STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT GRADE X MA YPKS PADANGSIDIMPUAN

A THESIS

Submitted to State Istitute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Islamic Educational Scholar (S.Pd.I) in English

BY:

NURASIAH
Reg. No. 09 340 0085

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2014

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NURASIAH
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ENGLISH EDUCATION DEPARTMENT

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2014

LETTER OF AGREEMENT

Term   : Munaqosyah
a.n. Nurasiah
I Term : 7 (seven) Examplar

Padangsidimpuan, June 03rd 2014
To: **Dean Faculty of Tarbiyah and Pedagogy**
in Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to Nurasiah, entitle ***"STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT GRADE X MA YPKS PADANGSIDIMPUAN"***. We assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Islamic Educational Scholar (S.Pd.I), department of education in IAIN Padangsidimpuan.

Therefore, we hoped that he could be to defend her thesis in Munaqosyah.

That's all and thank you for your attention.

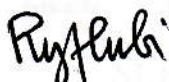*Wssalamu'alaikum Wr. Wb.*

Advisor I

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

Advisor II

Fitri Rayani Siregar, M. Hum
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Known By
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DECLERATION OF SELF THESIS COMPLETION

I me my self:

Name	: NURASIAH
Number of Registration	: 09 340 0085
Faculty/ Department	: Tarbiyah and Pedagogy/ English Education (TBI-3)
Thesis	: STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT GRADE X MA YPKS PADANGSIDIMPUAN

Had written this thesis with consultative aids of advisors, devoiding of plagiary and others' un-registered advice based on Students' Code case 14 verses 2.

This statement is accomplished fully responsibility. The writer will receive every chastisement if there is inaccurate on this statement as sentenced in Students' Code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

Padangsidimpuan, May 28th 2014
Assertive Writer,

METERAI
TEMPEL
PAJAK MEMBANGUN BANGSA
TGL   20
520E5ACF201533259
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6000 DJP

NURASIAH
NIM. 09 340 0085

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

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Reg. No.   : 09 340 0085
Thesis   : STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT
                AT GRADE X MA YPKS PADANGSIDIMPUAN

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Rayendriani Fahmei Lubis, M. Ag   Eka Sustri Harida, M. Pd
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                        Members,
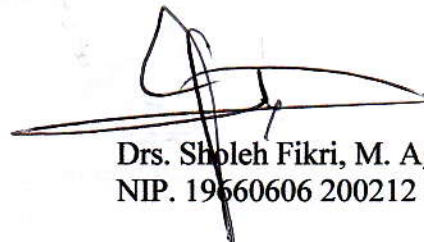
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Proposed:
Place   : IAIN Padangsidimpuan
Date   : June, 16th 2014
Time   : 08.00 AM until finish
Result/ Mark : 67/ C
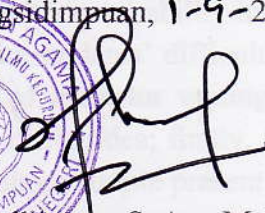IPK   : 3. 08
Predicate   : Very Good

LEGALIZATION

Thesis   : **STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT GRADE X MA YPKS PADANGSIDIMPUAN**

Written By   : **NURASIAH**

Reg. No.   : 09. 340 0085

The Thesis had been accepted as a partial fulfillment of requirement for degree of Islamic Educational Scholar (S.Pd.I) in English.

Padangsidimpuan, 1-9-2014

Dean,

Hj. Zulhimma, S. Ag., M. Pd
NIP. 19720702 199703 2 003

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, I would like to thank Allah SWT who has given me the chances to finish this thesis. Secondly, blessing and peace be upon to Prophet Muhammad SAW, who has brought human being from the dark era to the bright era.

In finishing this thesis, I faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for me to complete and finish this thesis. Therefore I would like to thank to:

1. Rayendriani Fahmei Lubis, M. Ag., as my first advisor and Fitri Rayani Siregar, M. Hum., as my second advisor who had given me suggestion, ideas, criticism and guidance in writing this thesis.

2. Dr. H. Ibrahim Siregar, MCL, as a Rector and the entire Deputy 1, 2, and 3 of State Institute for Islamic Studies (IAIN) Padangsidimpuan.

3. Hj. Zulhimma, S.Ag, M.Pd., as the Dean of Tarbiyah and Pedagogy Faculty of IAIN Padangsidimpuan.

4. Special thanks are also due to Rayendriani Fahmei Lubis, M.Ag., as the chief of English Education Department of IAIN Padangsidimpuan.

5. Thanks are due to Yusri Fahmi, S. Ag., S. S., M. Hum., as the chief of Library and his staff helped to give the books to the researcher in this research.

6. All lecturers who have given me their valuable through in teaching English for me during the process of academic years in TBI IAIN Padangsidimpuan.

7. Drs. H. Sabdar Harahap., as the headmaster of MA YPKS Padangsidimpuan who had helped to complete this research as well as his students for the helping has given to me.

8. My beloved parent (the Decease of my father "Akiluddin Lubis" and Nursawan Hasibuan) who have given me support in moral and material during and after finishing academic year in IAIN Padangsidimpuan.

9. My beloved elder brother; my first brother Zulhandi Lubis, my second brother Syaifullah Lubis and my third brother Ali Imran, and my 6 younger brothers: they are Ridwan Lubis, Khoirul Ansor Lubis, Abdur Rahman Lubis, Siti Patimah Lubis, Siti Kholijah Lubis and Siti Aisyah Lubis, who have motivated me and supported me to finish my thesis and for all families who cared me and support me in finishing this thesis.

10. My close friends; Sepriyanti Harahap, Rita Juliani, Zahrona Harahap, Nur Saripah, Anna kholidaziah, Upiani, and Nursalimah, Eni Fauziah Harahap, S. Pd.I, Apni Rawi Dasopang, Aprida Yanti, Juli Sahneri, Nur Khadijah, Nur Khalilah who have motivated me in all ways.

11. All my friends that I cannot mention them here who have supported and motivated me to finish this thesis.

Last but least, I just want to say thank you very much for your helping, Allah bless you all and IAIN Padangsidimpuan also.

Padangsidimpuan, May 28th 2014

NURASIAH

Reg. No. 09 340 0085

Name : **NURASIAH**

Reg. No : **09 340 0085**

Title : **STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT GRADE X MA YPKS PADANGSIDIMPUAN**

ABSTRACT

The aims of the research were to know students' ability in writing descriptive text at grade X MA YPKS Padangsidimpuan, to know the difficulties of the students in writing descriptive text at grade X MA YPKS Padangsidimpuan, and to know the efforts to solve the students difficulties that done by the English teacher at grade X MA YPKS Padangsidimpuan.

The research was conducted by descriptive analysis and qualitative approach. The source of the data in this research was students of grade X-2 MA YPKS Padangsidimpuan. X-2 class was primary sources of the data and English teacher was secondary sources of the data. Primary sources consisted of 30 students and secondary sources consisted of a teacher and headmaster. There were 3 instruments in collecting data: test, interview, and observation. Data were processed and analyzed with qualitative process. The test that analyzed by the mean score was just as a supporting analysis.

After doing the research to the students of grade X-2 MA YPKS Padangsidimpuan, it could be concluded that the students' ability in writing descriptive text was enough category. So, there were still the students' difficulties in using simple present tense, vocabulary, and mechanic parts of indicator writing. Then, the efforts done by the English teacher in overcoming the difficulties; firstly, the English teacher must explain again in a very detail explanation about simple present tense for them like writing the present sentence in descriptive text more, more and more. Secondly, the English teacher ordered them to bring the dictionary in learning English. If they did not know about the vocabulary that they needed, so they can open dictionary directly. The last is the English teacher, indeed, she explained again about the mechanic of writing like the punctuation, coma, or semicolon, and full stop.

APPENDIX 1

Observation Sheet
Students' Activity in Teaching Learning Process
Descriptive Qualitative Research

Subject Matter : **English Subject**
Class / semester : **X/ II**

No.	Activities	Yes	No
1.	Students are active in writing learning material.	√	
2.	Students have motivation when learning material.	√	
3.	Students have full attention when learning material.		√
4.	Students are active asking some questions.		√
5.	Students are enthusiastic when learning material.	√	
6.	Students are doing all the tasks.	√	
7.	Students collect the task on time.		√
8.	Students are doing task living up instruction.	√	

Observation Sheet
Teacher Activity in Teaching Learning Process
Descriptive Qualitative Research

Subject Matter : **English Subject**
Class / semester : **X/ II**

No.	Activities	Yes	No
1 2 3	A. Introduction Teacher says greeting and introducing patiently Teacher reviews the previous lesson Teacher explains little about *Description Text.*		
4 5	B. Content Teacher gives explanation how to do the task	√ √ √ √	
6	Teacher asks the students to write descriptive Text according to the structure text.	√	
	C. CLOSE Teacher asks the students to collect the task. Teacher re-clarify (menegaskan kembali) about descriptive text.	√ √	

APPENDIX 2

HASIL WAWANCARA (INTERVIEW RESULT)

A. Interview to the English Teacher

1. What are the methods that you used in teaching descriptive text at grade X MA YPKS Padangsidimpuan?

   Answer:

   The method is explanation or presentation method.

2. Do you explain writing theory before ask the students' exercises?

   Answer:

   Yes, I do.

3. How is the teaching system in descriptive text at grade X MA YPKS Padangsidimpuan?

   Answer:

   I explain about definition of communicative purpose, generic structure and linguistic features to the students.

4. How about the students' result in learning writing especially writing descriptive text?

   Answer:

   Their result is good enough in writing descriptive text.

5. How is the students' ability in writing descriptive text?

Answer:

Their ability in writing descriptive text is manually from the book.

6. What are students' difficulties in writing descriptive text?

Answer:

I explain about descriptive text detail such as giving them text about descriptive text.

Padangsidimpuan, May 26th 2014
English Teacher,

Afrida Hasibuan, S.Pd

Answer:

Their ability in writing descriptive text is manually from the book.

6. What are students' difficulties in writing descriptive text?

Answer:

I explain about descriptive text detail such as giving them text about descriptive text.

Padangsidimpuan, May 26th 2014
English Teacher,

Afrida Hasibuan, S.Pd

APPENDIX 3

The Instrument of Writing Test

Pengantar

1. Instrument ini hanya bertujuan untuk mengetahui data dari siswa - siswi tentang kemampuan siswa dalam menulis teks deskriptif.

2. Jawablah sesuai dengan kemampuan anda!

3. Jawaban anda tidak mempengaruhi nilai anda

Direction: Write Descriptive Text by the chosing these Titles. Make sure the generic structure

a. My School

b. Al-Abrar is The Great Mosque in Padangsidimpuan

c. My Home

Petunjuk: Tulishlah Teks Deskriptif dan pilih salah satu judul dari ketiga judul tersebut.

a. My School

b. Al-Abrar is The Great Mosque in Padangsidimpuan

c. My Home

Text Structures	Texts
Identification	

Description	

APPENDIX 4

The Name of Grade X-2 MA YPKS
(Yayasan Pendidikan Karya Setia) Padangsidimpuan

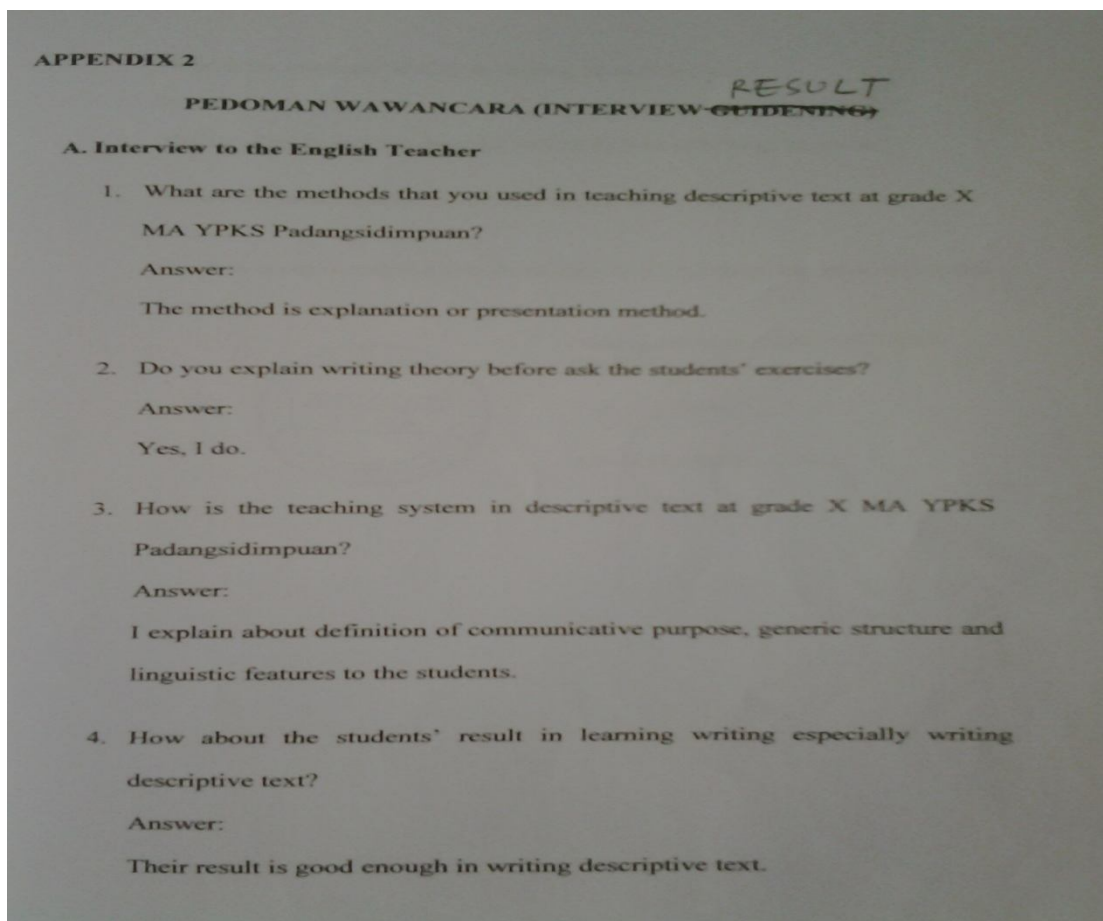| No.	NAME	MALE/ FEMALE
1.	Abdi Sanjaya Ritonga	Male
2.	Aisyah	Female
3.	Alamsyah Putra	Male
4.	Ali Imran Siregar	Male
5.	Azvan Ali	Male
6.	Evita Sari	Female
7.	Hafizh Arbi Nst	Male
8.	Iroh Hasibuan	Female
9.	Junita Sari	Female
10.	Mahmul Khosikin	Male
11.	Marisa Hasnah	Female
12.	Nazma Fadillah Hrp	Female
13.	Nuraprina Sari Pohan	Female
14.	Putri Amalia	Female
15.	Putri Amelia	Female
16.	Rafika Ikhsan Sagala	Male
17.	Rati Wijaya	Female
18.	Riski Amalia	Female
19.	Roma Tua	Male
20.	Rosmilan	Female
21.	Sandri Siregar	Male
22.	Sarmadani Sianipar	Male
23.	Siti Arofah	Female
24.	Sona Halomoan Rambe	Male
25.	Sondy Siregar	Male
26.	Suaibahtul Aslamiyah	Female
27.	Suryana Siagian	Male
28.	Syamsia Hrp	Female
29.	Yumna Ramadani	Female
30.	Yusni Anidar Dongoran	Female

APPENDIX 5

The Ability of Grade X-2MA in Writing Descriptive Text Based on the test at MA YPKS (Yayasan Pendidikan Karya Setia) Padangsidimpuan

No. of Students	Grammar	Vocabulary	Mechanic	Form (Generic Structures)	Sum
1.	10	15	10	15	**50**
2.	10	10	10	5	**35**
3.	20	10	20	10	**60**
4.	5	10	10	15	**40**
5.	20	20	15	25	**80**
6.	10	10	10	5	**35**
7.	20	15	15	20	**70**
8.	20	15	10	20	**65**
9.	20	20	20	20	**80**
10.	10	20	15	20	**65**
11.	15	20	25	20	**80**
12.	20	10	20	20	**70**
13.	5	5	5	5	**20**
14.	10	5	10	15	**40**
15.	10	5	10	15	**40**
16.	15	15	10	25	**65**
17.	15	20	20	25	**80**
18.	15	10	10	15	**50**
19.	10	15	15	20	**60**
20.	10	20	10	20	**60**
21.	5	5	5	5	**20**
22.	10	10	10	20	**50**

23.	10	15	15	20	**60**
24.	10	15	10	20	**55**
25.	15	10	10	15	**50**
26.	15	15	20	15	**65**
27.	15	15	20	20	**70**
28.	10	20	20	25	**75**
29.	10	15	15	20	**60**
30.	10	10	10	15	**45**
Result	**380**	**400**	**405**	**510**	**1695**

Then, the researcher calculated all indicators scoring by using the following mean score formula:

$$= \frac{\sum \text{Score}}{\sum \text{Respondent}} \times 100\%$$

$$= \frac{1695}{30} \times 100\% = \textbf{56.5 \%}$$

APPENDIX 6

The Picture: Eni and I discussed about test score that the researcher counted

in the chapter IV and V

APPENDIX 5

The Ability of Grade X-2 MA in Writing Descriptive Text at MA YPKS

Based on the Test

(Yayasan Pendidikan Karya Setia) Padangsidimpuan

No. of Students	Grammar	Vocabulary	Mechanic	Form (Generic Structures)	Sum
1.	10	15	10	15	50
2.	10	10	10	5	35
3.	20	10	20	10	60
4.	5	10	10	15	40
5.	20	20	15	25	80
6.	10	10	10	5	35
7.	20	15	15	20	70
8.	20	15	10	20	65
9.	20	20	20	20	80
10.	10	20	15	20	65
11.	15	20	25	20	80
12.	20	10	20	20	70
13.	5	5	5	5	20
14.	10	5	10	15	40
15.	10	5	10	15	40
16.	15	15	10	25	65
17.	15	20	20	25	80
18.	15	10	10	15	50
19.	10	15	15	20	60
20.	10	20	10	20	60
21.	5	5	5	5	20
22.	10	10	10	20	50
23.	10	15	15	20	60
24.	10	15	10	20	55
25.	15	10	10	15	50
26.	15	15	20	15	65
27.	15	15	20	20	70
28.	10	20	20	25	75
29.	10	15	15	20	60
30.	10	10	10	15	45
Result	**380**	**400**	**405**	**510**	**1695**

Picture: Appendix 5 recorrecting of Eni Fauziah Harahap, S.Pd.I

APPENDIX 2

PEDOMAN WAWANCARA (INTERVIEW ~~GUIDENING~~ *RESULT*)

A. Interview to the English Teacher

1. What are the methods that you used in teaching descriptive text at grade X MA YPKS Padangsidimpuan?

   Answer:

   The method is explanation or presentation method.

2. Do you explain writing theory before ask the students' exercises?

   Answer:

   Yes, I do.

3. How is the teaching system in descriptive text at grade X MA YPKS Padangsidimpuan?

   Answer:

   I explain about definition of communicative purpose, generic structure and linguistic features to the students.

4. How about the students' result in learning writing especially writing descriptive text?

   Answer:

   Their result is good enough in writing descriptive text.

Picture: Mrs. Afrida Hasibuan, S.Pd recorrecting of Appendix 2

about Interview Result

CURRICULUM VITAE

A. Identity

Name : NURASIAH

Nim : 09 340 0085

Place and birthday : Simpanggambir, October 30th 1991

Sex : Female

Religion : Islamic

Address : Jln. Lintas Natal, the District of Simpanggambir and the Sub-district of Lingga Bayu, The Region of Madina.

B. Parents

1. Father's name : Alm. AKILUDDIN LUBIS
2. Mother's name : NURSAWAN HASIBUAN

C. Educational background

1. Graduated from Primary School MIN Simpanggambir in 1997 - 2003.
2. Graduated from Junior High School of MTsN Simpanggambir, in 2003 – 2006.
3. Graduated from Senior High School of MAN Simpanggambir in 2006 – 2009.
4. Be University student in State Institute for Islamic Studies (IAIN) Padangsidimpuan in 2014.

CHAPTER I

INTRODUCTION

A. Background of the Problems

Language as a matter of common knowledge is the medium of communication which people express emotions, ideas, feelings and thoughts to every human. Then, it is one of the most for reaching of human capabilities in relation to the whole span of mankind's achievement. At the same time, language is imitate connected with society through its function, which is primary case that is communicated from individual to one or more other human society could not be exist without language. Next, there are many languages that is used by many countries. One of the important languages which the people must be achieved is English.

English is an International language which must be achieved. In Indonesian, English is the first foreign language which is learnt beginning from the primary school up to university level. The students learn English for communicating purposes both in written and spoken forms, they are; reading, listening, speaking, and writing. While, writing is important and must be attantion in composing English sentence. Beside, the students also must be able to write. Because without having ability in writing, students will be difficult to have ability in English. Then it is the communication occurred between the writer and reader. The writer transferred his thoughts, opinions, or comments in written form, which

1

was expected to be comprehended by the reader. By writing, it can improve the new ideas, giving information to the reader, and can express what do you thing about something. So, writing must be learnt and achieved by every individual specifically for the students. Furthermore as a Muslim knows that Allah SWT ordered human to read and write, which stated in Quran surah al Alaq (96), 3-5.

اَقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ٣ ٱلَّذِي عَلَّمَ بِٱلْقَلَمِ ٤ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ ٥

Means: Read! Your Lord is The most generous. Who Has taught (the writing) by the pen the first person to write was prophet enouch (idris), Has taught man that he knew not.[1]

From verses above, Allah explains for human to read and learn everything in the world, writtenly or not. Hence, writing is one basic language skill that is important to be learnt in learning language. These verses inform of the beginning of man's creation from a dangling clot, and that out of Allah generosity. He taught man that he did not know. Then, Allah exalted him and honored him knowledge. Knowledge is in the mind, on the tongue, and konwledge is also in writing with the fingers. Therefore, writing is a knowledge of language skill that forms by using fingers and can be used to communicate and to express with others in a written form. Furthermore, writing is very important to be achieved by the students. Because by writing, the students can communicate and express their ideas, opinions and information in a written form to the readers.

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[1]Muhammad Muhshin Khan. *The Noble Qur'an in the English Language* (Saudi Arabia): Maktaba Dar-rus-Salam, 1993), p. 959.

In addition, the aim of writing is to deliver the massages, informations, ideas and opinion to the reader but some intends to influence the readers to do or to behave a written form as in writing. It makes writing is very important. The first, writing can improve ability in infusing new idea. The second is giving much information to the readers. The third, writing needs in a business, it is not possible to conduct all transactions by speech alone. It is exist also in a business project or an opportunity, one needs to send some written proposals. The last is writing needs in education. It is primary basic upon which your work, learning, and intellect will be judgeed in a school or college and even in a community. It is the skill of expressing one's thoughts and communicating ideas to the other people.

However, a good writing should use good vocabulary and structure. It describes a clear ideas and infromations and easy to be understood. A good writing should be made in good arragement of idea, so that the readers are not confused to absorb the meaning of the description. Because writing is a medium of communication that represents language through the inscription of signs and symbols. In most languages, writing is a complement to be speech or spoken language. Moreover, in writing there are many kinds of text; such as narrative text, descriptive text, recount text, report text, explanation text, spoof text, review text, news item, hortatory and analytical exposition text, and spoof text. Here, the researcher wants to analyze students' ability in writing just in descriptive text. So, the researcher just focused explaining what descriptive text is. Descriptive text is the text to identify the object which can be a person/ people, place, things and

sometimes a concrete or abstract that must be described. It contains also a group of sentences, concludes one central idea and constructs a text.

However, there were many students in their learning have difficulties to identify the objects such as a person/ people, place and things (animal, tree, and house). The case is based on the researcher's pre-research in MA YPKS (Yayasan Pendidikan Karya Setia) Padangsidimpuan. Then, Afrida Hasibuan, S.Pd.I (the English teacher at grade X MA YPKS) said:

> There were many students of grade X MA YPKS Padangsidimpuan still unable to use English. It can be looked trought the students' unable to write well. Next, they were lack of vocabulary means they did not have many vocabularies. It made them difficult to write the text. In addition, they were monoton in looking dictionary. They wrote descriptive text manually from the dictionary. It was not based on the text structure and also not according to the dominant grammatical aspect of descriptive text; such as focuses on the specific participants, uses of attributive, identifies processes and uses simple present tense. Although it has been learnt by them in the first semester and it can be looked form their syllabus and lesson plan.[2]

So, it is important to the English teacher introducing the steps of descriptive text in correct forms in teaching learning and process in the school to increase students'ability in writing English, especially in writing descriptive text because it is included of strike conflict problems and problem solving of writing descriptive text.

Therefore, it is important for students to achievewriting descriptive text, because it is not only distinct from individual or particular predication but it's

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[2]Afrida Hasibuan, *Private Interview to the English Teacher,* (Padangsidimpuan: MA YPKS Padangsidimpuan on May 6th 2013 at Monday 9 am)

also from explicit quantificational sentence. Next, from the description above the researcher was interested didthe research of **"STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT GRADE X MA YPKS PADANGSIDIMPUAN"**.

B. Focus of the Problems

Based on the background above, the reseacher identified the problems into many students got dificulties to write descriptive text; they did not have many vocabularies, they were monotone and construct text manually based on the dictionary, the last is they did not use the correct roles how to write descriptive text. Then, this research is focused on students' ability in writing descriptive text treated by the grade X students at MA YPKS Padangsidimpuan.

C. The Definition of Key Terms

To avoid vagueness and misunderstanding between the researcher and the readers, the terminologies as follow:

1. Student

According to Hornby "The student is a person that is studying at school or college".[3] According to Ramayulis ''the student is the member of society that tries to develop his or her self through education level process and kinds

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[3]A. S. Hornby, *Oxford Advanced Leaner's Dictionary: sixth edition,* (New York: Oxford University Press, 2003), p. 1344.

of certain educations". [4] Based on it, the researcher concludes that the student is a person on grade of elementary, junior and senior high school up to university level not only on the formal educational institution but also on the informal educational.

2. Ability

Ablitiy is the power to do something physical or mental. Means that we do something consist of physical or mental achievement. It' also can be determined as a skills, expertness, or talent.[5]

The ability means the quality or capacity of being able to do something well. As said by Hornby, the definition of Ability such as, "Ability are:

a. Capacity or power to do something physical and mental.

b. Cleverness, intelegence.

c. Special natural power to do something well that talent".[6]

So, the ability means the power or capability of students MA YPKS Padangsidimpuan.

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[4]Ramayulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2010), p. 169.

[5]Victoria Neufelat & David B. Guralmik, *Webstren New World Collage Dictionary,* (USA: Mac Millan, 1995), p. 2.

[6]*Ibid.*, p. 2.

3. Writing

According to David Nunan, "writing is both a physical and mental act".[7] Then, according to Hornby said "writing is written works of an author or persons hand writing".[8]So, it is a mental work in creating ideas to express and to organize them in paragraph or text so that the readers will be easier to understand the writer intention.

4. Descriptive text

Descriptive text is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic.[9] According to Otong Setiawan Djuharie "Teks deskriptif merupakan karangan menggambarkan seseorang, sesuatu, suatu tempat dan seekor binatang".[10] It means that descriptive text is composition that describes people, thing, place and animal.

So, descriptive text is the text is to identify the object which can be a person/ people, place, things and sometimes a concrete or abstract that must

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[7]David Nunan, *Practical English Language Teaching*, (USA: The Mecraw Hill Companies, 2003), p. 88.

[8]A.S. Hornby, *Phoenik Pocket Dictionary (New Edition),* (Jakarta: PT Media Pustaka Phoenik, 2008), p. 502.

[9]Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008),p. 89.

[10]Otong Setiawan Djuharie, *Genre dilengkapi 700 Soal Uji Pemahaman*, (Bandung: YramaWidya, 2007), p. 24.

be described. It contains also a group of sentences, concludes one central idea and constructs a text.

So, students' ability in writing descriptive text means the quality or capacity or capability of being able by the students to create, organize, and to identify the object which can be a person/ people, place, things and sometimes a concrete or abstract that must be described according to the grammatical rules of the descriptive text at grade X MA YPKS Padangsidimpuan.

D. Formulations of the Problem

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

1. How was students' ability in writing descriptive text at grade X MA YPKS Padangsidimpuan?

2. What were students' difficulties in writing descriptive text at grade X MA YPKS Padangsidimpuan?

3. What were teacher's efforts to solve students' difficulties in writing descriptive text at grade X MA YPKS Padangsidimpuan?

E. The Aims of Research

The aims of the research are:

1. To know the students' ability in writing descriptive text at grade X MA YPKS Padangsidimpuan.

2. To know students' difficulties in writing descriptive text at grade X MA YPKS Padangsidimpuan?

3. To know teacher's efforts to solve students' difficulties in writing descriptive text at grade X MA YPKS Padangsidimpuan?

F. The Significances of Research

The significances of research are:

1. For the Headmaster of MA YPKS Padangsidimpuan in motivating and supporting the English teacher in teaching English.

2. For the English teachers of MA YPKS Padangsidimpuan was to know the ability of the students and problems in learning writing descriptive text. In other word, the teacher found the solution to solve the problems of students in learning writing descriptive text.

3. Students knew their ability in learning writing descriptive text and also their problems in learning writing descriptive text.

4. To another researcher could be used an information to do further research that has same theories.

G. Outline of the Thesis

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

1. The first chapter of; background of the problem, the focus of the research, the definition of the research, the formulation of the problem, the aims of the research, the significance of the research.

2. The second chapter consisted of: theoretical description about the theory that related to this research.

3. The third chapter of research methodology, research design, place and time of the research. The sources of the data, the instrument of collecting data, and technique of data analysis.

4. Chapter four was the result of the research and data analyzing consist of description of data, test, discussion result of the research, and the limitation of the research.

5. Chapter five was the conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Theoretical Description

The theoretical description involves the systematic identification, location and analysis of documents containing information related to the research problems. This research describes the theories of students' ability, the theoretical description of writing and what descriptive text is, the last is what is meant by writing descriptive text.

1. Students' Ability

According to Ramayulis, "The student is the member of society that tries to develop his or her self through education level process and kinds of certain educations". [1] Next, A. S. Hornby says "The student is a person who is studying at a university or college".[2] In addition, student is denoting someone who is studying in order to enter a particular profession.[3] Then a person engaged in study one who is devoted to learning, a learner, a pupil, a scholar, especially, one who attend a school, or who seeks knowledge from professional teachers or from books as the students of an academy, a college or a university, a medical student's and a hard student's. One who studies or

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[1]Ramayulis, *Ilmu Pendidikan Islam,* (Jakarta: Kalam Mulia, 2010), p. 169.
[2]A. S. Hornby, *Oxford Advanced Leaner's Dictionary: sixth edition,* (New York: Oxford University Press, 2003), p. 1187.
[3]Victoria Neufelat & David B. Guralmik, *Webstren New World Collage Dictionary,* (USA: Mac Millan, 1995),p. 232.

examines in any manner, an attentive and systematic observer, as a student of human nature, or of physical nature is said by student. Whereas, in Indonesian dictionary explains that the student is a learner especially on the grade of elementary, junior, and senior high school.[4] So, based on those definitions, the research concludes that the student is a person who lives together and studies in formal education and how is their relation as a member of society to develop education level process.

Furthermore, according to A. S. Hornby ability is "able to do or a level of skill or intelligence."[5] Then the ability means "the quality or capacity of being able to do something well".[6] "Ability is capacity or power to do something physical and mental. That's mean to do something consist of physical or mental achievement".[7] So, ability can be determined as a skills, expertness or talent.

Based on above those definitions, the researcher concludes that the students' abilities are the power level of skill or intelligence of the people/ students who are studying in a school up to university or college in performing something. Here, the researcher took the students' abilities in writing descriptive text at grade X MA YPKS Padangsidimpuan.

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[4]Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, (Yogyakarta: PT. Hidakarya Agung, 1992), p. 234.
[5]A. S. Hornby, *Op. Cit.,* p. 2.
[6]*Ibid.,* p. 1344.
[7]Victoria Neufelat and David B. Guralmik, *Op. Cit.,*p. 2.

2. Description of Writing

a. Definitions of Writing

Writing is a medium of communication that represents language through the inscription of signs and symbols. In most languages, writing is a complement to speech or spoken language. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols, usually in the form of a formal alphabet. The result of writing is generally called *text*, and the recipient of text is called a reader. Motivations for writing include publication, story-telling, correspondence and diary. Writing has been instrumental in keeping history, dissemination of knowledge through the media and the formation of legal systems. Under the influence of technologies such as data storage and computer networks, the pace of correspondence and potential for collaboration increased.

As human societies emerged, the development of writing was driven by pragmatic exigencies such as exchanging information, maintaining financial accounts, codifying laws and recording history. The further explanation as follows:

> Around the 4th millennium BCE, the complexity of trade and administration in Mesopotamia outgrew human memory, and writing became a more dependable method of recording and presenting transactions in a permanent form. In both Ancient Egypt and Mesoamerica writing may have evolved through

calendrics and a political necessity for recording historical and environmental events.[8]

Next, writing is one basic language skill that is important to be learnt beside reading, speaking and listening in language learning. It involves the application of grammatical knowledge which includes the sentence patterns, vocabulary, or diction and cultural understanding of the target language.

Furthermore, writing is also a creative process and creatively means making something out of nothing. When students write composition, for example, they are being creative. Writing for the students is a process that should not only improve their language ability but also stimulate thinking and thus develop their cognitive ability.

Moreover, Henry Guntur Tarigan stated that:

Menulis ialah menurunkan atau melukiskan lambang-lambang grafik yang menggambarkan suatu bahasa yang dipahami oleh seseorang, sehingga orang-orang dapat membaca lambang-lambang grafik tersebut kalau mereka memahami bahasa dan gambaran grafik itu, menulis merupakan suatu representasi bagian dari kesatuan-kesatuan ekspresi bahasa.[9]

So, writing is lowering or drawing the symbols of graphic that describes a language that is understood by a person, so that others can

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[8]Rosidah, "The Concept History of Writing" (http://www.campusschool,edullofti/Primary. accessed on Friday, December 13[th]2013 retrieved at 3 pm).

[9]Henry Guntur Tarigan, *Menulis sebagai suatu Keterampilan Berbahasa*, (Bandung: Angkala Publication, 1986), p. 21.

read the symbols of the graphic if they understand the language and graphic picture. Writing is a representation of language expression.

While, David Nunan also explains that:

Writing is both a physical and a mental act the most basic level. On the hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. It also both a process and a product, the writer imagines, organize, drafts, edits, and reads. This is the process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter, story, or research report. [10]

It means that writing is called as mental act or work of inventing of ideas. The process of writing is also often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter, story, or research report. In addition, writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing ability is the activity to transfer the ideas through words and sentences the idea will change to scientific. Whereas, H. Douglas Brown compares writing like swimming, he adds that:

People learn to swim if there is a body of water available and usually only if someone teaches them. People learn to write if they are members of literate society and usually only if someone

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[10]David Nunan, *Practical English Language Teaching*, (USA: The Mecraw Hill Companies, 2003), p. 88.

teaches them. Just as there are non-swimmers, poor swimmers and excellent swimmers, so it is for writers.[11]

It can be concluded that writing is like swimming, there non writers, poor writers and excellent writers. It means that there is no big problem in writing. Because of if someone have a willing to write and try to learn with the excellent writer, she/ he can be an excellent too. Then, based on the explanation above, the researcher concludes that writing is a creative process where a writer stimulate his thinking and ability in transforming what he thought into verbal symbols and activity to transfer the ideas and expressing thought by experiences in draft of the paper.

b. The Characteristics of Writing Ability

There are some characteristics of written language, from the perspective of a reader. Let us revisit those from a writer's review point:

1) Permanence
   Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: power to emend, to clarify, to with draw. Whatever you can do as a teacher and guide and facilitator to help your students to revise and refine their work before final submission will help to given them confidence in their work.

2) Production time
   The good news is that, given appropriate stretches of time, a writer can indeed become a "good" writer by developing efficient processes for achieving the final product. One of your goals, especially if you are teaching in an EAP context,

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[11]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall, 1994), p. 319.

would be to train your students to make the best possible use of such time limitation. This may mean sacrificing some process time, but with sufficient training in process writing, combined with practice in display writing, you can help your students to deal with time limitations.

3) Distance

The distance factor requires what I have called cognitive empathy, in good writers can "read" their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience's general knowledge, cultural, an literary schemata, specific subject-matter knowledge, and very importantly, how their choice of language will be interpreted.

4) Orthography

Everything from simple greetings to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbols. Sometimes we take for granted the mastering of the mechanics of English writing by our students.

5) Complexity

Writers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more.

6) Vocabulary

Writing places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.

7) Formality

Whether a student is filling out a questionnaire or writing a full-blown essay, the conventions of each form must be followed. For ESL students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.[12]

8) Coherence

Coherence is traditionally described as the relationships that link the ideas in a text to create meaning. It is important that

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[12]H. Douglas Brown, *Op. Cit.,* p. 325-326.

students be taught alternative strategies to improve their writing.[13]

It means that eight characteristic (permanence, production time, distance, orthography, complexity, vocabulary and formality) in written language are based on the writer's view point.

c. Writing Processes

Writing as a personal act; it is an expression of the self. It is a process that is done for a purpose, which results in a product. It is a process of thought and emotion that requires certain skills and abilities to gain the product and accomplish the purpose. This product has certain qualities and conditions of form that can be judged in terms of the purpose. In order be to easier to understand the writing ability, it is important to know process of writing.

Process writing as a classroom activity incorporates the four basic writing strategies-planning, drafting (writing), revising (redrafting), and editing-and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post-writing.[14] Process writing in the classroom is highly structure as it necessitates the orderly teaching of process skills, and thus it may not, at

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[13]Zainil and Rusdi, *Language Teaching Seminar: Compiler,* (Padang: Universitas Negeri Padang, 2006), p. 1.

[14]Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practise*, (USA: Cambridge University Press, 2002), p. 316.

least initially, give way to a free variation of writing stages cited earlier. Teachers often plan appropriate classroom activities that support the learning of specific writing skills at every stage. The planned learning experiences for students may be described as follows:

1) Planning (pre-writing) is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. Kangguru stated the following activities provide the learning experiences for students as this stage:

   a) Group brainstorming.
   b) Clustering.
   c) Rapid free writing.
   d) WH-Questions.[15]

2) Drafting, at the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

3) Responding to student writing the teacher has a central role to play in the successful implementation of process writing. Responding intervenes between drafting and revising.

4) Revising, when students revise, they review their text on the basis of the feedback given in the responding stage. Revising is not

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[15]Tim Kanguru Education, "Guru in the classroom: Teachers Guide SMA Package page 23" (www.kangguru.edu, Kang accessed on Friday, December 13th 2013 retrieved at 3 pm).

merely checking for language errors. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

5) Editing students edit their own or work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is referred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stages.

6) Evaluating. In evaluating students's writing, the scoring may be the analytical (based on specific aspects of writing ability) or holistic (based on global interpretation of the effectiveness of that piece of writing). The criteria for evaluation should be made known to students in advance.

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┌─────────────────────────────────────┐
│        Step one: Prewriting          │
│      Thinking about the topic        │
└─────────────────────────────────────┘
                  ⬇

┌─────────────────────────────────────┐
│        Step Two: Planning            │
│      Organizing your material        │
└─────────────────────────────────────┘
                  ⬇

┌─────────────────────────────────────┐
│        Step Three: Drafting          │
│ Using your ideas and plans to write a first draft │
└─────────────────────────────────────┘
                  ⬇

┌─────────────────────────────────────┐
│      Step Four: Revising & Editing   │
│ Improving the focus, content and organization of your first │
│  draft. Checking the grammar, spelling, punctuation etc. │
└─────────────────────────────────────┘
                  ⬇

┌─────────────────────────────────────┐
│     Step Five: Writing the Final Draft │
└─────────────────────────────────────┘
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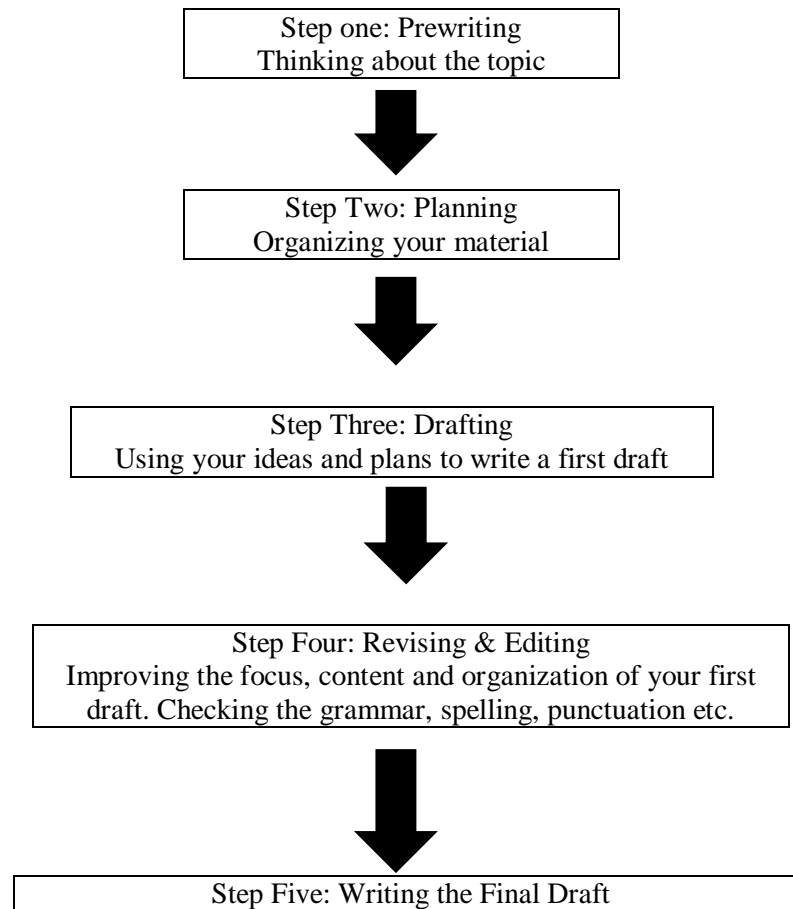
Figure 1.The chart of writing process.[16]

From the above explanation writer concludes that the process of writing must be have a good role, they are planning (pre-writing), drafting, responding, revising, editing, evaluating and in process of writing there are writing, reflecting, and conclusion.

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[16]Tim Kanguru Education, "Guru in the classroom: Teachers Guide SMA Package page 21" (www.kangguru.edu,Kang accessed on Friday, December 13th 2013 retrieved at 3 pm).

d. The Evaluations of Writing

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

1) Grammar

Grammar is the part of the study of language which deals with forms and structure of words, with their customary arrangement in phrase and sentence and often with language sounds and word meanings.

2) Vocabulary

Based on Michael and O'Dell, "English vocabulary has a remarkable range, flexibility, and adaptability".[17] There are many sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style. Vocabulary in Victoria Neufeldt is defined as "an interrelated group of non-verbal system, symbols, signs, gesture, ect".[18] It is simply understood as all the words that writer uses in writing.

3) Mechanics

This criterion is talk about punctuation and spelling of the writing. In a good writing is correct used of English writing

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[17]Michael McCarthy and Felicity O'Dell, *English Vocabulary in Use: Upper-intermediate & Advanced,* (Cambridge: University Press, 1994), p. 2.
[18]Victoria Neufelat and David B. Guralmik, *Op. Cit.,* p. 1287.

conventions: left and right margins, all needed capitals, paragraph intended, punctuation and spelling.[19] So, in mechanic evaluation, teacher evaluates about punctuation and spelling of the writing.

4) Fluency

In a fluency of writing must be consistence between choice of structures with vocabulary and also both of them must be appropriate.

5) Form (organization)

In writing activity organization is one of the main assessments in writing ability. This criterion is identified introduction, body, and conclusion of writing task.

e. **Kinds of Text**

There are many types of text learnt by students of Senior High School in learning the reading skill. They are:

1) Narrative text is kinds of text tell about world event. To give information and entertain.[20]
2) Persuasion text is a written English text in which the writer persuades people that something should or should not be case. Persuasion is a text containing thesis, argument of issue and recommendation.
3) Argument text is a written English text in which the writer presents some points of view about an issue. It is containing issue, arguments and conclusion.

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[19]H. Douglas Brown, *Language Assessment: Principles and Classroom Practice,* (New York: Pearson Education, 2004), p. 244-245.

[20]Pardiyono, *Writing Clues for Better Writing Competence*, (Yogyakarta: CV. Andi Offset, 2006), p. 163.

4) Recount text, is a text to tell what happened, to document a sequence of events and evaluate their significance in some way. It is containing of orientation, events and re-orientation.

5) Report text, is a text to describe the way things are with reference to a range of natural and social phenomena in our environment.

6) Analytical exposition text is a text to persuade the reader that something is the case. It is containing thesis, arguments and reiteration.

7) News Item is a text to inform readers about events of the day which are considered newsworthy or important.

8) Explanation Text is a text to explain the processes involved in the formation or workings of natural phenomena. It is containing of a general statement and a sequenced explanation.

9) Procedure Text, is a text to give how the way things to do.[21]

10) Descriptive Text is a written text in which the writer describes an object. Description text containing two components, identification and description by which a writer describes a person, animal and so on.[22]

So, the researcher can conclude that kinds of text is very important to be learned by students in writing. There are about ten kinds of text. They are narrative, persuasion, argument, recount, report, analytical exposition, news item, explanation, procedure, and descriptive text. It's all to be learned by students, but in this problem the researcher focused about descriptive text.

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[21]Peter Newmark, *A Textbook of Translation*, (New York: Prentice Hall, 2009), p. 13.
[22]Pardiyono, *Op. Cit.,* p. 163

3. **Descriptive Text**

   a. **Definitions of Descriptive Text**

   Descriptive text is a text containing two components, identification and description by which a writer describes a person, or an animal, or a tree, or a house, or camping as his topic. According to Otong Setiawan Djuharie "Teks deskriptif merupakan karangan menggambarkan seseorang, sesuatu, suatu tempat dan seekor binatang".[23] It means that descriptive text is composition that describes people, thing, place and animal. Then, Sanggam Siahaan said that descriptive is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic. Contains two components; identification and description. Writing that presents ideas by providing defiles about characteristic of people, place and things and the object can be a concrete or abstract. Definetily a descriptive text consists of a group of sentences and composed of a group sentence expressing one central idea.[24] Next, it is also stated by Charles Miguel Cobb, said that descriptive is kind of writing that tries to put a picture in the reader's mind. It tells how something looks or sounds or tastes or smells or feels.[25]

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   [23]Otong Setiawan Djuharie, *Op.Cit.*, p. 24.
   [24]Sanggam Siahaan, *Op. Cit.,* p. 89.
   [25]Charles Miguel Cobb, *Process and Pattern*, (Belmount California: Wadswarth Publishing Co, 1985), p. 35.

In addition, according to Sri Dewi Astuti descriptive text is that describes the characteristics of a particular thing, a place, or a person.[26] A descriptive text usually started by a clear topic sentence which identifies a thing place, or a person. It is about whom, what and where.

So, the researcher concludes that descriptive text is a kind of text in genre that gives description about things, living thing or non- living thing. Descriptive text describes much information about an object, where the information is about the parts, qualities, or characteristics of the object that is described.

While, 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 refers to either linguistic context or non-linguistic context is outside a text.[27] So, it can be concluded that a text is any meaningful linguistic unit in both linguistic context non-linguistic context and descriptive text is describes characteristic of place or a person, it is about whom, what, and where.

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[26]Sri Dewi Astuti, *Comparing and Contrasting Descriptive and Report Text*, (Bekasi: Aldhi Aksara Abadi Indonesia), p. 1.

[27]Karyono Pane, "What is Understanding Text" (Http://Understanding text,blogspot.com. accessed on Friday, December 13th 2013 at 4 pm).

b. The Generic Structures of Descriptive Text

Descriptive is text containing two components identification and description by which a writer describes a person, or an animal. The identification is to identify the object to describe. The description describes parts, qualities, and characteristics: of the parts of the object the function of description is to describe a particular person, place, or thing.[28] Then, text can be divided into descriptive text, procedure text, narrative text, recount text, and report text. However descriptive text means to descript/ describes things, people, place specifically.

Next, the generic structure of descriptive text is identification and description. Identification intended of the topic which is wanted to descript, and description intended of writing that tries to put a picture in the reader's mind.[29] Description tells how something look or sounds or taster or smell or fell. Lowes and Clark also explained that text structure of descriptive text consist of:

1) Identification is writing the name or something, place, pictured, city, and family with brief description.

2) Description is describe parts, qualities and characteristics of thing.

Here is the example of descrptive text:

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[28]Sanggam Siahaan, *Op. Cit.,* p. 89.
[29]Lewis and Clark, "Descriptive Text" (http//www.campusschool,edullofti/ Primary. Accessed on Friday, December 13th 2013 at 4 pm).

My Best Friend

I have a lot of friends. But, my closest friend is Prabu Perdana.

Prabu is my classmate. He is so handsome and cute. He has short wavy but rather blonde hair, which is always combed neatly. His skin is white. He has bluish back eyes whit thick eyebrows and outstanding eyelashes. His round face makes him makes him more impressive. Although Prabu is not so tall, he has a well-built body. People frequently think he is a European or American off spring, but he is actually a Sundanese genuine. He looks more handsome when he is smiling.

Prabu is a pleasing peer. I am happy to spend my time with him. He is always available to help his friends who are in trouble. He is never angry with any friends who try to annoy him. Because he is so smart, most of his classmate seeks him to explain any difficulties in any school subjects. I am proud of having such best friend.[30]

Based on example above, the structure descriptive text are explained more in the table below.

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[30]Otong Setiawan Djuharie, *Op. Cit.,* p. 25.

Table 1

The Example of Descriptive Text

Title	My Best Friend
Identification	I have a lot of friends. But, my closest friend is Prabu Perdana.
Description	Prabu is my classmate. He is so handsome and cute. He has short wavy but rather blonde hair, which is always combed neatly. His skin is white. He has bluish back eyes whit thick eyebrows and outstanding eyelashes. His roun face makes him makes him more impressive. Although Prabu is not so tall, he has a well-built body. People frequently think he is a European or American offspring, but he is actually a Sundanese genuine. He looks more handsome when he is smiling. Prabu is a pleasing peer. I am happy to spend my time with him. He is always available to help his friends who are in trouble. He is never angry with any friends who try to annoy him. Because he is so smart, most of his classmate seeks him to explain any difficulties in any school subjects. I am proud of having such best friend.

The title of "My Best Friend" has the text structures of identification is in the first paragraph, and the description is in the second and the third paragraph. Next, here is the other one example of descriptive text, it is "My Pet" title.

My Pet

I have a pet. It is a dog and I call it Brownie. Brownie is my favorite name. I make Brownie name, because Brownie is the name of the delicious cake.

Brownie is a Chinese breed. It is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Brownie

does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They got along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house.[31]

Based on example above, the structure descriptive text are explained more in the table below:

Table 2

The Other Example of Descriptive Text

Title	My Pet
Identification	I have a pet. It is a dog and I call it Brownie. Brownie is my favorite name. I make Brownie name, because Brownie is the name of the delicious cake.
Description	Brownie is a Chinese breed. It is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They got along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house.

c. The Language Features of Descriptive Text

Descriptive is a text containing two components; identification and description by which a writer describes a person or an animal or a tree, or a house, or camping a shis topic. Here is the further explanation;

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[31]*Ibid.,*p. 28.

the identification is to identify the object to describe, and the description describes parts, qualities and characteristics of the parts of the object.[32]

Sanggam Siahaan and Kisno Shinoda describes the language features or dominant grammatical aspect of descriptive text are focuses on specific participants, uses of attributive and identifies processes, frequent use of epithets and classifiers in nominal groups, and uses of simple present tense.[33] So, the significant language feature in descriptive text is that description text uses simple present tense.

B. Review of Related Findings

There are related findings that discuss about writing descriptive text: the first, research done by Nur Robiah Harahap research title "The correlation between Adverbs Mastery and Writing Descriptive Text Mastery to the VII Grade Students of SMP Negeri 1 Angkola Barat".[34]The result of this research there is a positive correlation between adverbs mastery and writing descriptive text mastery to the grade students of SMP Negeri 1 Angkola Barat.

Then, research done by Anni Khoiriyah, research title "The Tense Error Analysis in Writing Descriptive Text at Grade XI in SMA N 1 Sipirok".[35] The result of this research there is a positive qualitative research. The research use

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[32]Sanggam Siahaan and Kisno Shinoda, *Op. Cit*., p. 89.
[33]Sanggam Siahaan and Kisno Shinoda, *Log. Cit.*
[34]Nur Robiah Harahap, "The Correlation Between Adverbs Mastery and Writing Descriptive Text Mastery to the VII Grade Students: SMP Negeri 1 Angkola Barat" (*Unpublished Thesis*, STAIN Padangsidimpuan, 2009), p. 2.
[35]Anni Khoiriyah, "The Tense Error Analysis in Writing Descriptive Text at Grade XI in SMA N 1 Sipirok" (*Unpublished Thesis*, STAIN Padangsidimpuan, 2009), p. 65.

one variables in order she know about how far the student's ability in identify sentences.

In addition, Syafrida Hannum Hrp's research is "Students' Ability in Writing Descriptive Text at SMA Negeri 3 Sibolga". She did the research at grade X-3, it is the writing test that given to the respondents. She found that the calculating score of students' ability in writing descriptive text at grade X-3 in SMA Negeri 3 Sibolga was 59. 28 %.[36] Then, it can be categorized into enough category. She added that most of students can write the identification well and interest and can write the description but not quite be organized specifically.

So, the researcher thinks, it is for senior high school subject that must be understood by the students. This is one of basic reason why researcher chooses the title "Students' Ability in Writing Descriptive Text at Grade X MA YPKS Padangsididmpuan", with one variables. Researcher thinks, if the students want to write something, they must understand from the basic like they have to be able to understand what descriptive text is, what the generic structures are and what the dominanat grammatical aspects are.

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[36]Syafrida Hannum Hrp, "Students' Ability in Writing Descriptive Text at SMA Negeri 3 Sibolga" (*Unpublished Thesis*, STAIN Padangsidimpuan), p. 44.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

Based on the analysis of data, the research used qualitative approach Qualitative research is the research that's means to understand the phenomena about what is the subject research undergone by using natural method.[1] Next, according to L. R. Gay & Peter Airasian ''Qualitative approach is used for investigating a variety of educational problems an issue it is used to the terming and descript the way things''.[2] Qualitative approach is based on the collection data and analysis of non-numeral data such as observation, interviews, and other more discursive source of information.[3] It means that qualitative approach is the approach which the data is not in a numerical data and it is not evaluating by many numbering way.

This method used in this research was descriptive method. According to Winarno Surakhman in his book Pengantar Penelitian Ilmiah Dasar Metode dan Teknik stated "Metode Deskriptif adalah penyelidikan yang menentukan dan mengalokasikan penyelidikan dengan teknis, angket, observasi, atau teknis tes, studi kasus waktu dan gerak analisis komperatif atau operasional".[4] (Descriptive

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[1]Lexy J. Moleong, *Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2009), p. 126.
[2]L. R. Gay & Peter Airasian, *Educational Research: Competencies for Analysis and Application*, (USA: Prentice Hall, 2000), p. 56.
[3]*Ibid.,* p. 9.
[4]Winarno Surakhman, *Pengantar Penelitian Ilmiah Dasar Metode dan Teknik*, (Bandung: Kasito, 1982), p. 2.

Method is a survey that determine and allocate it with interview technical, observation, or test technical, studying time of problem and indication, comparative analysis or operational). So the researcher wanted to analyze how was the students' unable using English especially how was the students' ability in writing descriptive text.

B. Place and Time of Research

This research had been done at MA Yayasan Pendidikan Karya Setia (YPKS) Padangsidimpuan at Grade X. It is located at Sadabuan, Jln Dame II Kelurahan Tanobatu Padangsidimpuan. Then, the research had been conducted in December 2013 until finish in May 2014. The researcher chose this school based on the researcher's preresearch in MA YPKS Padangsidimpuan as had been stated in the background of the problems.

C. Participant

Sources of data are the subject who will be given the data to researcher.[5] In this research, the researcher took two kinds of sources data, they were:

1. Primary sources of data was the grade X-2 of MA YPKS Padangsidimpuan they are 87 students. They were divided into three classes. This research was done by using purposive sampling. Riduan said purposive sampling is one of technical that can be used by researcher has some of considerations take the

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[5]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek,* (Jakarta: RinekaCipta, 2002), p. 107.

certainly sampling to get the aim. Actually the researcher took one class to do the research. The researcher taken the certainly class X^2 because it is studious and diligent students. It could be representative to take the result of the research. So, there were 30 students who answered the test.

2. Secondary source of data was information from the English teacher MA YPKS Padangsidimpuan. It used to get the data from interview technique.

D. The Instruments of Collecting Data

The instruments of collecting data that had been used in this research were:

1. Observation

According to Abdurrahman Fathoni, "Observasi adalah tekhnik pengumpulan data yang dilakukan melalui suatu pengamatan, dengan disertai pencatatan-pencatatan terhadap keadaan atau prilaku objek sasaran."[6] (Observation is a technique of collecting Data which is done through an observation and take a note about the condition or the aim of the object behavior).

So, this observation was to know the description and the situation of the school, especially English teacher. The researcher observed the teaching learning activity in writing descriptive text while the teacher were teaching the students about descriptive text topic and how the teacher's ways in explaining descriptive text was.

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[6]Abdurrahman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi*, (Jakarta: Rineka Cipta, 2006), p. 104.

2. Interview

Interview is a purposeful interaction usually between two people, focussed on one person to get information from the other person.[7] In this research will use structural interview, the research prepare the question and alternative of the answer that will be given to respondent.

Interview in a research conducts face to face. Interviews, with participants, interview participants by telephone, or engges in focus group interviews with five to six interviews in each group.[8] The researcher concludes that intervew is an activity that is done to get information by giving the question to the sources of the data and it is all the students of grade X MA YPKS Padangsidimpuan. So, the researcher did the interview to the English teacher about the students' outcomes, difficulties and how the English teacher's efforts the students' difficulties in writing descriptive text, because in the formulations of the problems, the researcher formulated 3 formulations of the problems, they were how was the students' ability, students' difficulties at grade X MA YPKS Padangsidimpuan and English teacher's efforts in writing descriptive text.

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[7]L. R. Gay & Peter Airasian,*Op. Cit.,* p.219.
[8]Jhon W. Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches Second Edition,* (London: Sega Puplications, 2003), p.153.

3. Test

Test is some of questions or views and other tools which are used to measure skill, knowledge, and intelligent ability. The material in a test is selected after careful analysis of the kind of reading asudents' in the level for which the test is intended my be called upon to do.[9] Here, the research uses writing test. The students are asked to write a descriptive text that the researcher had given 3 topic. They are asked to choose one topic from 3 topics given. The topics were about the news that familiar to them. They were "My School", "'Al-Abrar' is The Great Mosque in Padangsidimpuan" and "My Home". Then, they had to write it in the table given. Here are the indicators of the test:

Table 3

The Indicators of Writing Descriptive Text

No	Indicators	Items will be Scored	Score
1.	Grammar	The students can write simple present tense correctly.	25
2.	Vocabulary	The students can write the words correctly according to the title of the text.	25
3.	Mechanic	The students can write all needed capitals and punctuations correctly.	25
4.	Form/ Organization	The students can write the text structures of the text in a right way. They are identification and description.	25
		Result Score	100

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[9]Albert J. Harris, *How to Increase Reading Ability: Fifth Edition*, (New York: New Publisher Hill, 1969), p.153.

Here, the researcher only wanted to analyze students' writing ability from four criteria; grammar, vocabulary, mechanics, and form (organization). The chosen criteria were based on the level of students, they are at grade X MA YPKS Padangsidimpuan study structure (fluency criteria) in a level university.

E. **The Techniques of Data Analysis**

After data is collected, the research analyzed the data by using some steps, they were:

1. Checked the true or false of the data.

2. Counted sum of the true from the students answer and then classified it based on their score.

3. Calculate the their result (mark) by using mean score, the formula is below:

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

Where:

 M: Mean score (average).

 N: Sum of respondents.

$\sum x$: Total of the result.[10]

4. After calculating and scoring students' answer sheets then, their score will be consulted into the classification quality on the table below:

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[10]Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81.

Table 4

The Classification Quality of the Students' Score[11]

Range Score	Category
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very high

After finding the mean scores of all students, it was consulted to the criteria as follows:

a. If the value of mean score is 81% - 100%, it can be categorized into very well.

b. If the value of mean score is 61% - 80%, it can be categorized into good.

c. If the mean score 41% - 60%, it can be categorized enough.

d. If the mean score 21% - 40%, it can be categorized weak.

e. If the mean score 0% - 20%, it can be categorized very weak.

5. Take conclusion, it is done conclude the discussion solidly and briefly.

F. Techniques of the Checking Trustworthiness

In doing the research, the researcher needed to make validating of the findings; in this case the research used the term of 'trustworthiness' for validating the accuracy findings.

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[11]Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula.* (Bandung: Alfabeta. 2005), p. 89.

In ensuring validity of the data, there are nine techniques to determine the data trustworthiness as below:

1. The extension of participation is the extension not only done at the short time, but need the long time.
2. The application of the research the researcher must do the research with carefully, detail and continuous to the object 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 interim result or the final result that gotten in the discussion with friends.
5. Analyze the negative causes is the research collects example and in appropriate cases with the model and inclination of information that have collected a 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 and collected.
7. Checking the member is the most important in checking credibility.
8. The detail description is a technique to demand the researcher to report of his/her research result, so description will be done carefully and accurately to draw the context of the research.
9. Auditing is used to check the truth and certainty of data, this point is done well to the process or result and extant.[12]

So, here the researcher used the fourth techniques to determine the data trustworthiness. It was checking with friends through discussion.

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[12]Lexy J. Moleong, *Op. Cit.,* p. 175-183.

CHAPTER IV

RESULT OF THE RESEARCH

A. General Findings

1. Situation of Learning Process of Students at MA YPKS Padangsidimpuan

In learning process, students as the production of teaching and learning, are the factor that to be the target that will be guidance and developed based on the potency of students. Without the students, an education institution is not named by an education. Institution or school caused the students that took the lesson and object of target in learning process. So that, the position of students as educated people is very important.

Next, in the grade X-2 MA YPKS Padangsidimpuan, based on the observation that the researcher looked of the English teaching learning process is so conducive, patient and in the comfortable situation.[1] They learned English too curious, because not many of them used to ask the teacher when their English teacher explained descriptive text unclear. Then, they were also enthusiastic answering the question that the teacher gave. It can be seen at appendix 6, it is the picture of the English teaching learning process at grade X-2 MA YPKS Padangsidimpuan.

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[1]The Result of Observation by Taking Video in Grade X-2 MA YPKS Padangsidimpuan, (MA YPKS: Padangsidimpuan, at May 19th 2014).

So, the researcher concluded that the students' English teaching learning process in MA YPKS Padangsidimpuan is peaceful which is being supported by the good facilities both of macro and micro elements in it.

2. **The Total of Primary Source of the Data: Grade X MA YPKS Padangsidimpuan**

In learning process, students are the factor that to be the target that will be guided and developed based on the needs and potency of the students. Without the students, an education institution is not named by an education. Institution or school caused the students that took the lesson and object of target in learning process. So that, the position of students as educated people is very important.

Table 5

The Total of Grade X-2 Students at MA YPKS Padangsidimpuan

No	Male	Female	Total
X-2	11	19	30

So, the total of grade X-2 as the primary sources data is 30 students, all of them are male and female, male is 11 students and female is 19 students.

B. Specific Findings

1. Description of the Student's Ability Based on the Test in Writing Descriptive Text at MA YPKS Padangsidimpuan

Based on the result of the instrument of this research was test. In this case, the students were asked to answer the test about writing descriptive text in which the students have to choose 3 topics were given. The topics were; my school, Al-Abrar is the great Mosque in Padangsidimpuan and My Home. They had to write descriptive text according to 4 indicators of writing test; they were grammar, vocabulary, mechanic, and form/ organization indicator. The description score of each indicator will be explained more as follows:

Table 6

The Ability of Grade X-2MA in Writing Descriptive Text Based on the test at MA YPKS Padangsidimpuan

Initial Name	Grammar	Vocabulary	Mechanic	Form (Generic Structures)	Sum
ABR	10	15	10	15	**50**
ASY	10	10	10	5	**35**
ASP	20	10	20	10	**60**
AIS	5	10	10	15	**40**
AJA	20	20	15	25	**80**
ETS	10	10	10	5	**35**
HAN	20	15	15	20	**70**
HIS	20	15	10	20	**65**
JNS	20	20	20	20	**80**
MHK	10	20	15	20	**65**
MRH	15	20	25	20	**80**
NFH	20	10	20	20	**70**

Initial Name	Grammar	Vocabulary	Mechanic	Form (Generic Structures)	Sum
NAS	5	5	5	5	**20**
PTA	10	5	10	15	**40**
PTE	10	5	10	15	**40**
RIS	15	15	10	25	**65**
RTB	15	20	20	25	**80**
RZA	15	10	10	15	**50**
RMT	10	15	15	20	**60**
RSM	10	20	10	20	**60**
SNS	5	5	5	5	**20**
SMS	10	10	10	20	**50**
TSA	10	15	15	20	**60**
SHR	10	15	10	20	**55**
STS	15	10	10	15	**50**
SPA	15	15	20	15	**65**
SYS	15	15	20	20	**70**
SYH	10	20	20	25	**75**
YNR	10	15	15	20	**60**
YAD	10	10	10	15	**45**
Result	**380**	**400**	**405**	**510**	**1695**

After getting all data, the researcher found that the students' ability in writing descriptive text based on all indicators at MA YPKS Padangsidimpuan as general is good enough[2] or it was same with the researcher counted by *enough categories*. Then, there was no student got the score in range 81 – 100% or very good category.

Next, based on the students' writing text according to the four indicators found that from 30 students of X-2 students, it can be concluded that there was 4 students got 80 score, there was 1 student got 75 score, there

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[2]Afrida Hasibuan, S.Pd, The English Teacher of Grade X-2 in MA YPKS Padangsidimpuan, *Interview* at May 26th 2014.

were 3 students got 70 score, there were 4 students got 65 score, there were 5 students got 60 score, there was 1 student got just 55, there were 4 students got 50 score, there was 1 student got 45 score, there were 3 students got 40 score, there was 1 student got 35 score, and the last there were 2 students got very weak score; it was 20 score in writing descriptive text.

Furthermore, after analyzing the data that has been collected from the participants, it was gotten that the value of the mean score (M) of the ability of the students at grade X-2 of MA YPKS Padangsidimpuan in writing descriptive text in 2013/ 2014 academic year was 56.5 and it can be categorized into enough category, and it can be seen on Appendix 5. To know the description about classification or the criteria of the ability of the grade X-2 students of MA YPKS Padangsidimpuan in writing descriptive text in 2013/ 2014 academic year, look the following table:

Table 7

The Criteria Score Interpretation[3]

No.	Range Score	Category
1	0% - 20%	Very low
2	21% -40%	Low
3	**41% - 60%**	**Enough**
4	61% - 80%	High
5	81%-100%	Very High

Whereas, for looking the classification total of students' ability in writing descriptive text, here is the table 8:

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[3]Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula.* (Bandung: Alfabeta. 2005), p.89.

Table 8

The Classification Total of the Student's Ability

in Writing Descriptive text at MA YPKS Padangsidimpuan

No.	Classification	Predicate	Total of student	Percentage
1	0% - 20%	Very Low	2	6.6%
2	21% - 40%	Low	5	16.6%
3	41% - 60%	Enough	11	36.6%
4	61% - 80%	Good	12	40.0%
5	81% - 100%	Very Good	0	0%
Total			**30**	**99.8%= 100%**

According to the previous classification, it can be seen that, there were 2 students that can be categorized into very low category. It means that there were 6.6% of the students can be classified into very low category. Then, there were 5 students that can be categorized into low category. It means that there were 16.6% of the students can be classified to low category. Next, there were 11 students that can be categorized into enough categories. It means that there were 36.6% of the students can be classified to enough categories. Then, there were 12 students that can be categorized into good category. It means that there were 40.0% of the students can be classified to good category. The last, there was 0 student that can be categorized into very good category. It means that there was 0% of the student can be classified into very good category, or can be said that nobody got very good score in writing descriptive text at grade X-2 MA YPKS Padangsidimpuan.

2. Students' Ability Based on the Interview

Based on the interview, the English teacher stated that the students' ability in writing descriptive text manually from the book or by looking for their writing notebook. Afrida Hasibuan, S.Pd said that the students' result in writing descriptive text is in good enough.[4] It is same with the researcher's found in the test result. The students got 56.5 means the students' result in writing descriptive text is enough. The English teacher added that the students had known what are the generic structure that is in the descriptive text. Also about the language feature of the text, because she said that she had explained all about the text to the students.

The researcher also got the answer from the student of Grade X-2 MA YPKS Padangsidimpuan, Aisyah.[5] In the fourth question; do you think that writing descriptive text is difficult?. Then, she explained that for writing descriptive text is difficult. She said "Because writing is difficult for me". While, Rafika Ikhsan Sagala said "It is not difficult to write descriptive text. If we comprehend English well, it will be easy to do all about English, especially in writing descriptive text".[6] Putri Amalia also explained that writing descriptive text is not too difficult, because learning descriptive text is

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[4]Afrida Hasibuan, S.Pd, The English Teacher of Grade X-2 in MA YPKS Padangsidimpuan, *Interview* at May 26th 2014.

[5]Aisyah, The Student of Grade X-2 MA YPKS Padangsidimpuan, *Interview* at 19th 2014.

[6]Rafika Ikhsan Sagala, The Student of Grade X-2 MA YPKS Padangsidimpuan, *Interview* at 19th 2014.

not difficult. It just has only two generic structures. The difficult one is about grammar and vocabulary.[7]

Moreover, Yumna Ramadani said that writing descriptive text is sometimes difficult and sometimes easy. It is because of writing descriptive text will be easy or difficult according to the topic that the teacher given.[8] Further, Riski Amelia answered the interview did she think that writing descriptive text difficult or not? Then, she said that it is difficult, because of she has no much vocabulary.[9] It means that he was less in vocabulary. While, Abdi Sanjaya Ritonga told that writing descriptive text is difficult, because of the English teacher dictated the text. He added that he cannot write the text by dictating. "It wil be easy writing the descriptive text by dictating. I will be difficult writing something without looking to my book".[10]

So, it means that most of students have known what the generic structures of descriptive text. It was based on the teacher's telling in interview and the students' answer in the interview with the researcher interview's sheet. The students can write English, especially in writing descriptive text based on the teacher's way in explaining descriptive text. Moreover, most of the students had known the two generic structures. They said that descriptive

[7]Putri Amalia, The Student of Grade X-2 MA YPKS Padangsidimpuan, *Interview* at 19th 2014.

[8]Yumna Ramadani, The Student of Grade X-2 MA YPKS Padangsidimpuan, *Interview* at 19th 2014.

[9]Riski Amelia, The Student of Grade X-2 MA YPKS Padangsidimpuan, *Interview* at 19th 2014.

[10]Abdi Sanjaya Ritonga, The Student of Grade X-2 MA YPKS (Padangsidimpuan, *Interview* at 19th 2014.

text is easy to write because of that text just has two generic structures. It can be concluded that they have known writing identification and description. Moreover, it means that the students' ability in writing descriptive text at Grade X-2 MA YPKS Padangsidimpuan based on the interview of the English teacher and the students, the researcher concluded that their result in it is in good enough category.

3. **Description of the Student's Difficulties in Writing Descriptive at grade X-2 of MA YPKS Padangsidimpuan**

As explained above, the grade X-2 MA YPKS Padangsidimpuan students' score is categorized into enough categories. It means that they have many problems or difficulties. Based on the English teacher and students' answered about what the students' difficulties in writing descriptive text. Azuan Ali told that he had the difficulties in writing descriptive text such as feeling difficult in simple present tense; the students are still confused to find the tense of descriptive text. He added "It is so difficult to remember what the rule of writing simple present tense."[11]

Whereas, Nazma Fadilah Hrp said that He has the problem in simple present tense, he was not able to use it correctly. Also, I don't know how to arrange the paragraph systematically.[12] While, many of them did not know

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[11]Azuan Ali, The Student of Grade X-2 MA YPKS Padangsidimpuan, *Interview* at 19th 2014.
[12]Nazma Fadilah Hrp, The Student of Grade X-2 MA YPKS Padangsidimpuan, *Interview* at 19th 2014.

what the helping verbs of each subject is. Like Junita Sari statement, "It is so hard to write descriptive text. I don't know what the pattern of simple present tense".[13] It is fact from the interview of Nuraprina Sari Pohan, in writing descriptive text they did not use tense but they wrote descriptive text by arranging the words literally to be a descriptive text and sometimes make it in very random words and sentences.[14]

Next, the other difficulty was about vocabulary. Based on the result of interview with Roma Tua, He said that he was difficult to use the words. Even, because of he does not have many vocabularies, it made him could not write English well; especially in writing descriptive text.[15]It means that he did not have many vocabularies and he never memorizes the vocabularies in her house. So when he wanted to write descriptive text, he needed long time to open dictionary first. Then, his writing will be based on the dictionary, not based on the implicit meaning.

Next, Sondy Siregar answered that vocabulary wasthe most difficulties in writing descriptive text, because English is difficult to memorize including vocabularies. So, in constructing descriptive text "I did not know what I

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[13]Junita Sari, The Student of Grade X-2 MA YPKS Padangsidimpuan, *Interview* at 19th 2014.
[14]Nuraprina Sari Pohan, The Student of Grade X-2 MA YPKS Padangsidimpuan, *Interview* at 19th 2014.
[15]Roma Tua, The Student of Grade X-2 MA YPKS Padangsidimpuan, *Interview* at 19th 2014.

would write when I was asked by the teacher for writing descriptive text in the class".[16]

Then, this point made strong by Putri Amelia said that in writing descriptive text many students did not know vocabularies. Their abilities in mastering vocabularies still low. "I still have less vocabulary, even very, very and very lack of vocabularies. So if I want to make a sentence to build the paragraph and to build the text, the vocabulary that I have made me doubt to construct my writing, I did not understand what is the vocabulary will be written about." [17]

Based on the result of the researcher's interview when the researcher gave them the test to write descriptive text (build their writing into 2 part; two generic structures namely identification and description), many students were confused to write the vocabularies that they needed. Whereas, the English teacher and the researcher gave a change for them opened the dictionary.[18] But they were lazy to open dictionary, even in finding the new words that will be written by them. The last, most of them imitated their friends'descriptive text writing.

The researcher concluded that vocabularies were very important in writing descriptive text. Without the vocabulary, students were not able what

[16]Sondy Siregar, The Student of Grade X-2 MA YPKS Padangsidimpuan, *Interview* at 19th 2014.

[17]Putri Amelia, The Student of Grade X-2 MA YPKS Padangsidimpuan, *Interview* at 19th 2014.

[18]Putri Amelia, The Student of Grade X-2 MA YPKS Padangsidimpuan, *Interview* at 19th 2014.

will they write. They will be difficult to build the good text. They will be too difficult how to construct the one paragraph into the other paragraph. The researcher concluded again, the students did not have many vocabularies. So, they felt difficult in writing descriptive text.

Last, Based on the interview to Junita Sari said that in writing descriptive text the students also felt difficult to find the theme or idea to improve their paragraph one to another paragraph.[19] Even the researcher had given the easiest topics; "My School", "Al-Abrar is the Great Mosque in Padangsidimpuan", and "My Home" Then, it can be looked also from his answer in the interview. She added "I cannot write descriptive text because of lack of clear explanation of descriptive text such as she did not know what the rules/ patterns of writing descriptive text".[20]

This point in compliance with result of observation to many students at grade X-2 MA YPKS Padangsidimpuan, they felt difficult to make the theme or idea of the text that they write. The evidences are also found from their answer about writing the idea. Many of them cannot write it correctly. They also said sometimes they did not have inspiration (some tricks) or idea in writing the descriptive text.[21]

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[19]Junita Sari, The Student of Grade X-2 MA YPKS Padangsidimpuan, *Interview* at 19th 2014.
[20]Junita Sari, The Student of Grade X-2 MA YPKS Padangsidimpuan, *Interview* at 19th 2014.
[21]The Result of all Interviews, The Students of X-2 MA YPKS Padangsidimpuan, *interview* at October 2nd 2013.

The main idea was the one important aspect of text. Every text must have the main idea. So it will be easier to construct the text. It could be concluded the students would be easy in writing descriptive text if they know the main idea of a paragraph, even of a text in writing descriptive text.

4. The Efforts of the English Teacher to Overcome the Student's Difficulties in Writing Descriptive Text

To anticipate the students' difficulties in writing descriptive text, the English teacher had many efforts. Based on the result of interview to Mrs. Afrida Hasibuan, S.Pd.,[22] as the English teacher in MA YPKS Padangsidimpuan, she said that, she anticipated the difficulties of the students in writing descriptive text were:

a. The English teacher must explain again in a very detail explanation about simple present tense for them like writing the present sentence in descriptive text more, more and more. Sometimes, the English teacher ordered to memorize the patterns and write the example to students by using simple present tense.

b. The English teacher ordered them to bring the dictionary in learning English. If they did not know about the vocabulary that they needed, so

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[22]Afrida Hasibuan, S.Pd, The English Teacher of Grade X-2 in MA YPKS, Padangsidimpuan, *Interview* at May 26th 2014.

they can open dictionary directly. Then the teacher also ordered them to memorize the vocabularies minimally 5 words every day.

c.   The English teacher, indeed, she explained again about the mechanic of writing like the punctuation, coma, or semicolon, and full stop. Also how the capital role in writing. Of course the students have to make the capital letter for the specific name, for the word after full stop, for the city name, for the school name, for the pet name, and much more.

C. Threats of the Research

In this research, there were many threats that researcher done. It started from the titles until the techniques of analyzing data, so the researcher knew that it was so far from the perfectness.

In doing the test, there were the threats of time, because the students had many tasks, the other reason because of the range of time when the researcher did the research is they were doing many tasks because of it would be near to do the second semester or even semester (Indonesian said semester genap). Besides, the time which was given to the students was not enough and also the students did not have much time for doing the test, the students said they seldom write. It made them difficult to write in a fast way. So, the researcher took the sheets answers 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 the threats of the researcher. The

researcher has searched this, research only. Finally, it has been done because the helping from the entire advisors, headmaster and English teacher.

D. Discussion

One of genre which taught in senior high school is descriptive text. Descriptive text is learnt in the grade X material. A descriptive text is a kind of text in genre that gives description about things, living thing or non- living thing. Descriptive text describes much information about an object, where the information is about the parts, qualities, or characteristics of the object that is described. In writing descriptive text, there are two elements of text that must be known by readers like identification and description, social function or language features of descriptive text in which this text uses simple present tense and use specific participants. By knowing all the elements of descriptive text, they would be able to write a good descriptive text. Relation with this, the result of this research which the title "Students' Ability in Writing Descriptive Text at Grade X MA YPKS Padangsidimpuan" could be categorized into enough category (56.5 score).

To anticipate their difficulties in writing descriptive text, they needed the solutions/ efforts from the English teacher in overcoming their problems. The solutions were given by the English teacher were explained detail or more, more and more about tenses (simple present tense), and give them more, more, and more descriptive text to be written. Also, how to write the paragraph of the

generic structures of descriptive text. Then, the teacher and students discussed again the material about the text, whether there are any other problems that were found by the students. Then, if they did not able to do it, so it was the mistakes. May be they did not hear or pay attention when the English teacher explained about the material.

Next, the checking with friends through discussion was done with expose the interim result or the final result that gotten in the discussion with friends that has same research with the researchers and expert people in this research. They are Eni Fauziah Harahap, S. Pd.I. and Mrs. Afrida Hasibuan, S.Pd (an English teacher of MA YPKS Padangsidimpuan) we discussed together all about my thesis. We discussed chapter IV and V. Eni Fauziah Harahap, S. Pd.I. and I discussed about test score that the researcher counted in the chapter IV and V. It can be looked on Appendix 6. Then Mrs. Afrida Hasibuan, S.Pd and I discussed about the interview result in the chapter IV and V and observation sheet. It can be looked on Appendix 1 & 2: Observation sheet and interview result.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After treating the collecting data, the next steps were taking the conclusion of this research. It is regard important because it can describe the final research itself.

In this case, the conclusions of this research as the follows:

1. The ability of students in grade X-2 MA YPKS Padangsidimpuan in writing descriptive text was 56.6. It can be categorized into enough categories.

2. The Difficulties of students in grade X-2 MA YPKS Padangsidimpuan in writing descriptive text were not too significant; they are: Difficulties in grammar; it is simple present tense, vocabulary, and in mechanic parts.

3. The efforts of the English teacher in overcoming the students difficulties in writing description text were:

   a. The English teacher must explain again in a very detail explanation about simple present tense for them like writing the present sentence in descriptive text more, more and more.

   b. The English teacher ordered them to bring the dictionary in learning English. If they did not know about the vocabulary that they needed, so they can open dictionary directly.

    c.   The English teacher, indeed, she explained again about the mechanic of writing like the punctuation, coma, or semicolon, and full stop. Also how the capital role in writing.

B. Suggestions

After formulating the conclusions, the researcher wants to give the suggestions concern with the result of the research. It can be seen as below:

1. It is suggested to the headmaster to motivate his teachers to increase their ability in study English, especially in teaching and learning of writing descriptive text.

2. It is suggested to the English teacher:

    a. Before studying of writing descriptive text, the students had to know and master about simple present tense more, mastering vocabulary and how to write the text in a good punctuation.

    b. Apply the suitable strategies, methods, ways, or procedures which can improve or help them understand in learning English Especially in teaching and learning of writing descriptive text.

3. It is important to other researcher to make the deepest research with the topic of this research, because it is still far from the perfect one to topic to the limitation of the researcher material, knowledge and experience.

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