, occasional error of word/ idiom form, choice, usage but meaning not obscured.
	13 – 10	Fair to poor: limited range; frequent errors of word/ idiom form, choice, usage; meaning confused or obscured.
	9 - 7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form; OR not enough to evaluate.
Language Use	25 – 22	Excellent to very good: effective complex constructions; few errors of agreement, tense, number, word order function, articles, pronouns, prepositions.
	21 – 18	Good to average: effective but simple constructions; minor problem in complex

		constructions; several errors of agreement, tense, number, word order function, articles, pronouns, prepositions but meaning seldom obscured.
	17 – 11	Fair to poor: major problem in simple/complex construction; frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/ or fragments, run-ons, deletions; meaning confused or obscured.
	10 - 5	Very poor: virtually no mastery of sentence constructions rules; dominated by errors; does not communicate; OR not enough to evaluate.
Mechanics	5	Excellent to very good: demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured.
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing; hand writing illegible; OR not enough to evaluate.

Then, the techniques for collecting data with the test were as follow:

1. Explaining about the outline of the descriptive text.
2. Preparing the test.
3. Checking out the validity and reliability of the test.

4. Giving written test to all students according the sample
5. Determining the time of doing the test.
6. Giving chance or time for students to something left or not clear in doing the test.
7. Asking the students to do test and the researcher look after the students during the test time.
8. After students finished answering the test, then the researcher collected their answer to be analyzed.

E. Technique of the Data Analysis

After collecting their answer, the researcher will analyze the result of the test with mean score, and the average scores of students are interprets in descriptive data.

After the researcher got the data, it will enter in frequency table with the formula as follows:

Z-Test

$$z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

Explanation:

x : Data that includes hypothesis categories

n : All of data

p : Hypothesis proportion⁹

⁹Ahmad Nizar Rangkuti, *Statistik Penelitian Pendidikan* (Medan: Perdana Mulya Sarana, 2014), p. 80.

Table III
The Classification Quality of The Students' Score

No	Percentage	Criteria
1	0%-20%	Very low
2	21%-40%	Low
3	41%-60%	Enough
4	61%-80%	High
5	81%-100%	Very high

After the researcher found the mean scores of all students', it will consult to the criteria as follows:

- 1) If the value of means score 0-20, it can be categorized into very low ability.
 - 2) If the value of mean scores 21-40, it can be categorized into low ability.
 - 3) If the value of mean score 41-60, it can be categorized into enough ability.
 - 4) If the value of mean score 61-80, it can be categorized into high ability.
 - 5) If the value of mean score 81-100, it can be categorized into very high ability.
-

CHAPTER IV
THE RESULT OF RESEARCH

A. Data Description.

To understand this research easily, it was described based on only one variable. It was writing a descriptive text, and also was continued to the testing hypothesis. It would be described further as follows:

a. Result of Writing Descriptive Text

In description of result writing descriptive text the researcher had given test about writing descriptive paragraph. The researcher used the instrument to collect the data. It is the test, and consists of 5 indicators. They are Identification, Organization, Vocabulary, Language use and Mechanics.

The score of the test was arranged as follows:

51	51	54	55	55	56	57	58
61	61	61	61	62	63	66	68
68	69	70	73	74	74	75	76
76	77	77	82	83	84	91	

From The test score above, the data were tabulated as follow:

Table. IV
The Resume of Variable Score of Writing Descriptive Text.

No	Statistic	Variable
1	High score	91
2	Low score	51
3	Mean score	66.35
4	Median	68
5	Modus	73.58

From the table above, it was known that the high score of variable of writing descriptive text had been searched by 31 students based on the total of sample research were high score 91 and low score 51, mean score 66,35, median68 and modus 73,58.

We can conclude that the highest score was the 91 score, it means there was student that got the score upper than mean class score. It was a good indication for their class value. And than the lower score was in 51, it was not so far form the mean class score. And than from the table above, we knew that the mean score of the class was high. Based on the calculation means score above 66,35. So, students' abilityin writing descriptive text is high, it can be known from the table interpretation mean score in chapter III.

To know revelation of data was done to grouped the variable score of writing descriptive text which interval 7. It was done for the test in semester four of TBI IAIN Padangsidempuan. Which the students total were 31 students.

Table. V
Frequency Distribution of Writing Descriptive Text

Interval Class	Frequency Absolute	Frequency Relative
50 – 56	6	19.4 %
57–63	8	25.8 %
64–70	5	16.1 %
71–77	8	25.8 %
78 – 84	3	9.7 %
85 – 93	1	3.2%
$i = 7$	31	100 %

From the table above, we might describe the numbers into followed histogram.

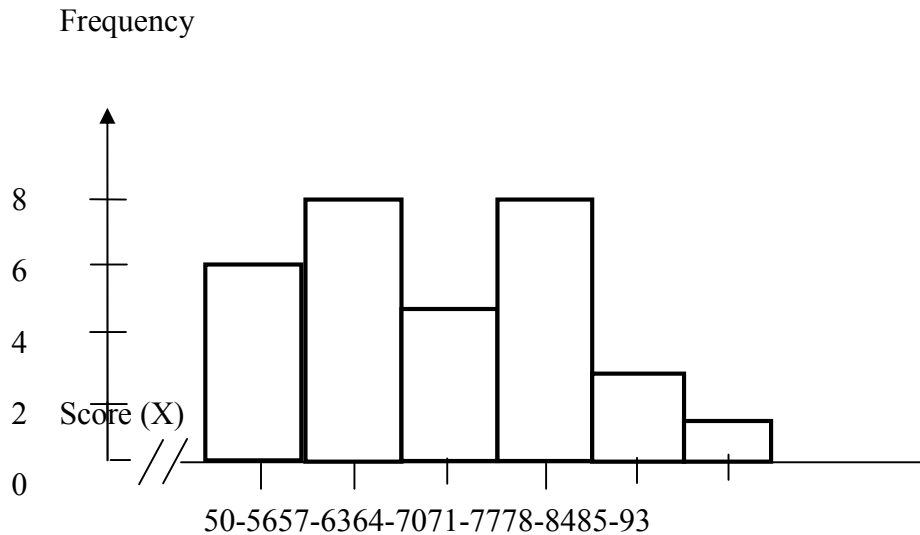


Figure 1: The Histogram of writing descriptive text at fourth semester of TBI IAIN Padangsidimpuan.

Based on the table above, it was known that the variable revelation of writing descriptive text shown that the respondent at 50-56 were 6 students (19.4%), interval 57 – 63 were 8 students' (25.8%), interval 64 – 70 were 5 students' (16.1%), interval 71 – 77 were 8students' (25.8%), interval 78 – 84 were 3students' (9.7%), interval 85 – 93 were 1 students' (3.2%).

B. Hypothesis Testing

The hypothesis of research was “students’ ability in writing descriptive text at fourth semester of TBI IAIN Padangsidimpuan is in the level of 60 – 70.” Based on the data collected, the ability of the students are in the level 60 -70. So,

the data will be analyzed to prove hypothesis by using formula of Z-Test. It can be seen as follow :

$$z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

$$z = \frac{\frac{8}{31} - 0,21}{\sqrt{\frac{0,21(1-0,21)}{31}}}$$

$$z = 0,57 \text{ (see appendix 6)}$$

Based on calculating above can be conclude $z_{hitung} = 0,57 < z_{tabel} = 3,26$ by level of significance 0,05. So, from the result above the researcher concludes that the hypothesis was accepted. It means, the students' ability in writing descriptive text at fourth semester of TBI IAIN was in the level of 60 -70.

C. The Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the title until the technique of analyzing data, so the researcher knew that it was so far from excellence thesis.

On doing the test, there were the threats of time, because the students had many activities. Beside that, the time that was given to the students was not enough. And the students also did not do the test seriously. So, the researcher took the answer directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult become there

were threats as the writer, the researcher needs help from the entire advisers and English teachers.

D. Discussion

Based on theoretical that writing descriptive text was very important in studying English, writing descriptive text is very important for students and it must be mastered by the students because it's one of their material based on their syllabus.

To get better results, researcher conducted with a test. The research who conducted the test to determine the level of students by writing descriptive text. The test had been conducted by researcher.

After doing this research based on test, researcher got enough result. It is aligned with the analyze that has been conducted by researchers. This proves instrumental above the results. So, the method of analysis is carried out in accordance with the basis of the method is to incorporate some of the data so that the validity of the data is done successfully.

CHAPTER V

THE CONCLUSION AND THE SUGGESTION

A. The Conclusion

After analyzing and calculating the result of the data, it can be concluded that the students' ability in writing descriptive text at fourth semester of TBIIAIN Padangsidimpuan can be categorized high, because the means score was 66.35. It means that the hypothesis is accepted.

B. The Suggestion

Based on the conclusion and the implication of the research that have mentioned previously, the researcher would like to give some suggestions to people who gets benefits from this research.

1. To the students of the fourth semester in TBI at IAIN Padangsidimpuan should be increase their ability in learning English, especially in writing descriptive text.
2. The English teacher should improve their teaching method in teaching English, especially in writing descriptive text.

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Appendix 1

The Instrument of Students' Ability in Writing Descriptive Text.

Write down a good descriptive text by choosing one of topics given below:

- a. IAIN Padangsidempuan
- b. Jakarta
- c. Joko Widodo
- c. Samsung
- d. Salak

Appendix 2

Result of Writing Descriptive Text Test

In description of result writing descriptive text the reseracher had given test about writing descriptive paragraph. The researcher used the instrument to collect the data. It is the test, and consists of 5 indicators. They are Identification (Idn), Organization (Org), Vocabulary (Voc), Language use (Lang) and Mechanics (Mec)

No	Name	Indicators					Total
		Idn	Org	Voc	Lang	Mec	
1	Ade Irma Suryani	23	15	10	11	4	63
2	Ahmad Tahir	27	14	14	17	3	75
3	Ainun Hidayah Nasution	18	15	16	17	3	69
4	Anggi Laila Zikriyah	27	15	10	21	3	76
5	Eka Elianti	21	14	13	10	3	61
6	Elda Fitriani	14	10	13	17	3	57
7	Elvi Dariani	27	14	15	18	3	77
8	Efa Efrida Nasution	17	13	10	11	3	54
9	Fatma Muhriza	20	14	14	17	3	68
10	Fitri Afifah Hasibuan	26	18	17	17	4	82
11	Irham Al Amini	22	14	13	10	3	62
12	Junaidah Khairani Harahap	28	18	18	22	5	91
13	Kurniati Siregar	18	13	12	12	3	58
14	Maria	26	15	14	18	3	76
15	Masrianti	16	13	13	10	3	55
16	Mukarromah	17	13	13	10	3	56
17	Nita Asmita	24	18	19	18	4	83

18	Nirwansyah Harahap	21	15	15	18	4	73
19	Nur Amalia Adha	21	14	13	10	3	61
20	Nur Latifah Nasution	26	17	16	21	4	84
21	Nursaada Simatupang	21	16	19	15	3	74
22	Puspita Lestari	15	13	10	10	3	51
23	Rahmadona	17	13	10	11	4	55
24	Raudah Daulay	25	17	15	17	3	77
25	Rif'atul Hilma Nasution	21	17	17	15	4	74
26	Siti Arifah Rambe	22	14	14	17	3	70
27	Siti Rabiah	21	14	13	10	3	61
28	Tifanny Sahanaya Tanjung	22	14	10	17	3	66

Appendix 3

SURAT VALIDASI

Menerangkan bahwa saya yang bertanda tangan di bawah ini:

Nama : Fitri Rayani Siregar, M.Hum

Telah memberikan pengamatan dan masukan terhadap Instrumen Tes Kemampuan Siswa untuk kelengkapan penelitian yang berjudul:

Students' Ability In Writing Descriptive Text At Fourth Semester Of TBI IAIN

Padangsidimpun

yang disusun oleh:

Nama = Freddy Sanda Putra Hasibuan

NIM = 08 340 0015

Fakultas = Tarbiyah dan Ilmu Keguruan

Jurusan = Tadris Bahasa Inggris

Adapun masukan yang telah saya berikan adalah sebagai berikut:

- 1.
- 2.

Dengan harapan, masukan dan penilaian yang diberikan dapat digunakan untuk menyempurnakan dalam memperoleh kualitas Tes Kemampuan Kognitif Siswa

Padangsidimpun, Juni 2015

Validator

Fitri Rayani Siregar, M.Hum

NIP. 19820731 200912 2 004

Appendix 4

LEMBAR VALIDITAS TEST

Nama Sekolah : IAIN Padangsidimpuan

Kelas/Semester : TBI-III/IV

Mata Pelajaran : Writing

Materi Pokok : Descriptive Text

Keterangan : **V = Valid**

VR = Valid dengan Revisi

TV = Tidak Valid

Petunjuk: Berikanlah tanda (√) pada kolom yang telah tersedia.

No.	Soal	V	VR	TV
1.	Write down a good descriptive text by choosing one of topics given below: a. IAIN Padangsidimpuan b. Jakarta c. Joko Widodo d. Samsung e. Salak			

Catatan

.....
.....
.....

Padangsidimpuan, Juni 2015

Chief of TBI
IAIN Padangsidimpuan

Validator

Ravendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

Appendix 5

Writing Descriptive Text

1. Maximal and minimum score were gotten by setting the variable from low score to high score.

51	54	55	55	56	57	58
61	61	61	62	63	66	68
69	70	73	74	74	75	76
76	77	77	82	83	84	91

2. High score = 91
3. Low score = 51
4. Range = High score – Low score
= 91 – 51
= 40
5. The total of classes (BK) = $1 + 3,3 \log (N)$
= $1 + 3,3 \log (28)$
= $1 + 3,3 (1,4472)$
= $1 + 4,77576$
= $5,77576$
= 6
6. Interval (i) = $\frac{R}{BK} = \frac{40}{6} = 6,67 = 7$
7. Mean score

$$MX = \frac{\sum FX}{N}$$

Interval	F	X	FX
50 – 56	5	53	265
57–63	7	60	420
64–70	4	67	268
71–77	8	74	592
78 – 84	3	81	243
85 – 93	1	89	89
$i = 7$	$N = 28$		$\sum FX$ $= 1877$

$$MX = \frac{\sum FX}{N} = \frac{1877}{28} = 67,04$$

8. Median

51	54	55	55	56	57	58
61	61	61	62	63	66	68
69	70	73	74	74	75	76
76	77	77	82	83	84	91

$$\text{Median} = \frac{1}{2} \left[\frac{(x_n + 1)}{2} + \frac{(x_n + 1)}{2} \right]$$

$$= \frac{1}{2} \left[\frac{(28 + 1)}{2} + \frac{(28 + 1)}{2} \right]$$

$$= \frac{1}{2} \left[\frac{(29)}{2} + \frac{(29)}{2} \right]$$

$$= \frac{1}{2} [58]$$

$$= \frac{1}{2} (29)$$

$$= 14,5$$

It means, the Median of the data is between data number 14 and 15. They are 68 and

69. So that, Median of the data is $\frac{68 + 69}{2} = 68,5$

$$9. \text{ Modus} = l + \left(\frac{d_1}{d_1 + d_2} \right) i$$

$$= 70,5 + \left(\frac{4}{4 + 5} \right) 7$$

$$= 70,5 + \left(\frac{4}{9} \right) 7$$

$$= 70,5 + (0,44)7$$

$$= 70,5 + 3,08$$

$$= 73,58$$

Appendix 6

HYPOTHESIS TEST

For hypothesis test, we use Z test as follow:

$$z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

Note:

x : Data that includes hypothesis categories

n : All of data

p : Hypothesis proportion

Hypothesis (Ho) will be accepted if $z_{\text{tabel}} < z_{\text{hitung}} < z_{\text{tabel}}$. Dengan peluang 1-1/2 α

$$z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p(1-p)}{n}}}$$

$$z = \frac{\frac{8}{31} - 0,21}{\sqrt{\frac{0,21(1-0,21)}{31}}}$$

$$= \frac{\frac{8}{31} - 0,21}{\sqrt{\frac{0,21(0,79)}{31}}}$$

$$= \frac{0,26 - 0,21}{\sqrt{\frac{0,17}{31}}}$$

$$= \frac{0,05}{\sqrt{0,005}}$$

$$= \frac{0,04}{0,07} = 0,57$$

Based on calculating above can be conclude $z_{hitung} = 0,57 < z_{tabel} = 3,26$ by level of significance 0,05. So, from the result above the researcher concludes that the hypothesis accepted. It means, the students' ability in writing descriptive text at fourth semester of TBI IAIN was in the level of 60 - 70.

Name : _____

Classroom : _____

Date : _____

Test

The instrument of students' ability in writing descriptive text.

Write down a good descriptive text by choosing one of topics given below:

- a. IAIN Padangsidempuan
- b. Jakarta
- c. Joko Widodo
- c. Samsung
- d. Salak

CURRICULUM VITAE

Name : Freddy Sanda Putra Hasibuan
Registration Number : 08 340 0015
Place, date of birth : Padangsidimpuan, December 22nd, 1989
Sex : Male
Address : Jl. ST. Panindoan, Gg. Dame Ujung Kel. WEK I
Kec. Padangsidimpuan Utara, Kota
Padangsidimpuan, Sumatera Utara.

Parents' Name

1. Fathers' Name : Hasan Basri Hasibuan
2. Mothers' Name : Nuraida Harahap, S.Pd

Educational Background

1. Primary School : Graduated from Sekolah Dasar (SD) Negeri 142432 Padangsidimpuan, 2002.
2. Junior High School : Graduated from SMP Swasta Nurul Ilmi Padangsidimpuan, 2005.
3. Senior High School : Graduated from SMA Alwashliyah 3 Medan, 2008.
4. State Institute : Graduated from the State Institute for Islamic Studies/ IAIN Padangsidimpuan, 2015.