# AN ANALYSIS ON STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT ATFIFTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT IAIN PADANGSIDIMPUAN

**A THESIS**

Submitted to the State Institute for Islamic Studies (IAIN) Padangsidimpuan as a Partial Fullfilment of the Requirement for the Graduate Degree of Education (S.Pd.) in English

Written By:

SITI AMINAH
Reg. Numb. 17 203 00017

**ENGLISH EDUCATIONAL DEPARTMENT**

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2021

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## LETTER OF AGREEMENT

Term : Munaqasyah
Item : 7 (seven) examplars

Padangsidimpuan, 18 April 2022
a.n. **Siti Aminah**
To:**Dekan**
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*Assalamu'alaikumwr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Rapika Andriani Harahap**, entitled **"An Analysis on Students' Ability in Writing Descriptive Text at Fifth Semester Students of English Department IAIN Padangsidimpuan"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

*Wassalam 'alaikumwr.wb.*

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# DECLARATION LETTER OF WRITING OWN THESIS

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## ABSTRACT

This research aim is to know the students' ability in writing descriptive text at fifth semester students of English department IAIN Padangsidimpuan. This research used quantitative descriptive research. The subject of this research were students at fifth semester students of English department IAIN Padangsidimpuan,

The formulation of problem in this research was "How is the students' ability in writing descriptive text at fifth semester students of English Department IAIN Padangsidimpuan. Therefore the object was students ability in writing descriptive text. The aim of this research was to know the students' ability in writing descriptive text at fifth semester students of English department IAIN Padangsidimpuan.

Quantitative descriptive was kind of research used in this research. The writer used purposive sampling technique in case of the sample. The writer took 36 from 102 of students from TBI-3. The writer give a test to students to collect data. In analyzing the data, the researcher used the following steps: collecting the data, scoring data, and calculate the data.

Based on the data analysis, the writer found that the students lack in using mechanics well, it can be seen from percentages of mean score in writing ability question sheet. The writer found that the students ability in generic structure was high and the students ability in lexicogrammatical was low. The writer concluded that the result of this research were students ability in writing descriptive text at fifth semester students of English department IAIN Padangsidimpuan in high level, it can be seen from percentages of mean score in writing descriptive text test that was 74,38%.

**Key words:** Analysis, Students ability, Writing descriptive text.

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## ABSTRAK

Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam menulis descriptive teks disemester lima jurusan bahasa inggris IAIN Padangsidimpuan. Penelitian ini menggunakan kuantitatif deskripsi. .

Perumusan problem dalam penelitian ini adalah "bagaimana kemampuan siswa dalam menulis teks deskripsinya pada semester kelima mahasiswa dari departemen inggris IAIN Padangsidimpuan" Oleh karena itu, objeknya adalah kemampuan siswa untuk menulis teks deskriptif. Tujuan penelitian ini adalah untuk mengetahui kemampuan siswa dalam menulis teks deskripsikan pada siswa semester kelima dari departemen inggris IAIN Padangsidimpuan.

Deskriptif kuantitatif adalah jenis penelitian yang digunakan dalam penelitian ini. Penulis menggunakan teknik sampling yang bertujuan untuk mengambil sampel. Penulis mengambil 36 dari 102 siswa yang TBI-3. Berikan tes sebagai teknik dalam mengumpulkan data. Analisis data menggunakan langkah-langkah berikut: mengumpulkan data, mencetak data, dan menghitung data.

Berdasarkan analisis data, penulis menemukan bahwa siswa lemah dalam menggunakan mekanika dengan baik, itu dapat dilihat dari persentase berarti siswa skor menulis lembar pertanyaan kemampuan,Penulis menemukan bahwa para siswa kuat dalam isi dan lemah dalam mekanik. Penulis menyimpulkan bahwa hasil penelitian ini adalah siswa kemampuan menulis teks deskriptif pada semester kelima mahasiswa jurusan inggris IAIN Padangsidimpuan dalam tingkat menengah, hal ini dapat dilihat dari persentase nilai rata-rata dalam menulis tes teks deskriptif yang 74,38 %.

**Kata kunci :** Analisis, Kemampuan siswa, Menulis deskriptif teks.

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As saying said nothing is perfect, the researcher realizes that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and Criticism are also expected from all the readers of this thesis.

Padangsidimpuan, the of March 2022

Researcher

**Siti Aminah**
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# CHAPTER I

# INTRODUCTION

## A. Background of the problem

People can use many kinds of languages to communicate with other people in the world in different area will have own language and the language has different characteristic. One of the popular languages in the world is English. English is an international language the most widely spoken in entire world included in Indonesia. English more important in Indonesia since it taught in every single school from elementary school until university and become one of the popular subject because it talk about foreign language. Students will able to understand about a lot of information and knowledge in case they understand English well.

Understanding of English as a foreign language is important to know every skill and part of the English. It is very important for students in mastery English in all skill, such as listening, speaking, reading, and writing. In this case, the researcher is going to focus on writing skill. Writing is one of the English skills that must be mastered by the English language learners.

Writing is a social skill, not a biological attribute: every normally developed person in a society that uses writing learns to speak, but not all

learn to read and write.[1] This preparation can make it possible for words that have been used receptively to come into productive use. Writing is also considered as the indicator toward the student success in learning English. Since writing is productive skill, it also helps the students to develop their ability in expressing what they feel and think. Speaking, and listening are receptive skill or communication skills that are important in all subject areas in the curriculum.[2] This is because the students should be able to communicate in the target language in spoken and written language. At the same time when students talk about writing, students talk about how to write such as a phrase, sentence, paragraph, and also text.

Students have learned how to write phrases, sentences and paragraph before going to write a text. A set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system.[3] It mean that writing have many rules and have to follow the rules.

Text is the main body of a book or other piece of writing, as distinct from other material such as notes, appendices, and illustrations. It consist of pieces of paragraph, and a piece of paragraph consist of three or more

[1] Jack Grieve, *Dialect Variation*, ed. Jeff Connor-Linton, *The Cambridge Handbook of English Corpus Linguistics*, the first (New york: Cambridge University Press., 2015), 402, https://doi.org/10.1007/9781139764377.021.

[2] Harits Masduqi, "Integrating Receptive Skills and Productive Skills into a Reading Lesson," *The 2nd International Conference on Teacher Training and Education* 2, no. 1 (2016): 1, https://jurnal.uns.ac.id/ictte/article/view/7476.

[3] Grieve, *Dialect Variation*, 403.

sentences. Based on the Indonesian curriculum, students introduced many kinds of the text. Students will learn the text base on the purpose and needed. There are some types of the text such as recount, procedure, news item, descriptive and also report text. Each genre has differences including in generic structure, language features, function and characteristic of every single genre. When students have mastered the aspect of genre its mean that students able to write text well.

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

Descriptive text is a text that explains or describes people animals or a good object of its shape, its nature, number and others. The purpose of the descriptive text is to explain, describe, or reveal someone, or an object. Descriptive text is a text which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person. The descriptive text is really different from the other kinds of text. Descriptive text is the text that describes something. Wyrick stated in Yenni, "The writer of description creates a word-picture of persons, places, objects, and emotions

using a careful selection of detail to make an impression on the reader." From the explanation above, it can be concluded that descriptive writing is a kind of writing that consists of description, characteristics, definition of something, object or person.[4] Then, the descriptive text is usually in simple present tense.

Based on the explanation above, the researcher conclude that descriptive text is a types of the text talk about describing something detail how the things look like and what is the characteristic of it. Descriptive text explained the specific from something. This genre is so funny, because it can make the reader mind travelling base on the topic of text. It is as though the reader sees and feels what the writer told.

Learning is one of the process knowing something which is someone did not know before. They will learn all about it and try to make a new product. For instance, students learn about how to write, students will write something start from alphabets, words, phrases, sentences, paragraph and sentences. After students master how to write with a good form that would called ability in writing text. Ability is when someone master something well. In this case students have to master all of topic that mention in curriculum every single semester.

Based on student's writing document, There were 35 of students in writing class, but some of students did not have plenty requirement in writing,

[4] Yenni Rozimela Lailatul Husna, Zainil, "An Analysis Of Writing Skill In Descriptive Text At Grade Xii Ipa 1 Of Man 2 Padang" 1 (2019): 2, http://ejournal.unp.ac.id/index.php/elt/article/viewFile/4555/3600.

there are at least 6 get A, 20 students for score B, and there are 9 students that get C. the researcher would analyze the students ability in writing class especially in writing descriptive text.

Base on pre- research and interview with some of the students of English Department IAIN Padangsidimpuan, they said that they still have many problems in writing descriptive text even though they have learned it from grade 3 junior high school until senior high school. According to W said that one of the problem in writing is not familiar to the descriptive text. It mean she does not attract in writing class. [5]They have problems in develop their idea because they did not mastered how to write descriptive text well. The second problem is students difficult to express their ideas in a good paragraph. Furthermore, the teacher also s found that students still quite difficult in choosing good words to describe the things, its mean that the students lack of vocabularies make their own text used usual words, and also make the students difficult in develop their own ideas to make clear explanation.[6]

Next problem is the students still confuse in make a good sentences, especially in a long sentence. This problem came because the students did not master the rules making a good sentences. Before the students going to write

[5]Online Interview with W, as astudents at 5th English Department IAIN Padangsidimpuan , observation, (September 2021).

[6] "Private Interview with E, as astudents at 5th English Department IAIN Padangsidimpuan , observation, (September 2021).

text, the students have to master the grammar.[7] The fifth is the students difficult in develop their ideas in describing to related thing.[8]The last problem, the students did not know how to use capitalization, punctuation and also a good spelling of the words. Student still confuse in using capitalization. Some of the students using capitalization without following the rules. Students write the text without noticing when to use big and small syllables.

Based on the set of problems above, the researcher concluded that the students has many problems in writing descriptive text. Writing is one of the English skill more difficult than another skill. Some students less attract in writing because they just prepare for speaking, listening and some of them attract in reading.

Therefore, the researcher would like to see whether how the students ability in writing descriptive text. Base on the explanation above the researcher is attractive in doing this research to know the students ability in writing descriptive text. The researcher conduct this research under the title is "**An Analysis on Students' Ability in Writing Descriptive Text Students at Fifth Semester Students of English Department IAIN Padangsidimpuan**"

[7] Online Interview with K, as a students at 5th English Department IAIN Padangsidimpuan , observation, (September 2021).

[8] Online interview with A, as a students at 5th English Department IAIN Padangsidimpuan , observation, (September 2021).

## B. Focus of the Problems

Based on the researcher's explanation above, this research focused on students ability in writing descriptive text. The researcher was analyzed the students ability especially in writing descriptive text of the students at fifth semester English Department IAIN Padangsidimpuan.

## C. Formulation of the Problem

Base on the background of the problem, the researcher would like to sought the answer by the following problem as follows:

1. How is the students' ability in writing descriptive text at fifth semester students of English Department IAIN Padangsidimpuan?
2. What are the students' difficulties in writing descriptive text at fifth semester students of English Department IAIN Padangsidimpuan?
3. What are the efforts of the teacher in solving the students difficulties in writing descriptive text?

## D. Purpose of the Problem

Based on the formulation of the problem above, the aim of this research is to know the students' ability in writing descriptive text at fifth semester students of English Department IAIN Padangsidimpuan.

## E. The Terminologies

To avoid misunderstanding in assuming the title of the research, then it was clarified the definition of terminologies in title "an analysis on the student's ability in writing descriptive text at fifth semester students of English department IAIN Padangsidimpua, by following bellow:

1. Analysis

   A careful study of something to learn about its parts, what they do, and how they are related to each other.

2. Ability

   Ability is skill or power to do something.[9] This research meant ability is potential, skill, or power of students at the fifth semester students of English department IAIN Padangsidimpuan in writing descriptive text.

3. Writing Descriptive text

   Descriptive text is a genre of the text that described an object, person, animal etc. According to Abisamra adds that "descriptive is the text picturing the person, place and thing with clear detail to help the readers visualize an object which is described". Writing descriptive text is an activity when students write a text by using descriptive text rules like generic structure, language features and all about descriptive text. Besides that, writing descriptive text make students get more ideas because the writer try to make the reader see the situation on story.

## F. Significances of study

The result of this study will give benefits for:

1. Theoretically

   The researcher hopes this research can give better in writing text especially in descriptive text. This researcher will enrich readers knowledge about writing descriptive text. Moreover, readers can know

[9] *Oxford Learner's Pocket Dictionary* (oxford university press, n.d.), p.1.

how to develop idea which is related to the topic and make the readers more attract to read the writers stories.

2. Practically

   a. Lecturers.

   This research can be useful for lectures. This result will help the lecturers to be successful in learning descriptive text.

   b. The researcher.

   For the researcher, this study can help the other researcher to enhancing knowledge about the students' ability in writing descriptive text. The result of this research hopes get more information about analysis of students problems in writing descriptive text.

   c. The students.

   Students are someone study at school and get more knowledge from the teacher. This research can add knowledge and understanding of language features especially in writing descriptive text. Students will get more information and know their lack in writing descriptive text and how to solve it.

## G. Outline of the Thesis

1. Chapter I is an introduction that consist of background of the problem, focus of the problem, formulation of problem, purpose of the problem, the terminologies, significances of study and also the outline of the thesis.

2. Chapter II consists of theoretically review such as students ability that is the nature of students ability. Next, writing descriptive text consist of the nature of writing, elements of writing, minimum writing requirement, writing process, the purpose of writing, text, types of text, descriptive text, writing descriptive text and assessing writing. Then, chapter III also consist of review of related findings and hypothesis.
3. Chapter III consists of research methodology like place and time of the research, research design, population and sample, instrument of collecting data, technique of collecting data, and technique of data analysis.
4. Chapter IV consists of data description like, mean score, median, modus, range and hypothesis testing. The last point of chapter IV are consist of discussion and the threat of research
5. Chapter V consists of conclusion and suggestion.

# CHAPTER II

# THEORETICAL REVIEW

## A. Ability

### 1. The Nature of Ability

Ability is the power to do something physical or mental. Merriam stated that Ability is the quality or state of being able, physical, mental, or power to do something competence in doing skill natural talent or acquired proficiency aptitude.[10] It can be determined as a skills, expertness or talent. So, ability is the skill or power of an individual to master a skill and use it to do something. Robbins stated that the ability consists of two factors, namely:

1) Intellectual Ability

Intellectual ability is the ability needed to perform various mental activities, think, reason and solve problem.

2) Physical Ability

Physical ability is the ability to perform tasks that require stamina, skills, strengths and similar characteristics.

## B. Writing Descriptive Text

### 1. The Nature of Writing

Writing is one of the activities in expressing ideas by using their consideration. The writer has to develop their idea word by

[10] Merriam-Webster, *Webster's New Explorer College Dictionary : Created In Cooperation With The Editors Of Webster ' S New Explorer,* (United States Ofamerica: Federal Street Press, 2003), P.2.

word, sentences, paragraph and become a good text. The writer can express the idea base on the writer mood, sad, happy, angry, etc.

> Manchon stated that writing is central to our personal experiences, professional careers and social identities, yet while we are often evaluated by our control of it, its multifaceted nature constantly evades adequate description.[11]

Writing is an ability in representation of spoken language by using symbols. Klein states that "writing is the ability to put pen and paper to express ideas through symbols.[12] Elbow cited in Brown states that writing is figuring out meaning and put it into language.[13] Furthermore, developing an idea in a things such as paper is a unique activities, because someone can express their feeling without say something by using spoken language. Someone able to say whatever that they want to say. A writer thinks only and write it on the paper.

> Kellogg, Olive, & Pilot define the productive writing skill is considered a cognitive challenge, because it helps to assess language competency, recalling capability and thinking ability. It demands to recall information from long-term memory. Moreover, Nickerson, Perkins, & Smiths stated in Muhammad that the ability of productive writing requires sound ability of thinking on comprehensible matters.[14]

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

[12]Klein, Writing Definition Descriptive Text, Online, http:// en.writing-definition-descriptive-text, accessed on May 18, 2013.

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

[14]Muhammad Javed, Wu Xiao Juan, SaimaNazli "A Study of Students' Assessment in Writing Skills of the English Language" 2013, 3, http://www.e-iji.net/dosyalar/iji _2013_2_9.pdf.

One of the important skill besides English skill is writing. While students can write as well with good order that means they master English. Writing is the most difficult skill because it has to follow the ways, such as build a good sentences, use the punctuation, and another ways. Florian Coulmas defines a writing system as a set of visible or tactile signs used to represent units of language in a systematic way, with the purpose of recording messages which can be retrieved by everyone who knows the language in question and the rules by virtue of which its units are encoded in the writing system.[15] It means that not writing only, but we need to pay attention to several aspects of the writing, so the readers are able to getting point of ideas or messages.

In conclusion, writing is an activities in represent and develop ideas using set of symbols on a piece of paper by follow some ways. Writing is a skill which requires students to express their ideas in written form.

**2. The Elements of Writing**

Element is part of writing that should be found in writing product. According to Muklas et.al there are five elements of writing. They are developing ideas, organizing ideas, grammar, vocabulary and mechanics.[16]

[15] Grieve, *Dialect Variation*, 403.

[16] M. Muklas Zulaikah, Eka Agustina, "An Analysis Student's Ability In Writing Descriptive Text Of Second Semester Of English Educational Program At STKIP Nurul Huda Oku Timur.," no. 1 (2018): 17, https://doi.org/2549-4171.

a. Developing ideas

Thinking about the ideas and then write down on the paper without think the ideas is good or bad weather the writing steps is correct.[17] The topics that were given to the students were considered familiar to the students to make a good paragraph. To have a paragraph unity a students have to support the ideas into the sentences.

b. Organizing ideas

Before do writing activities, the writer have to breaking a topic becomes a simple subsection to make it easier for the writer to explain the topic.[18] Framework make the writer easy to develop ideas and the topic more relate each other.

c. Grammar

Grammar is a set of rules to combine words, phrases to be a good sentence. Grammar is generally thought to be a set of rules specifying the correct ordering of words at sentence level.[19] A good sentence has a good form by following the rule of how to build a sentence.

> In such a view, the grammar provides a finite and fixed set of sentence templates and a set of "rules" that words should abide by. Grammar is the knowledge speakers have about the units and rules of their language—rules

[17] Elena Vestri Salomon. Keith S.Folse, April Muchmore-Vokoun, Great Writing, Great Paragraph, Ed. Yeny Kim, Third Edit (USA: Sherrise Roehr, 2009), 30, Https://Id1lib.Org/Book/1110371/C0b447.

[18] Nurhadi, Handbook of Writing, ed. Rita Dwi Aningtyas dan Restu Damayanti, 1st ed. (Jakarta: PT Bumi Aksara, 2017), 53.

[19] David Nunan, *Practical English Language Teaching*, ed. David Nunan, first edit (America, New work: McGraw-hill companies, 2003), 154.

> for combining sounds into words (called *phonology*), rules of word formation (called *morphology*), rules for combining words into phrases and phrases into sentences (called *syntax*), as well as the rules for assigning meaning (called *semantics*). The grammar, together with a mental dictionary (called a *lexicon*) that lists the words of the language, represents our linguistic competence.[20]

A text can categorize as a good text in case the unity of the paragraph build by a good sentences, the sentences in a good form based on the rule of grammar.

d. Vocabulary

Vocabulary is one of the important things which were used in every single communication even in written text. Vocabulary is a group of words that a person or group of people know and regularly used in their language which is commonly use categorized in few ways.[21] Writing vocabulary is all the words that can be employed in writing. Many written words did not commonly appear in speech, the writers generally use a limited set of words when communicating.

e. Mechanics

Mechanics is the use of the graphic conventions of the language. It refers to the appearance of words, to how they are spelled or arranged on paper. The example of mechanic is when writing the first word of a paragraph, it must be intended. The

[20] Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to Langauge 10th Edition*, ed. Joan M. frlaherty and the Team, *Cengage Learning*, Tenth Edit (New York: Micheal Rosenberg, 2013), 9, https://book4you.org/book/2322684/ee3765?dsource=recommend.

[21] M.Pd Sojuangon Rambe, S.S., "Teaching and Learning Vocabulary," *Teaching and Learning Vocabulary* 03, no. 1 (2015): 27, https://doi.org/https://doi.org/10.24952/ee.v3i01.

rules of mechanic try to make the writing seem consistent and clear. The convention may seem arbitrary. In fact, it was developed from thousands of experiences. The mechanic represents the economic and efficient way of writing. There is a discussion about punctuation in the mechanic. This subject is a little bit complicated. Some punctuation is cut-and dried, while the others fall into the area of usage or style.

**3. Minimum Writing Requirement**

According to Kristiyani Responsible writers should express their written ideas semantically and grammatically correct to avoid ambiguous meaning[22]. Beginning writers need a great deal of practice. Writing requirement of good writing are as follows:

1. Concord/Agreement
   a. You should make sure that you use the masculine and feminine pronouns correctly.
   b. You should make sure that you use correct singular and plural forms of the verbs and pronouns.
   c. You should make sure that you use the correct forms of the nouns after the articles such as one, a, an, each, another, every, two, three, both, many, this, that, much.

2. Finite Verbs
   You should make sure that every simple sentence and the principle (main) clause in every complex sentence each contains a finite verb.
3. Tenses
   a. You should make sure that you do not change the tense from present to past or from past to present unless you have a good reason.
   b. The changes of tenses are acceptable for a certain reason

[22] Christina Kristiyani, "Developing Basic Writing Skills," 2013, 3, Http//Book.Org.Edu.Jdfnkdkj645.

4. Verb Groups
   You should make sure that the verbs in questions and negative constructions have the correct form.
5. Articles
   a. If you use a singular countable noun, you should make sure that you put **a** or **the** or a similar word before the noun.
   b. If you use an uncountable noun or a plural countable noun, you should make sure that you do not put **a** before the noun.
   c. If you use the name of a person, town or country, you should make sure that you do not use **a** or **the** in front of it.
6. Punctuation
   a. You should use a capital letter at the beginning of every sentence, a full stop at the end of every statement and a question mark at the end of every question.
   b. You should use a capital letter to begin the name of a person, town or country.
   c. You should make sure that you use the possessive apostrophe correctly.
7. Spelling
   a. You should make sure that you use the words **there** and **their**, and **then** and **than** correctly.
   b. When a word ends in **p, t, d, m, n,** and **l** and has a short vowel in its final syllable, the consonant should be doubled when the suffixes **–able, ed,** and **-ing** are added.
   c. When the final syllable contains a long vowel, the consonant should not be doubled.
   d. If you use a word which spells the sound [23]

## 4. Writing process

Writing is the process of creating , organizing, writing, and polishing. In the first step of the process, you create ideas. In the second step, you organize the ideas, in the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revision.

[23] Kristiyani, 2.

According to Ann and Alice, there are three the process of writing. They are: pre-writing, organizing, writing, polishing: revising and editing.[24]

**a.** Pre-Writing

Pre-writing is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic. Listing are several techniques you can use to get ideas.[25]

**b.** Organization

The next step in the writing process is to organize the ideas into a simple outline. The writer organize the ideas start from the topic and follow by main idea and supporting sentences. This step made the writer ore easy in developing ideas before writing phase.

**c.** Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft.

**d.** Polishing: Revising and Editing

In this step, you polish what you have written. This step is also called revising and editing. Polishing is most

[24] Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, Third Edit (United States of America: Pearson Education, 2007), 15, https://book4you.org/book/2293769/93998d.

[25] Oshima and Hogue, 15.

successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

5. **The purpose of writing**

Writing skill is the ability in applying the rules of the language to transfer the information. It consists of the correct grammatical aspect of the language. Nurhadi stated that there are some of the purpose of writing. They are writing by the function, writing by the writer's interest in the reader, and also the purpose of writing in general.[26]

a. By the function of the language, the writing's aim can be distinguished to five. They are:
   1) Write to relay information, such as writing articles, to write the language of the scrapbook, and to make reports;
   2) Writing to create and maintain social relations, unfinished writing a letter, writing an invitation, writing a memo, writing a text.
   3) Writing to control the behavior of others, such as petition.
   4) Writing is an exhortation, such as writing an open daily, writing a letter from a reader, or an editorial in a newspaper,
   5) Writing is to express the creativity of one's imagination, such as writing a story, writing a poem, or writing a play.

b. Based on the writer's interest in the reader, the goal of writing is distinguished to six, that is:
   1) Infusing understanding into the reader.
   2) Changing the confidence of the reader,
   3) Fun or entertaining readers.
   4) motivates and affects the reader.
   5) shows something new to the reader,
   6) Stimulates the reader's thinking process.

[26] Nurhadi, *Handbook of Writing*, 12.

In this way, it may conclude that there are in a general purpose of writing. They are:

a. To inform the reader.
b. reassuring.
c. Expressing myself for comforting.
d. make something.
e. Solving problems.[27]

**6. Text**

Describing something through written language become the best activities in learning how to master foreign language. In writing text, the author able to learn the whole part of language such make a sentences, idioms, use the punctuation and so forth . Write a text can develop idea relate to the topic. Text refers to any written record of a communicative event. The nature of the text is that made by words and sentences and it is really made meaning. [28] Text build by words then phrase, sentences and the last paragraph that have related meaning each other. One text has one topic that will describe on the text.

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

[27] Nurhadi, 12.

[28] M. A. K. Halliday and Ruqaiya Hasan, "Language, Context, and Text_ Aspects of Language in a Social-Semiotic Perspective .Pdf," 1989, 10.

product and generator of social context are related by reakization.[29] Text is the product of writing consist of three or more paragraph.

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

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

**a. Types of Text**

There are thirteen types of text including Procedure, Recount, Narrative, Description, News Item, Report, Analytical Exposition, Spoof, Hortatory Exposition, Explanation, Discussion, Review text.

This research focus on the descriptive text. The researcher attract in analyze the students problems in writing descriptive text because some of students' have not master about descriptive text yet. There are another students problems in writing descriptive text and will analyze by researcher.

[29] Annabelle Lukin, "What Do Texts Do ? The Context-Construing Work of News Introduction : Context and Text in Halliday ' s Systemic Functional Linguistics" 33, no. 1935 (2013): 2, https://doi.org/10.1515/text-2013-0024.

## 7. Descriptive Text

1) The nature of descriptive text

Descriptive text is one of genre of texts. This text is one of the texts that have to be taught to Junior High school. Students will communicate each other in oral and written form of communication. Descriptive text is difficult enough to learn by the students. Descriptive text stated for describing something, how the colour, characteristic, image, or feeling. All about the things that relate to the topic, the writer can write it on the descriptive text.Descriptive text is to describe and reveal a particular person, place, or thing in details or specific to make the reader be able to visualize the description.[30] Descriptive text can illustrate things specifically with clear explanation.

It can be a concrete object such as a person, or an animal, or a plan, or a car and so forth. It can also be an abstract object such as an opinion, or idea, or love, or hate, or belief. The text function to reflect what is being describe to readers.[31]Descriptive writing appeals to the senses, so it tells how something looks, feels, smells,

[30] Reszy Yuli Harmenita & Yuli Tiarina, "Teaching Writing a Descriptive Text By Using By Using Environmental Observation Strategy Environmental Observation Strategy," *Journal of English Language Teaching* Vol. 1 No., no. March (2013): 3, http://ejournal.unp.ac.id/index.php/jelt/article/view/1167/988.

[31] Sanggam Siahaan, *The English Paragraph*, First Edit (Pematang Siantar: Graha Ilmu, 2017), 119.

tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.[32]

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

2) Social function

Social function descriptive text is to describe a particular person, place or thing. Ken Hyland stated that the function of descriptive text is to give an account of imagined or factual events and phenomena.[33] The reader get feel of the situation or imagined it of story while the reader read it.

3) Generic structure

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

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

[32] Oshima and Hogue, *Introduction to Academic Writing*, 61.

[33] Ken Hyland, *Second Language Writing*, ed. Jack C.Richards (New York: Cambridge University Press., 2003), 20, https://doi.org/10.2307/3588251.

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

4) Grammatical features

a. The present tense is predominantly used

b. Past tense that tends to dominate

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

d. Action verbs are used when describing behaviors/uses, for instance:

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

f. In literary and commonsense descriptions, action verbs are used metaphorically to create effect;

g. Mental verbs are used when describing feelings in literary descriptions.

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

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

**j.** Adverbial phrases are used in descriptions to add more information

**8. Writing Descriptive Text**

Writing descriptive text is one of the activities that contain of write a variety of stories but using descriptive text style. Students try to write how to describe the main topic well and make the reader visualize situation of the stories. Writing descriptive text is a process to gather our ideas, information or thoughts become a text that describes a particular person, place or thing. It explains about a person, place or thing which can make the readers imagine what is described vividly. It gives sense - impression such as the feel, sound, taste, smell and look of things.[34] Writing descriptive text increases vocabularies cause it consist of characteristic of the main topic or object. The object can be concrete such as human, animal, flower, house, city, tourist destination and so on.

Example:

(Identification)

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

(Description)

[34] Wulan Sari Panggabean et al., "Mind Mapping on Students ' Writing Descriptive Text," Iain Padang Sidimpuan 07, no. 02 (2019): 3, http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/view/2233.

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

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

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

**9. Assessing Writing**

In learning, the students try to develop their ability in the class. Teacher as a facilitator have to know the students' progress in case developing a piece of their written work. Teacher can be a judge to know students progress. Teacher will give the task to the students while the topic was finished explain to know the students comprehending.

Brown stated that one way to view writing assessment is through various rating checklist or grids that can indicate to students their areas of strength and weakness, and in case such taxonomies are scoring rubrics.[35] Hyland also stated that assessment refers to the variety of ways used to collect information on a learner's language ability or achievement. It is therefore an umbrella term which includes such diverse practices as once-only class tests, short essays, long project reports, writing portfolios, or large-scale standardized examinations.[36] The key getting the successful assessment or evaluation of the students is to get the students comprehend, grades, score and other comment are varied forms feedback from which they can benefit.

**Table I**
**Rubric Score for Assessment writing Descriptive Text**

| Aspect | Sub –Aspect | Score | Performance Description |
|---|---|---|---|
| Social Function | | 20 | The topic is complete and clear and the ideas are relating to the topic |
| | | 15 | The topic is complete and clear but the ideas are almost relating to the topic |
| | | 10 | The topic is complete and clear but the ideas are not relating to the topic, There is no introduction/description. |
| | | 5 | The topic is not relating to the topic and ideas are not |

[35] H.Douglas Brown, *Teaching By Principle*, Third Edit (United States Of America: Pearson Education, 2007), 413.
[36] Hyland, *Second Language Writing*, 213.

| | | | |
|---|---|---|---|
| | | | relating to the topic. The information is not organized logically. |
| Generic Structure | Identifications | 20 | Relevant to generic structure of descriptive text, good in identify thing, describe with sequence form. |
| | | 15 | Relevant to generic structure but using uncoordinated descriptions |
| | Descriptions | 10 | Misusing generic structure and less in uncoordinated descriptions |
| | | 5 | Very poor in using generic structure and in uncoordinated descriptions |
| Lexicogrammatical features or language features of descriptive text | Tense | 15 | Used correct sentences in a good tense and every sentence related each other. |
| | | 10 | Used correct sentences but it is almost not related each other |
| | | 5 | Used wrong sentences, the tense also is not appropriate. |
| | Relational Verbs | 15 | Used relational verb in a good order. |
| | | 10 | Used relational verb in a wrong order |
| | | 5 | The relational verb is not appropriate |
| | Adjectives | 15 | |
| | | 10 | |
| | | 5 | |
| | Adverbs | 15 | There are adverbs in every single sentence. |
| | | 10 | Almost sentence have adverbs |
| | | 5 | There are no adverbs in every single sentence. |

## C. Review of Related Findings

Regarding related findings, the writer found some research related to this research. The first thesis from Harahap, she found that the students were not able to use grammar correctly, it was based on the percentage of students' ability in writing descriptive text. From five components of writing, the researcher found that the students strong in the content and weak in grammar. The result of the data analysis was that their ability in writing descriptive text at senior high school 1 Tambang was categorized into very good level. [37]

The second thesis from Wahyuni, she found that the ability of the students was poor and have some difficulties in writing descriptive text. It means that the students have many problem in writing descriptive text, so that's why their writing not plenty good.[38]

The third thesis from Putri, she has found that the students ability and problem in a fair category. Some of them good and some of them also not plenty good in writing. The most common mistake that students have done are in organization, grammar and vocabulary. It mean that even though students learn descriptive text since junior high school, they commonly do the same mistake.[39]

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[37] Liliana Harahap, "The Researcher Found That The Students Were Not Able To Use Grammar Correctly, It Was Based On The Persentage Of Students' Ability In Writing Descriptive Text. The Percentage Of Students' Ability In Grammar Was 18,66%, Mechanics Was 19,54%, Vocabulary Was" (Universitas Islam Negeri Sultan Syarif Kasim Riau., 2018).

[38] Isna Wahyunmi, "An Analysis Of Students' Ability And Difficulties In Writing Descriptive Text" (Universitas Muhammadiyah Makassar, N.D.).

[39] Dayang Meljah Halda Putri, "An Analysis Of Students' Ability And Problem In Writing About The School Environment" (Universitas Muhammadiyah Purwokerto, 2016), Https://Ripodtoryp.Unismuhpur.Ac.Id.

The fourth thesis by Fitriana, this research showed that student make much problems in punctuation aspect. The most commonly mistake that students have done are in using capital letter and full stop. The dominant student's punctuation problem in writing spoof text that happened to students was capital letter problem. Its mean that students get difficult in using punctuation while writing descriptive text.[40]

The fifth thesis made by Richo with the title is the students' ability in writing descriptive text at the tenth grade of SMK N 6 Surakarta in 2015/2016 academic year. the writer finds that the students have difficulties in using grammar and organization, and their writing ability in descriptive text was good level categorize.[41]

The sixth thesis wrote by freddy by the title Students ability in writing desriptive text at fourth semester of TBI IAIN Padangsidimpuan. The result of this research was the ability of the students in writing descriptive text The students' ability in writing descriptive text at fourth semester of TBI IAIN Padangsidimpuan is not low, it can be seen from the means score was 67.04. Although some students got low mark, but most of them still got

[40]Yuni Fitriani, "Analysis Of Students' Problems In Writing Text Spoof Of The Eleventh Grade Smk Pgri 4 Bandar Lampung In Academic Year Of 2020/2021." (Universitas Lampung, 2021), Http://Repository.Radenintan.Ac.Id/Id/Eprint/13613.

[41] Richo Dwi Aprilliansyah, "Students' Ability In Writing Descriptive Text Of The Tenth Grade Year Students' Of Smkn 6 Surakarta In 2015/2016 Acaemic Year," *Applied Microbiology And Biotechnology* (Universitas Muhammadiyah Surakarta, 2016), Http://Eprints.Ums.Ac.Id/47696/16/Publication Article.Pdf.

good mark. Most of them got problematic in constructing a good sentence by rich vocabulary.[42]

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

[42] Freddy Sanda Putra Hasibuan, "Students Ability In Writing Desriptive Text At Fourth Semester Of Tbi Iain Padangsidimpuan" (Iain Padangsidimpuan, 2015), Http://Etd.Iain-Padangsidimpuan.Ac.Id/View/Supervisors/Lubis=3arayendriani_Fahmei=3a=3a.Default.Html.

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Place and Time of The Research

The research was conducted at IAIN Padangsidimpuan at jl.HT. Rizal Nurdin Km. 4.5 Sihitang, Padangsidimpuan, kota Padangsidimpuan, Sumatra Utara. This research started from April 2021 until finish.

## B. Research Method

This research used quantitative descriptive research. Isaac and Michael in Muri's book stated that quantitative descriptive research is described systematically the facts and characteristics of a given population or area of interest.[43] In this research tried to describe the student's ability. It used to describe how to analyze on students ability in writing descriptive text at fifth semester students of English Department IAIN Padangsidimpuan.

## C. Population and Sample

### 1. Population

Population is number of objects who have categorized of the research. Population is generalized region made up of: objects/subjects that have certain qualities and characteristics that the researcher sets out to study and then to revise them.[44] The population of this research were all of

[43] A. Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif Dan Pnelitian Gabungan.*, First (Jakarta: Prenadamedia Group, 2014), 62.

[44] Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan RND*, 19th ed. (Bandung: Alfabeta, 2013), 80.

the fifth semester students of English department IAIN Padangsidimpuan. They were 102 students. It consisted of three classes.

**Table 1**
**The population of the research**

| No | Class | Students |
|---|---|---|
| 1. | TBI-1 | 27 |
| 2. | TBI-2 | 39 |
| 3. | TBI-3 | 36 |
| | **TOTAL** | 102 |

**2. Sample**

In getting the sample, this research used random sampling technique. This research used this technique because it took sample without looking levels in every single population. The number of the population also has known while took the sample. The removal of sample members of the population was random without regard for the strata within the population.[45]

In order to take the sample, the researcher used the Slovin's formula as follows:

$$\boldsymbol{n = \frac{N}{n + Ne^2}}$$

Where:

[45] Prof. Dr. Sugiyono, 82.

n = The total of the sample
N = Total of population
e = The limit of error tolerance.

So, this research uses formula above to determine the sample size, with the limit of error tolerance 10 % as follows:

N = 102

e = 10% ( 0,1)

n = ....?

$$n = \frac{102}{1 + 102,(0,1)^2}$$

$$n = \frac{102}{1 + 102\text{x}0,01}$$

$$n = \frac{102}{1 + 1,02}$$

$$n = \frac{102}{2,02}$$

n = 50,49 rounded to 50

**Table 2**

**The sample of the research**

| No | Class | Students | Sample |
|---|---|---|---|
| 1. | TBI-1 | 27 | 14 Students |
| 2. | TBI-2 | 39 | 19 Students |
| 3. | TBI-3 | 36 | 17 Students |
| | **TOTAL** | 102 | 50 Students |

## D. Instrument of Collecting Data

Instrument is the tool that researcher used in collecting the data. There were some instrument required on this research by following bellows:

1. Test

In order to get the accurate data on students' ability in writing descriptive text, the researcher gave writing test to students. Test is one of the activities to get the information about the ability of students and their problem in certain of subject. The form of these instruments can be used to evaluate the ability of students in elementary school students, doubtless by considering such basic aspects as skill in knowledge, attitude and skill as well as having completed one or all the material that has been given.[46]

This research used test to focus on specific ability that get accurate data from their own paper. The researcher gave a test to know the students' ability in writing descriptive text. The researcher also asked the student to write a story that consisted of least 85 until 120 words around three paragraphs, at least 4 until 7 sentences each paragraph. The participant could freely choose their topic which are on the paper and develop it by using descriptive form. The component of test can be seen at appendix 2.

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

[46] Siyoto, Sandu, Skm., M.Kes And M. Ali Sodik, *Dasar Metodologi Penelitian*, Ed. Ayup, First Edit, Vol. 148 (Yogyakarta: Literasi Media Publishing, 2015), 79, File:///C:/Users/User/Downloads/Dasar Metodologi Penelitian.Pdf.

**Table 3**
**Criteria of test scoring**

| Aspect | Sub –Aspect | Score | Performance Description |
|---|---|---|---|
| Social Function | | 20 | The topic is complete and clear and the ideas are relating to the topic |
| | | 15 | The topic is complete and clear but the ideas are almost relating to the topic |
| | | 10 | The topic is complete and clear but the ideas are not relating to the topic, There is no introduction/description. |
| | | 5 | The topic is not relating to the topic and ideas are not relating to the topic. The information is not organized logically. |
| Generic Structure | Identifications | 20 | Relevant to generic structure of descriptive text, good in identify thing, describe with sequence form. |
| | | 15 | Relevant to generic structure but using uncoordinated descriptions |
| | Descriptions | 10 | Misusing generic structure and less in uncoordinated descriptions |
| | | 5 | Very poor in using generic structure and in uncoordinated descriptions |
| Lexicogrammatical features or language features of descriptive text | Tense | 15 | Used correct sentences in a good tense and every sentence related each other. |
| | | 10 | Used correct sentences but it is almost not related each other |
| | | 5 | Used wrong sentences, the tense also is not appropriate. |

| | | | |
|---|---|---|---|
| | Relational Verbs | 15 | Used relational verb in a good order. |
| | | 10 | Used relational verb in a wrong order |
| | | 5 | The relational verb is not appropriate |
| | Adjectives | 15 | |
| | | 10 | |
| | | 5 | |
| | Adverbs | 15 | There are adverbs in every single sentence. |
| | | 10 | Almost sentence have adverbs |
| | | 5 | There are no adverbs in every single sentence. |

2. Documentation

Documentation for this research was students' writing documents analyzed while the researcher did pre-research and research. Next, Researcher took picture while the process of interview using camera. Researcher has taken some of picture from beginning until the interview finish. This documentation helped the researcher in collecting the data

3. Interview

This research used interview in case to know the teacher efforts in solving the students difficulties in writing descriptive text. The teacher need to know the students difficulties and how she solve it to make the students writing ability more in good categorized. The number of interview sheet can be seen on appendix 2.

## E. Technique of Data Validity and Reliability

Based on the characteristic of instrument of this research, it suit to use content validity in checking of data validity. In addition, this research adopted the content validity. In completing the content validity, the test has construct the questions models and discuss with the relate expert. Anastasi in Muri's book stated that validity of a test concern what do test measure and how well it does so.[47] Content validity is kind of the validity base on people perceptions like accuracy, intelligence, creativity, and so forth. The test was validated by the expert after discussed the model of question. The instrument of the pre-test can be seen in appendix 1.

After validated the data, the test answer sheet was scoring by the researcher and the writing teacher. So in this case there were 2 scorers of the test to make it more reliable. Answer sheet was scored by the researcher first and then discussed with writing teacher.

## F. Technique of Collecting Data

This research collected the data by technique as follows:

a. The researcher gave an introduction about outline the descriptive text.
b. The researcher preferred the test.
c. The researcher gave the test to students.
d. The researcher gave the introduction about how to do the test clearly.
e. The researcher collected student's answer sheet to be analyze.

[47] A. Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif Dan Pnelitian Gabungan.*, 234.

## G. Technique of Data Analysis

Data analysis is the process of systematically searching and compiling data obtained from respondents, interviewers, field notes, and documenting, by organizing the data into categories, shaping into units, synthesizing, grouping into patterns, choosing what is important and what to learn, and shaping conclusions so easily understood by yourself and others.

The data analysis of this researcher used percentage. To percentage the students' score in data from the test, which have been given to students and to know how many percent the students which are have writing require in answering the test. Determining the percentage the students ability, and for difficulties researcher used the following procedure.

a. Scoring the result of the students answer
b. Calculate their result (mark)

Because the researcher uses the test so, the researcher also wants to:

a. Know the range of the data, the formulation is

   Range: High Score – Low Score

b. Know the total of classes (BK), with the formula:

   1 + 3,3 n

c. Know the interval (i) used the formula:

   I= $\frac{R}{BK}$

d. Know the mean score used the formula:

   ×=-$\frac{\sum xi}{n}$

e. Know the median score used the formula:

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

Where:

Me: Median

b : The lowest class

p : Number of class

f : frequency

F : Number of frequency

f. Know the modus of score used the formula:

Modus = b + p $(\frac{bi}{b1+b2})$

g. Determining and analysis the students' ability by using the passing grade standard (KKM) at IAIN Padangsidimpuan.

After the researcher got the data, it has been presented in frequency table as following:

**Table 4**
**The students score skill level**

| Score interval | Category |
|---|---|
| 80 – 100 | Good to excellent |
| 60 – 79 | Average to good |
| 50 – 59 | Poor to average |
| 0 – 49 | Poor [48] |

Therefore, Students who got score between 80 – 100 were categorized into good to excellent achievers, then when the range of score between 60 – 79,

[48]David P. Harris, *Testing a Second Language* (New York: McGraw-Hill, 1969), 134, https://doi.org/699552.

were categorized into average to good achievers, and below 50 - 59, were categorized into poor to average achievers and 0 – 49 were categorized into poor achievers.

h. Determining the percentage the students ability by using the following formula:[49]

$P = \frac{f}{N}$ X 100%

Explanation:

F= Frequence

N= Number of classes

P= percentage.[50]

[49]Nurhidayah, *"An Analysisonthe Students' Abilityin Writing Narrative Textat Grade IX MTs Ali Imron Medan*" Accessed June 30 2019.repository.uinsu.ac.id.

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

# CHAPTER IV

# THE RESULT OF THE RESEARCH

This chapter discussed about the result of the research, in order to know the students' ability in writing descriptive text of English department IAIN Padangsidimpuan. The researcher has analyzed and calculated it and followed by testing the hypothesis. It would be explained as follow:

## A. Data Description

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

Result of writing test that the researcher had given test about writing descriptive paragraph. The reseacher used test as an instrument to collect the data. It consisted of 3 indicators. They were social function, generic structure, lexicogrammatical. There are sub indicators for indicator generic structur such as identification and description, and sub indicator for lexicogrammatical are tense, relation verb, adverbs and adjectives. Every single indicator have different score. It based on the difficult level category. After the students finished their writing test, the researcher corrected these results and gave score for each students.Then, the instrument has been given for the fifth semester students of English department IAIN Padangsidimpuan, the score and the quality each of them could be seen in the table below:

**Table 6**

**The score and the quality of students score in writing descriptive**

| No. | Initial | Score | Quality of Score |
|---|---|---|---|
| 1. | PL | 95 | Excellent |
| 2. | RJ | 95 | Excellent |
| 3. | DS | 95 | Excellent |
| 4. | MH | 95 | Excellent |
| 5. | RD | 95 | Excellent |
| 6. | RM | 95 | Excellent |
| 7. | JN | 93 | Excellent |
| 8. | MF | 93 | Excellent |
| 9. | MP | 93 | Excellent |
| 10. | WA | 90 | Excellent |
| 11. | MA | 90 | Excellent |
| 12. | NS | 85 | Excellent |
| 13. | HR | 85 | Excellent |
| 14. | FY | 84 | Excellent |
| 15. | MS | 84 | Excellent |
| 16. | AK | 80 | Excellent |
| 17. | SH | 80 | Excellent |
| 18. | JN | 80 | Excellent |
| 19. | AR | 80 | Excellent |
| 20. | AS | 80 | Excellent |
| 21. | EF | 78 | Good |
| 22. | WD | 75 | Good |
| 23. | RR | 75 | Good |
| 24. | SP | 75 | Good |
| 25. | AJ | 75 | Good |
| 26. | DS | 74 | Good |
| 27. | LN | 74 | Good |
| 28. | AI | 65 | Good |
| 29. | NA | 65 | Good |
| 30. | MS | 65 | Good |
| 31. | NH | 65 | Good |
| 32. | NH | 65 | Good |
| 33. | YF | 65 | Good |
| 34. | RD | 65 | Good |
| 35. | AF | 65 | Good |
| 36. | I | 65 | Good |
| 37. | AM | 65 | Good |
| 38. | MY | 65 | Good |
| 39. | RS | 65 | Good |

| | | | |
|---|---|---|---|
| 40. | FR | 64 | Good |
| 41. | NN | 64 | Good |
| 42. | KN | 64 | Good |
| 43. | YP | 63 | Good |
| 44. | RH | 63 | Good |
| 45. | MP | 63 | Good |
| 46. | RR | 55 | Average |
| 47. | SD | 55 | Average |
| 48. | NS | 55 | Average |
| 49. | RU | 50 | Average |
| 50. | WS | 50 | Average |
| **Total** | | **3719** | |
| **Mean score** | | **74, 38** | |

Based on table IV, the total scores of the students' ability in writing descriptive text at fifth semester students of English department IAIN Padangsidimpuan test was 3719. It can be also be seen that there were students who got 95 as the highest score and there were students who have 50 score as the lowest score.

The highest score was 95 and the lowest score was 50, then after obtaining the highest and lowest scores, these scores were used to determine the score of the interval as follow:

BK = 1 + 3,3, log n = 1 + 3,3 log50 = 6,577= 6

Interval (i): $I = \frac{R}{BK} = \frac{High\ score - lower\ score\ k}{} = \frac{95-50}{6} = \frac{45}{6} = 7{,}5 = 8$

There were distinguish between every single students score. Their score started from high up to low scores. This can be concluded that some of them have mastered descriptive text well, some of them have mastered but also there are some of students that had many problems in writing

descriptive text. It can be seen on the table, there were 20 students who got excellent scores, then there were 25 of students who got good scores and there were 5 of students who got average scores. Its mean is the ability of fifth semester students of English department IAIN Padangsidimpuan in writing descriptive text was various.

**Table 7**
**The percentages scores of students in writing descriptive text**

| **Scores** | **Level of ability** | **Percentages of scores** | **Categories of ability** |
|---|---|---|---|
| 80 – 100 | Excellent | 40% | Competent |
| 60 – 79 | Good | 50% | Competent |
| 50 - 59 | Average | 10% | Competent |
| 0 – 49 | Poor | 0% | competent |

After analyzing the students' result in writing descriptive text at fifth semester students of English department IAIN Padangsidimpuan. It could be seen that there were 10% of the students as average levels category consisted of 5 students, 50% students were categorized as good levels consisted of 25 students, then 40% students recognized as excellent levels consisted of 20 students. Based on the mean score of the data, it was 74,38%. From this data, it could be concluded that students' ability in writing descriptive text is still excellent.

Therefore, this test have been done by 50 students, while it were categorized to average level, good levels and excellent levels, the researcher concluded it the students ability in writing descriptive text at mean score 74, 38 % was enough.

**Table 8**

**Resume of variable in writing descriptive text**

| No | Statistic | Variable |
|---|---|---|
| 1. | Higher score | 95 |
| 2. | Lower score | 50 |
| 3. | Range | 45 |
| 4. | Mean score | 74,38 |
| 5. | Median | 74,78 |
| 6. | Modus | 60,78 |

Based on the table 8 above, it was known that the variable of writing descriptive text which followed by 50 students, based on the total number of sample the higher score was 95 and the lower score was 50. The range score was 45, mean score was 74,38, median was 74,78 and modus was in 60,78. Based on the data calculation, mean score was 74,78 the researcher concluded that the students' ability in writing descriptive text at fifth semester students of English department IAIN Padangsidimpuan was very good/ high level. It can be known from the interpretation table score in chapter III. To know the discovery of data was done to grouped the variable score of finding writing in descriptive text which Interval.

To know the discovery of the data was or to group the variable score writing descriptive text which interval 8. So the computed of the frequency distribution of the students score of group can be seen in to table frequency distribution as follows:

**Table 9**
**The frequency of distribution of writing descriptive text**

| Interval class | Midpoint | Frequency | Percentages |
|---|---|---|---|
| 50 – 57 | 53,5 | 5 | 10% |
| 58 – 65 | 61,5 | 18 | 36% |

| | | | |
|---|---|---|---|
| 66 – 73 | 69,5 | 0 | 0% |
| 74 – 81 | 77,5 | 12 | 24% |
| 82 – 89 | 85,5 | 4 | 8% |
| 90 – 97 | 93,5 | 11 | 22% |
| I = 8 | | 50 | 100% |

In order to comprehend the data clearly and completely, the researcher presents them on the histogram bellow:

**The histogram frequency and score of writing test**

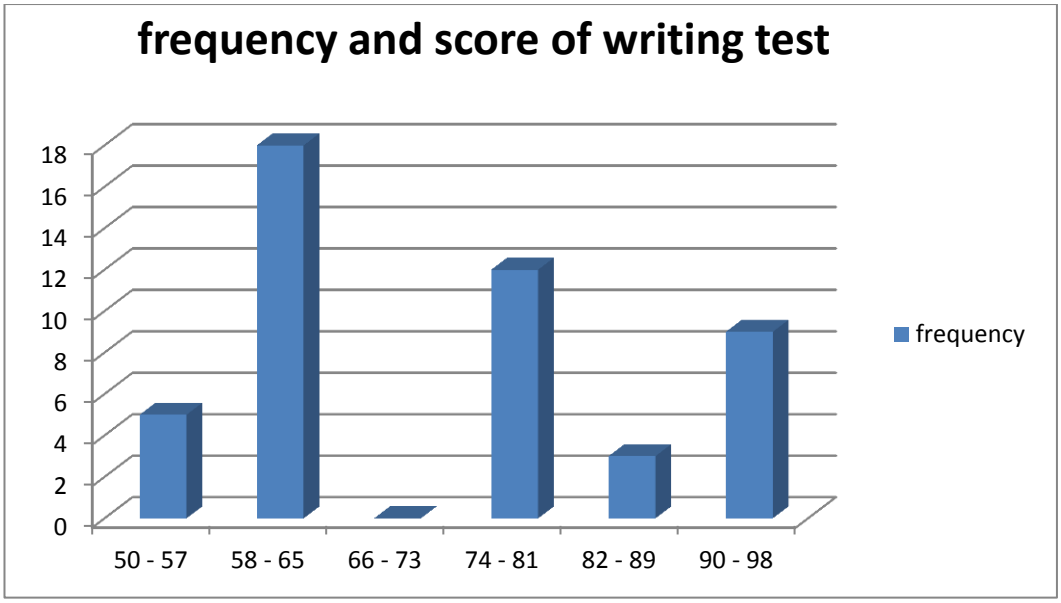


**Figure I: the histogram score of students in writing descriptive text at fifth semester students of English department IAIN Padangsidimpuan.**

According to figure above, it was known the variable revelation of the total number of 50 – 57 were 5 students 10%, in interval 58 – 65 were 18 student 36%, in interval 66 – 73 were 0 students 0%. In interval 74 – 81 were 12 students 24%, in interval 82 – 89 were 4 students 8%, and the last in interval 90 – 97 were 11 students 22% .

So, this interval of the research used to show the calculate number of sample who has score in percentages.

In order to know the teacher efforts to solve students' difficulties in writing descriptive text were:

1. The teacher has to teach or review again the topic that students did not understand well.
2. The teacher gives more practice to the students in case made the students more understand about the topic.
3. The teacher gives the evaluation to make sure the students has understand it well.

Teacher as a facilitator of the class has to know the students difficulties in case to know the students ability and to solve it, to make the students understand well every single topic that teacher told.

## B. Discussion

This research discussed about the students ability in writing descriptive text. The researcher analyzed how is the student ability in writing descriptive text at fifth semester students of English department IAIN Padangsidimpuan is.

There are some aspects or indicators that the researcher analyzed to know their ability. The first aspect is social function, generic structure and lexicogrammatical. Each aspect has point or score and the researcher calculate it to get the last point or score.

Based on the general result of calculation, the researcher found out that the mean score was 74,38, modus 60,78, median 74,78. According to the classification theory the categorized as high level.

There were number of research have been done. Every single research had similarities and differences with this research. The researcher has write it briefly.

The first one was thesis by Rahmadiyah with title a study students' writing ability in descriptive text at tenth grade of State Vocational High School 1 Pangkalan Lesung. The test was conducted to find out students ability in writing descriptive text. The researcher found on students' percentage of the students writing ability in descriptive text. The percentage of students' ability in grammar was 18 %, Content was 19%, vocabulary was 20%, mechanics was 21%, and organization was 22%. From the five components of writing, the researcher found that the students strong in organization and weak in grammar. The result of the data analysis was that the student ability in writing descriptive text at tenth grade of State Vocational High School 1 Pangkalan Lesung was categorized into good level.[51]

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

[51] Rahmadiyah, "A Study on Students' Writing Ability in Descriptive Text at State Vocational High School 1 Pangkalan Lesung," *Engineering, Construction and Architectural Management* (2020), http://repository.uin-suska.ac.id/30816/2/UPLOAD.pdf.

The second thesis made by Richo Dwi Aprilliansyah with the title is the students' ability in writing descriptive text at the tenth grade of SMK N 6 Surakarta in 2015/2016 academic year. The writer finds that the students have difficulties in using grammar and organization, and their writing ability in descriptive text was good level categorize.[52]

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

The third thesis writen by freddy by the title Students ability in writing desriptive text at fourth semester of TBI IAIN Padangsidimpuan. The result of this research was the ability of the students in writing descriptive text The students' ability in writing descriptive text at fourth semester of TBI IAIN Padangsidimpuan is not low, it can be seen from the means score was 67.04. Although some students got low mark, but most of them still got good mark. Most of them got problematic in constructing a good sentence by rich vocabulary.[53]

[52] richo dwi aprilliansyah, "Students' Ability In Writing Descriptive Text Of The Tenth Grade Year Students' of SMKN 6 Surakarta In 2015/2016 Acaemic Year."

[53] freddy sanda putra hasibuan, "Students Ability in Writing Desriptive Text at Fourth Semester of TBI IAIN Padangsidimpuan."

The aim of the research was the similarities between this research and Freddy's research. The subject of each research was different, another differences were the finding and also the aspect of indicators.

The fourth thesis from Dayang Melja Halda Putri, she has found that the students ability and problem in a fair category. Some of them good and some of them also not plenty good in writing. The result of this research showed that there were 27 students who got average score in fair category and 24 students in good category. The students' writing ability belonged to fair category with the mean score was 17.[54]

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

The fifth thesis from Isna Wahyuni, she found that the ability of the students very poor and have some difficulties in writing descriptive text. It mean that the students have many problem in writing descriptive text, so that's why their writing not plenty good.[55]

The aim of Isna's research with this research were same that were to know the students ability and difficulties in writing descriptive text. Therefore the indicators of every single descriptive text was different. The

[54] Dayang Meljah Halda Putri, "An Analysis Of Students' Ability And Problem In Writing About The School Environment" (Universitas Muhammadiyah Purwokerto, 2016), Https://Ripodtoryp.Unismuhpur.Ac.Id.

[55] Isna Wahyunmi, "An Analysis Of Students' Ability And Difficulties In Writing Descriptive Text" (Universitas Muhammadiyah Makassar, N.D.).

finding of this research was based on the aspect of descriptive text. The aspect such as content, organization, vocabulary, grammar and also mechanics while this research was used social function, generic structure and lexicogrammatical as indicators.

## C. The Threats Of The Research

In this research, the writer believed that there were many threats. It Started from the beginning of the title until the end of the research. This research was so far from perfect.

While doing this research, there were so many threats of time because the students have many activities to do and they have so many task to do too. Therefore, the researcher give medium time to students while do the test. So they did not do it well and seriously. But because of the time the researcher just took out the answer sheet and did not care it.

The researcher was aware that all the things would want to be searched but to get the excellence result from the research were the threats of the research. The researcher has searched this research only. Finally, it has been done because the helping from the entire advisors and English teacher.

# CHAPTER V

# CONCLUSION AND SUGGESTIONS

## A. Conclusion

Base on the calculation above the researcher concluded that the students' ability at fifth semester students of English department IAIN Padangsidimpuan was classified as high level. It can be seen by calculate mean score that was 74,38. So, the students' ability in writing descriptive text was in very good level.

It also can be seen Based on the data analysis, the writer found that the students lack in lexicogrammatical for the aspect tense, it can be seen from percentages of mean score in writing ability question sheet, that was 10,6 relational verbs was 12,34%, adjective was 10,96%, and students' ability in adverb was 11,1%. The writer found that the students ability in relational verb was high and the students ability in tense was low. The writer concluded that the result of this research were students ability in writing descriptive text at fifth semester students of English department IAIN Padangsidimpuan in high level, it can be seen from percentages of mean score in writing descriptive text test that was 76,02%.

Even though the students have told descriptive text from junior high school until university, students still have difficulties in some aspect of while writing descriptive text. In analyzing the data the researcher also found that the students get difficult in mastery tense. The students often made error while write sentence. Students was mistaken in using good tense in every single

sentence. In using relational verb, the students also often made error. Students wrong in match relational verb in each sentence.

Based on the set of problems above, the researcher have done an interview with the English teacher to know the teacher efforts in solve the students difficulties in writing descriptive text. The teacher efforts to solve the students difficulties in writing descriptive text were:

4. The teacher has to teach or review again the topic that students did not understand well.
5. The teacher gives more practice to the students in case made the students more understand about the topic.
6. The teacher gives the evaluation to make sure the students has understand it well.

## B. Suggestions

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

1. To another researcher or writer that are going to write thesis, have to find out related topic to the title especially about students ability in writing descriptive text.
2. To students at fifth semester students of English department IAIN Padangsidimpuan , please do more practice in writing especially writing descriptive text and write it well with good form.

3. To the writing teacher in English department IAIN Padangsidimpuan, by this research hopefully the students' ability can more develop than now and the students be a good writer especislly in writing descriptive text.

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**APPENDIX I**

## INSTRUMENT FOR PRE-TEST

1. **Introduction**

   These tests aim to accumulate students' value about students ability in writing descriptive text and your score will not affect your grade in the class.

2. **Descriptions**
   a. Read and answer the questions below.
   b. Do not allowed to cheating!
   c. If you have any further details, please ask the supervisor.
3. **Question**
   - Choose one topic below and write down descriptive text base on the topic that you have chosen with a good form consist of 3 paragraphs or more based on your comprehension!

     Times duration: 60 minutes.

     a. My lovely cute cat
     b. A red rose

**Validator**

**Zainuddin, S.S, M.Hum.**

**NIP. 19760610 200801 1 016**

**QUESTION SHEET**

**NAME :**

**R.N :**

**Introduction : Read and answer the question below. Please do not do chat with your friends!**

1. Choose one topic below and write descriptive text base on the topic that you have chosen with a good form consist of 3 paragraphs or more based on your comprehension!
   Times duration: 60 minutes.
   a. My lovely cute cat
   b. Red rose

**APPENDIX 2**

TABLE 3

TABLE INTERVIEW FOR TEACHER

| NO | QUESTION | ANSWER |
|---|---|---|
| 1. | Are there students difficulties in writing descriptive text? | |
| 2. | How do you solve the student difficulties in writing descriptive text? | |

Padangsidimpuan, 2021

Reseacher

Siti Aminah

**APPENDIX II**

**Table of the students score at fifth semester students of English department IAIN Padangsidimpuan.**

| No | Initial | Aspect | | | | | | Score |
|---|---|---|---|---|---|---|---|---|
| | | Social function | Generic structure | Lexicogrammatical | | | | |
| | | | | T | RV | Adj | Ad | |
| 1. | PL | 20 | 20 | 15 | 15 | 15 | 10 | 95 |
| 2. | RJ | 20 | 20 | 15 | 15 | 10 | 15 | 95 |
| 3. | DS | 20 | 20 | 15 | 15 | 10 | 15 | 95 |
| 4. | MH | 15 | 20 | 10 | 15 | 15 | 15 | 95 |
| 5. | RD | 20 | 15 | 15 | 15 | 15 | 10 | 95 |
| 6. | RM | 20 | 20 | 10 | 15 | 15 | 15 | 95 |
| 7. | JN | 20 | 13 | 15 | 15 | 15 | 15 | 93 |
| 8. | MF | 20 | 20 | 10 | 13 | 15 | 15 | 93 |
| 9. | RF | 20 | 20 | 10 | 15 | 13 | 15 | 93 |
| 10. | WA | 20 | 15 | 15 | 15 | 15 | 10 | 90 |
| 11. | MA | 15 | 20 | 15 | 15 | 15 | 10 | 90 |
| 12. | IN | 15 | 20 | 15 | 15 | 15 | 10 | 85 |
| 13. | HR | 10 | 20 | 15 | 15 | 10 | 15 | 85 |
| 14. | FY | 14 | 15 | 15 | 15 | 15 | 10 | 84 |
| 15. | MS | 20 | 20 | 10 | 14 | 10 | 10 | 84 |
| 16. | AK | 15 | 15 | 15 | 10 | 15 | 10 | 80 |
| 17. | SH | 20 | 15 | 10 | 10 | 15 | 10 | 80 |
| 18. | JN | 20 | 15 | 10 | 10 | 10 | 15 | 80 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 19. | AR | 20 | 20 | 10 | 15 | 5 | 10 | 80 |
| 20. | AS | 20 | 20 | 10 | 15 | 10 | 5 | 80 |
| 21. | EF | 15 | 18 | 10 | 15 | 5 | 15 | 78 |
| 22. | WD | 15 | 15 | 15 | 10 | 5 | 15 | 75 |
| 23. | RR | 10 | 15 | 15 | 10 | 10 | 15 | 75 |
| 24. | SP | 15 | 20 | 10 | 5 | 10 | 15 | 75 |
| 25. | AJ | 20 | 20 | 5 | 10 | 5 | 5 | 75 |
| 26. | NI | 10 | 14 | 15 | 10 | 15 | 10 | 74 |
| 27. | LN | 10 | 14 | 15 | 10 | 10 | 15 | 74 |
| 28. | AI | 15 | 10 | 10 | 5 | 10 | 15 | 65 |
| 29. | NA | 15 | 20 | 10 | 5 | 10 | 5 | 65 |
| 30. | KR | 15 | 10 | 5 | 10 | 10 | 15 | 65 |
| 31. | SA | 15 | 10 | 10 | 5 | 10 | 15 | 65 |
| 32. | NH | 15 | 10 | 10 | 15 | 10 | 5 | 65 |
| 33. | YF | 15 | 15 | 5 | 10 | 15 | 10 | 65 |
| 34. | AD | 15 | 15 | 5 | 10 | 15 | 10 | 65 |
| 35. | AF | 10 | 10 | 15 | 10 | 10 | 10 | 65 |
| 36. | I | 15 | 10 | 5 | 15 | 10 | 10 | 65 |
| 37. | AM | 15 | 10 | 10 | 10 | 15 | 10 | 65 |
| 38. | MY | 10 | 10 | 15 | 10 | 10 | 10 | 65 |
| 39. | RS | 10 | 10 | 10 | 10 | 15 | 10 | 65 |
| 40. | FR | 15 | 14 | 15 | 10 | 10 | 10 | |
| 41. | NN | 15 | 14 | 10 | 10 | 10 | 5 | |
| 42. | KN | 14 | 20 | 5 | 5 | 10 | 10 | 64 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 43. | YP | 15 | 13 | 5 | 10 | 5 | 15 | 63 |
| 44. | RH | 10 | 13 | 10 | 10 | 10 | 10 | 63 |
| 45. | MP | 10 | 13 | 5 | 15 | 10 | 10 | 63 |
| 46. | RR | 10 | 15 | 5 | 5 | 10 | 10 | 55 |
| 47. | SD | 10 | 15 | 5 | 10 | 10 | 5 | 55 |
| 48. | NS | 10 | 15 | 10 | 5 | 5 | 10 | 55 |
| 49. | RU | 10 | 15 | 5 | 10 | 5 | 5 | 50 |
| 50. | WS | 10 | 10 | 5 | 10 | 5 | 10 | 50 |
| **Total** | | **750** | **778** | **530** | **567** | **548** | **555** | **3719** |
| **Mean Score** | | **15** | **15,56** | **10,6** | **11,34** | **10,96** | **11,1** | **74,38** |

- **T : Tense**
- **RV : Relational Verb**
- **Adj : Adjective**
- **A : Adverb**

**APPENDIX III**

## THE CALCULATION

The calculation for making histogram.

1. The score of students

   95 95 95 95 95 95 93 93 93 90 90 85 85 84 84 80 80 80 80 80 78 74 74 65 65 65 65 65 65 65 65 65 65 65 65 64 64 64 63 63 63 55 55 55 50 50

2. High score = 95
3. Low score = 50
4. Range = High score – Low score
   = 95 – 50 = 45
5. The total of classes: BK = 1 + 3,3, log n
   = 1 + 3,3 log 50
   = 1 + 3,3 x 1,69
   = 1 + 5,577
   = 6,577 = 6
6. Interval (i): $I = \frac{R}{BK} = \frac{High\ score - lower\ score}{k} = \frac{95-50}{6} = \frac{45}{6} = 7{,}5 = 8$
7. Mean Score

   $\times = \frac{\sum xi}{n}$

   $\times = \frac{3719}{50} = 74{,}38$

8. Median Score

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

   $= 73{,}5 + 8\left[\frac{\frac{1}{2} x\ 50 - 23}{12}\right]$

   $= 73{,}5 + 8\left[\frac{25-23}{12}\right]$

   $= 73{,}5 + 8\left[\frac{2}{12}\right]$

   $= 73{,}5 + 8\ [0{,}16]$

   $= 73{,}5 + 1{,}28$

   $= 74{,}78$

9. Modus Score

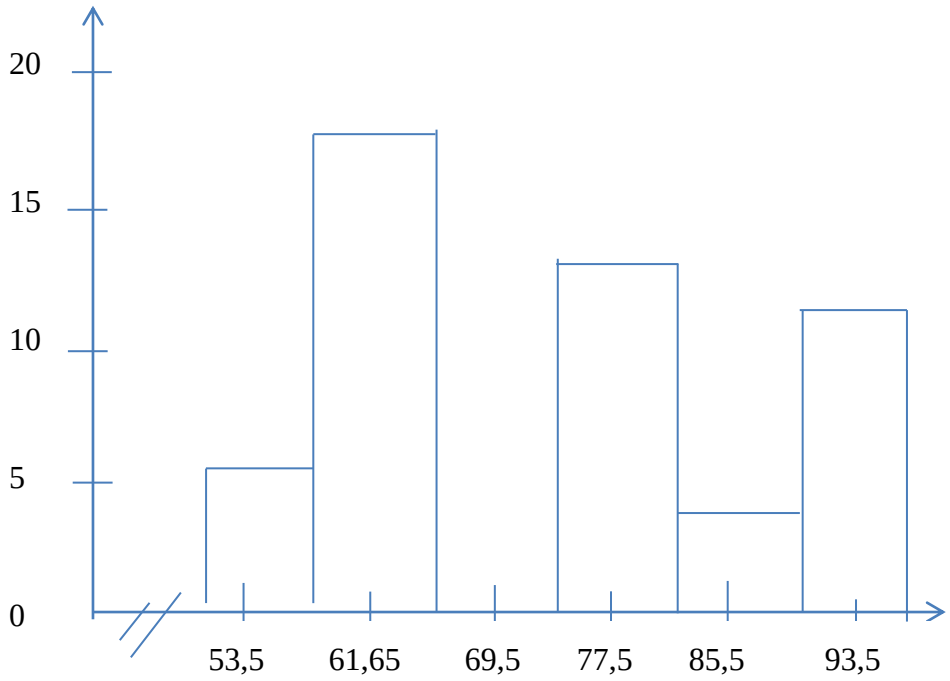
$$Mo = b + p\left(\frac{bi}{b1+b2}\right)$$
$$= 57{,}5 + 8\left(\frac{13}{13+18}\right)$$
$$= 57{,}5 + 8\left(\frac{13}{31}\right)$$
$$= 57{,}5 + 8\,(0{,}41)$$
$$= 57{,}5 + 3{,}28$$
$$= 60{,}78$$

10. The frequency of distribution of writing descriptive text

| Interval class | Midpoint | Frequency | Percentages |
|---|---|---|---|
| 50 – 57 | 53,5 | 5 | 10% |
| 58 – 65 | 61,5 | 18 | 36% |
| 66 – 73 | 69,5 | 0 | 0% |
| 74 – 81 | 77,5 | 12 | 24% |
| 82 – 89 | 85,5 | 4 | 8% |
| 90 – 97 | 93,5 | 11 | 22% |
| I = 8 | | 50 | 100% |

11. In order to get comprehending the data clearly and completely, the researcher presents istogram by the following bellow:

**The histogram frequency and score of writing test**




**APPENDIX IV**

**Table IX**

**The result of the students writing test in generic structure**

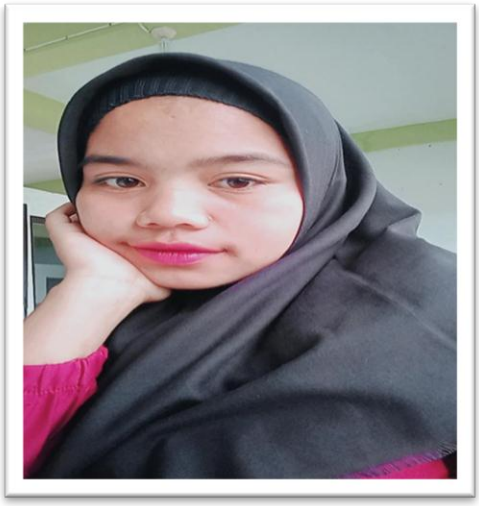
| no | Generic Structure | Errors | Correctly |
|---|---|---|---|
| **1.** | RA – His story did not related to the descriptive text. | Content did not related to the topic.. | He should look at back how to write desxriptive well |
| **2.** | NH – she did not write the detail description | The topic was complete and clear but the ideas are not relating to the topic. | He should write the detail description and related to the topic. |
| **3.** | MF – He did not write the detail of identification. | There was not the detail identification. | Write the detail identification to make the reader like see your story. |
| **4.** | WA – she did not write the detail identification. | There was not the detail identification. | Write the detail identification to make the reader like see your story. |
| **5.** | EF – she did not write specific of topic. | There was not specific story that related to the topic. | Write a specific about the characteristic of your topic. |
| **6.** | AJ – The content was random story. | The content was out of turn. | Understand more about how to write descriptive well. |
| **7.** | AI – The content was random. | The content was out of turn. | Understand more about how to write descriptive well. |
| **8.** | YF – the content was random. | The content was out of turn. | Understand more about how to write descriptive well. |
| **9.** | NN – The story was not sequential. | The content was out of turn. | Understand more about how to write descriptive well. |
| **10** | KN – the story was not sequential. | The content was out of turn. | Understand more about how to write descriptive well. |

**Table X**

**The result of the students writing test in grammar**

| no | Lexicogrammatical | Errors | Correctly |
|---|---|---|---|
| **1.** | NS- false in using object pronoun and double used it. | Red rose I put it in unique pot | I put red rose/it in unique pot. |
| **2.** | RU – misused s in present tense for subject it. | Lomo want to sleep with me every night. | Lomo wants to sleep with me every night. |
| **3.** | MP - missing to be does in negative sentence | It not like dirty. | It does not like dirty |
| **4.** | KN – used to be **is** in verbal sentence and she did not add **s** in it verb | Loli is follow me. | Loli follows me. |
| **5.** | NN – false in using adjective lovely | I lovely my cat. | I love my cat. |
| **6.** | LN - false in use pronoun | Its name is caca. | it name is caca. |
| **7.** | AN – got false in using **for.** | She always wait me for come from school | she always waits for me to come from school. |
| **8.** | AM – she used do not in subject he. | he do not like when we feeding. | he does not like when we feeding. |
| **9.** | AN- used to be has in present tense. | It has always play with me in the outdoor. | It always plays with me in the outdoor. |
| **10** | JN – used verb-ing in present tense. | Every day I always playing with loly. | Every day, I always play with loly. |
| **11** | RU – used two tense in one sentence. | I wake up loli is the first | It woke up earlier t6han me |
| **12** | SP – used adverb as a verb. | I am very lovely my cute cat | I love my lovely cute cat |

CURRICULUM VITEA



1. Personal Data

| | |
|---|---|
| Name | : SITI AMINAH |
| Reg. Number | : 17 203 00017 |
| Place, Date of Birthday | : Huraba, 8th of April 1999 |
| Sex | : Female |
| Address | :Huraba, Kec. Angkola Timur, Kab. Tapanuli Selatan |

2. Educational Background

| | |
|---|---|
| Primary School | : SD 100600 Huraba (2005 – 2011) |
| Junior High Score | : SMP N 7 Padangsidimpuan (2011 – 2014) |
| Senior High Score | : SMA N 6 Padangsidimpuan (2014 – 2017) |
| Institute | :Institute Agama Islam Negeri Padangsidimpuan (2017 – 2022). |

3. Parents Data

| | |
|---|---|
| Father's Name | : Rusli Sitompul |
| Date of Birthday | : 30th of December, 1967 |
| Mother's Name | : Sahrima Hasibuan |
| Date of Birthday | : 10th August, 1967 |

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN**
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15 Juni 2021

Nomor : 64/In.14/E.6a/PP.00.9/06/2021
Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:
**1. Rayendriani Fahmei Lubis, M.Ag.** **(Pembimbing I)**
**2. Zainuddin, S,S., M.Hum.** **(Pembimbing II)**

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

| | |
|---|---|
| Nama | : Siti Aminah |
| NIM | : 17 203 00017 |
| Fak/Prodi | : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris |
| Judul Skripsi | : **An Analysis on Students' Ability in Writing Descriptive Text at Fifth Semester Students of English Department IAIN Padangsidimpuan** |

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

Ketua Program Studi Tadris Bahasa Inggris

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Nomor : 19 /In.14/E.6a/PP.00.9/03/2022 16 Maret 2022
Hal : **Surat Keterangan Penelitian**

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa:

| | |
|---|---|
| Nama | : Siti Aminah |
| NIM | : 17 203 00017 |
| Program Studi | : Tadris Bahasa Inggris |
| Fakultas | : Tarbiyah dan Ilmu Keguruan |

adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan dari tanggal 03 Februari 2022 s/d 03 Maret 2022 dengan judul " An Analysis on Students' Ability in Writing Descriptive Text at Fifth Semester Students of English Department IAIN Padangsidimpuan ".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris

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