THE ABILITY OF THE SECOND-YEAR JUNIOR HIGH SCHOOL STUDENTS IN WRITING DESCRIPTIVE TEXT
(A Study at SMPN 4 Kota Sigli)

THESIS

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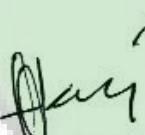Bachelor of Education in English Language Teaching

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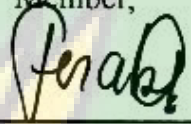
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SURAT PERNYATAAN KEASLIAN
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The Ability Of The Second-Year Junior High School Students In Writing Descriptive Text (A Study At Smpn 04 Kota Sigli)

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 28 Juli 2020
Saya yang membuat surat pernyataan,

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ABSTRACT

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This study aims to examine the ability of the students in the second grade of SMPN 04 Sigli in writing descriptive text and in difficulties in writing descriptive text. Mixed methods were employed to answer the research problem. Qualitative data were analyzed descriptively and quantitative data were statistically analyzed. The qualitative data findings from the document analysis in this study exhibited that the students had many difficulties in writing descriptive text. The most problems faced by the students were grammar and vocabulary with a total mean of 76 and 81. Regarding to students' writing descriptive text-ability, the results of questionnaires showed that most of the students agree that they had difficulties in grammar and vocabulary, with the mean of 2.96. This suggested that teacher could improve their teaching skill in the descriptive text in an interesting way.

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CHAPTER 1

INTRODUCTION

A. Background of Study

Writing is one part of the skills that must be mastered by the second language learners in addition to listening, speaking, and reading skills. Similar with speaking, writing is another way to express the ideas and opinions through words. To express the ideas and opinions, the students must use the correct grammar, punctuation, proper vocabulary, and good structural text. Westwood (2004) states that writing involves complex mechanism which require to formulate ideas, organize and sequence points in logical order, select vocabulary, and check for grammatical correctness, spell words correctly, punctuate, and write legibly. Besides, the fact that many students were never required to learn proper spelling or grammar so that they believe they will never achieve.

The complexity of mechanism have made writing as the hardest lesson to be mastered by second language learner. Even though English is learned from elementary to university yet the students still struggled with this competency. Another reason of writing skill becomes the most difficult and complex language skill is because it needs scope of perception and involves thinking process widely. Students' inability inEnglish writing is inseparable from the failure of teaching writing. Nowadays most teachers focus teaching writing only in the theory of grammar and writing concept. It does not support the ability of students to write widely while writing is an activity that expresses the idea, thought, experience

into the paragraph.Writing is also viewed as a social and cultural phenomenon as it is meaning-making that is socially and culturally shaped and individually and socially purposeful (Weigle, 2002). In this sense, writing falls into complexity and importance as well.Writing also makes many profits in people's daily life.Bywriting,people can share informationwith others,express their feeling by writingand persuade someone.

A descriptive text is one of the genres in writing text. In the descriptive text, it is necessary to describe or tell something about the picture or thing that we want to describe. According to Wy (2014) describes means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described.The description is also can be subjectively or objectively. The objective description will be usedif it describes the physical appearance of an object or person. And the subjective will choose when the students want to give their opinion to the object. Thatcombination makes the descriptive text unique and the researcher is interested inchoosing the genre. Reep(2009) states that a paragraph achieves coherence when the sentences proceed in a sequence that supports one point at a time.Most of the students havea poor choice of words. To write well, students must have enough ability in writing. Moreover, people who want to write an essay or journal must know the steps of the writing process and aspects of writing. They must be able to arrange the idea, construct the sentences, to use punctuation and spelling well.

A study related to writing skillshas been carried out by previous researchers. Sari (2018) conductedresearch about the analysis of students writing

ability. The study took place at MAN 5 Aceh Besar. The result that the writer found some obstacles faced by students in writing descriptive text, there wasa lack of ideas, grammar, and vocabulary. The study is similar to my research, the aim is to see the ability of students in writing descriptive text. However, the method uses to collect data is different from my research.

Then Nikmah (2016) was intended to know the students' ability in writing a descriptive text in the eighth grade at MTsN Bandung in the academic year of2015/2016. The result of the research showed that the mean score of the students' mean score in writing descriptive text is 54 and categorized as average. Besides the data was analyzed in general, each aspect also being analyzed. First is from the aspect of developing ideas. The second aspect to be analyzed was the organizing idea. The third aspect is Grammar. The next aspect is vocabulary. The last aspect is a mechanic.

Even though many studies have been carried out on writing descriptive text, none has to explore the ability of second junior high school students. To fill in the gap, this study about the ability of second-year junior high school students in writing descriptive text. This research focuses on students who have learned descriptive text. The researcher of this study wants to find out what are the abilities and difficulties had by the students. Hopefully, the result of this research will give some contributions to English learners about the difficulties faced while writing descriptive text.

B. Research Questions

Based on the background of the study,the research questions of this study are:

1. How is the ability of students in the second grade of SMPN 04 Sigli in writing a descriptive text?

2. What arethe difficulties they faced in writing a descriptive text?

C. The Aim of the Study

The aims of this research are:

1. To find out the ability of students in the second grade of SMPN 04 Sigli in writing descriptive text

2. To find out the difficulties faced by students in the second grade of SMPN 04 Sigliin writing descriptive text

D. Significance of the Study

For students, they can find out their strengths and weakness so that they can fix their weaknesses and increase the strength in writing a descriptive text.For teachers, the English teachers can use the research for increasing their method to find out the students' strengths and weaknesses aspect in writing descriptive text and also for another genre of the text.For the researcher, the research findings are expected to give information about writing in descriptive text. It is hoped to be an inspiration for the next.

E. Scope of study

The research focuses on the ability of students in writing descriptive text and to find the problem face of students in writing. This study has the purpose to find

the ability of the student in writing a descriptive text on the eighth grade at SMPN 04 Sigli.

F. Terminology

This part describes some special terms that are used in the research in order to make the terms clearer. Those are the definitions:

1. **Writing ability**

   Writing ability is a skill who have had by the students, it is a thinking process in its own right and a process where ideas are focused on more relevant and important factors. It gives someone opportunities to explore his ideas and acquire information. In this case, the students write their ideas in descriptive text with five points they are developing ideas, organizing ideas, grammar, mechanics, and using vocabulary. According to Brown (2001) states writing is thinking process because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization.

2. **Descriptive text**

   Descriptive text is a text that purpose to describe much information about certain people, things, and places and detail. The purpose of the description is to present the characteristics of the object, persons, places, and sensations the learner's presents.

CHAPTER 2

LITERATURE REVIEW

This chapter is devoted to review literature pertaining towriting descriptive texts, especially for secondary school students. The discussions are about the definition of writing, writing forsecondary school students, descriptive writing, writing assessment and existing studies on descriptive writing.

A. Conception of Writing

In learning English, there are four skills that should be mastered; those are listening, speaking, reading, and writing. Among the four skills, writing is the most difficult skill to be learned. Concerning this Richards andRenandya in Wulandari(2016) stateswriting is the most difficult skill for second language learners to master. The difficulty is not only in generating and organizing ideas but also in translating an idea into readable text.Furthermore, Brown (2001) and Harmer (2004) argue that writing is exploring ideas and organizing ideas. Exploring ideas include vocabulary, interviewing someone, and discussion. Besides that, organizing ideas include asking the information in a paragraph, writing topic sentences, giving information, using a time sequence, making an idea map, categorizing, and making an outline, summarizing ideas, and writing the title. Organizing the ideas is important as a paragraph need to develop cohesion and coherence, in order to be easily followed by the people.

Writing is one of the basic instruments of culture. Myles (2002) says that the ability to write well is not a naturally acquired skill, it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Based on the above idea, writing must be practiced to master it and must learn by a good experience. Because writing skillscannot get easily. It must be a long time to master it.Writing skill is very complex. It has many things that are used as criteria. Brown (2001) explains that a good deal of attention is placed on "model" compositions that students would emulate and how well a student final product measured up against a list of criteria that include content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation Writing consists many components like a mention on the above idea. This is one of the reasonswhy writing skill is difficult.

Writing is a way to communicate with others through written form by giving the message and information. According to Rogers (2006), writing allows us to communicate at a distance, either at distance place or distance time. Nunan (2003) states that writing is a process of thinking to invent ideas, thinking about how to express ideas into good writing and arranging the ideas into statements and paragraphs clearly. Then deporter and Heracki (2002) explain that writing is a whole-brain activity, which uses bright brain side (emotion) and left-brain side (logic).

Although the right and left-brain sides are used in writing, the right brain side has a big position because it is a place that has new ideas and emotions. To state that, writing is a whole-brain activity to formulate and organize the ideas in

the right words to give and communicate the goals to the reader and present it on a piece of paper.Finally, based on the definition given by experts above, it can be inferred that writing is a process of thinking the ideas that present in written words, and it is one of the important ones in language learning.

B. Elements of writing

In writing, the students need the basic requirement of the correct sentence, paragraph, grammar, punctuation, diction, and spelling. Brown (2004) states that they are five elements of writing, those are organization, content, grammar, vocabulary, and mechanics.

a. Organization

The organization of writing involves the introduction, body, and conclusion. According to Oshima and Hogue (2007), the organization of writing consists of three major structural parts. There isthe topic sentence, supporting detail and conclusion. The topic sentence states the main idea of the paragraph. Supporting detail will develop it by giving explanations, reasons, examples, facts, statistics, and quotations. Meanwhile, the conclusion is the end of the paragraph which gives the reader important points to remember.

b. Content

Heaton (1988) states that an excellent content is knowledgeable and substantive. It means the content of writing or essay should have proper and give crucial information. Moreover, the content provides discussion and explanation of the topic, for example in writing "Negative Effect of

Abortion". Based on the topic, the writer shows an explanation that consists of reasons and evidence about the negative effect of abortion as a content.

c. Grammar

Grammar is the structure of language.According to Coghill and Magendanz (2003)definegrammar of a language is the set of rules govern its structure. Grammar determines how words are arranged to form meaningful units. Meanwhile, Swan (2005) says that grammar is the rules that show how words are combined, arranged, or changed to show certain kinds of meaning.

d. Vocabulary

Webster (2003) states that vocabulary is a set of words or phrasethat are used to communicate either in oral or written. Thus, owning much of vocabulary plays an important role in language development and improvement. Without having a lot of vocabulary, no one can communicate effectively and express the idea in oral and written form.

e. Mechanics

Mechanics of writing consists of grammar, spelling, punctuation, usage to distinct expression in writing. Oshima (1997) divides mechanics into three part: capitalization, punctuation, and spelling. Capitalization is using the uppercase letter in writing which purpose to signals the reader that a new sentence is beginning. Also, it signals proper names, titles, and headings. The second is punctuation which includes external marks and

internal marks. External marks consist of the period, question marks and elimination points. Internal marks such as commas, semicolons, colons, quotation marks, parentheses, dashes, apostrophes, and hyphens. Punctuation will signal the reader where one paragraph ends and the next begins. The last part is spelling. Spelling is "the act of forming words correctly from individual letters" (Oxford Dictionary)

C. Types of Text

The writing was divided into some types.There are narrative, recount, descriptive, procedure, and report.

a. Narrative

According to Rebbeca in Defrioka (2016) state that a narrative is a text that deliver about a story and, in doing so, entertains the audience. It has character, setting, and action where the components were introduced in the beginning. Howeverthere are many types of narrative, they can be imaginary, factual, or combination of both, it also can be a complicated event that leads to crises and finally finds the solution. Example of the narrative text includes fairytales, myths, legends, romance. The purpose of narrative text is to entertain the reader.

b. Recount

According to Anderson (2010) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order in which they happened. It retells something that happened in the past and a

series of past events or experiences. The purpose is either to inform or to entertain the audience. Recount text has a similar way with a narrative which telling something in the past.

c. Descriptive

Anderson and Anderson (2013) state that descriptive is a text which describes a particular person, place or thing. The purpose is to tell about the subject by describing its features without including personal opinion. Descriptive text is found in daily life. Descriptions are almost the same as report text. The descriptive text focuses on a specific thing and its specific features, whereas report text deals with things in general.

d. Procedure

According to Hyland (2002) states that procedure text is a meaningful stretch of language in oral and written that has social purpose to describe how something is accomplished through a sequence of actions or steps.Its purpose is to provide instruction for making something, doing something or getting somewhere. Examples of procedure texts include recipes, itineraries, instruction manuals, directions.

e. Report

Mustafa and Sundayana in Roza (2014) explains that report text is to describe the way things are related to history, science, geography, natural resources, man-made and environmental phenomena.It is explained that report text must include important information that is considered to write

as a report form. Something that is considered to be important to report is in a text.

D. The rubric of Writing Descriptive Text

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$Score = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

From the analytic scoring rubric for writing, each unit is scored from 1 to 4 and weighted based on its worth to the final draft of the descriptive text. The content is weighted 30% since it can be more worth than the other aspects. The organization and the grammar are weighted 20% respectively as they are more worth than vocabulary and mechanics. As there is a little anxiety around the last two aspects, vocabulary and mechanics, the small weighting is attached to them. They are weighted 15% respectively.

E. Definition of Descriptive Text

According to Mukarto in Karimah (2016) saysthat descriptive text is a kind of text to describe something, someone or place. Writing descriptive means describing something, place or people in order to lead the reader to feel writing itself. Rinawati (2008) states that descriptive text is a text describing something, people or place clearly and specifically. The other experts are Gerot and Wignel in Rohmat and Sadikin(2019) state that descriptive text has a purpose to describe a particular thing, people or place which shows the reader about the physical appearance of something clearly. Also, Emilia and Christie (2013) argue that descriptive text is a text which focuses on describing a thing, item, and individual. Based on the definition of descriptive text above, it can be concluded that descriptive text is a text which describes people, thing or place that write its physical appearance and characteristic of the object.

The description expands our experience by taking us to place we might not otherwise know much about, which explains the popularity of descriptive travel essays in magazines and newspapers.A description can expand the experience in

life.A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sounds.

Based on the definition of descriptive text above, it can be concluded that descriptive text is a text that describes someone, thing or places that consist of characteristics and specifically about the object or people.The students have to know and master the generic structure of descriptive text before they write a descriptive text. The generic structures of descriptive text are an introduction (identifies something to be described), description/content (describes parts, qualities, and characteristics), and conclusion. According to Mark in Nikmah (2016), the first generic structure is a general opening statement in the first paragraph (introduction), the second is a series of a paragraph about the subject (description) and the last is the conclusion.

F. Generic Structure of Descriptive Text

According to Mukarto (2007), there are two main parts in a descriptive text such as identification and description. Identification parts explain the introduction of the thing,place or people and explain the general of the topic. Identification usually appears in the first paragraph to inform the reader what will be described in the next paragraph.Rosa (2008) says that identification is one of the generic structure of descriptive text which will give the information about the object that will be described.

a. Identification

Identification introduces and identifies anything or phenomenon which described. It has a function to bring the reader to introduce what will be discussed. Like the orientation of other genres, identification is usually put in the first paragraph. It is an introduction to the reader to read the next paragraph. Identification usually answers the question; what is the topic of the text, and what is the text above.

b. Description

The description is part of a generic structure that consists of a particular phenomenon or thing. It is the main issue that has a characteristic of distinguishing with another genre. The description has a function to describe parts, qualities, and characteristics of the parts of the object. It is put after identification or the next paragraph of identification until the final paragraph. For instance, if students describe the classroom, students mention the parts of the classroom as its doors, chairs, tables, and walls. The students mention characteristics of the classroom as big (size), green (color), or clean (quality).

G. **The Example of Descriptive Text**

This is one of the examples of descriptive text that I found in an education site (www.englishindo.com).

<div style="border:1px solid">

My Family

My family has four members: those are I, my sister, and parents of course.My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant. My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be so smart as she is. They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister have been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

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H. **Writing for Students Junior High School**

Writing is one of the skills that must be learned by the students. In junior high school level, there are three text genres that they must study: are narrative,

descriptive and news item. In a narrative, the writing usually discusses the story in the past event. Then, descriptive writing discusses the way how to describe a certain object. News items explain the news that happens around the students. They should able to know the rhetoric steps of every genre in everyday life.

This research focuses on the study on the ability of the eighth students" descriptive text. The purpose of studying the descriptive writing is that the students are able to produce a short descriptive text. They may describe a certain object, such as place or building, animal or person. When the students describe a certain place, they should know the name, location and every feature in that place. They may use literal or figurative meaning to describe the place.In short, the students studied the descriptive text at the junior high school level. They can make a descriptive text after studying this genre. They may describe an object or person.

I. **Existing studies On Descriptive Writing**

There are some existing studies which are related to descriptive writing at secondary school as follows:

There are three previous studies related to this researcher. A study related to writing skillshas been carried out by previous researchers. Sari (2018) found the problems that students had low ability in writing descriptive text. This research used pre-experimental research with pre-test, post-test, and questionnaire design. The researcher uses two instruments. There were tests including pre-test and post-test and questionnaire. Then the researcher found that there any improvement instudents' writing skills of descriptive text by using guided questions and

arestudentsinterested in learning descriptive text by using guided questions. Based on the results of the test the writer concludes that the meanscore of the post-test is higher than the pre-test. It indicates that there is asignificant difference in scores between the two mean. It can be concluded that thestudents get improvement in writing descriptive text.

Rasyidah (2015), based on the researcher's observation in thepreliminary research, the second-yearstudents of SMPN 2 Bangun Purba, manystudents still have difficulties in the writingprocess. The first one is due to theirweakness in vocabulary and grammar. It isdifficult for students to express theirideas about the topic. Besides that, most ofthe students only translated their thoughtsfrom their native language into English.Then, they often select the appropriatechoice of word. The data were collected through a writing test. Then, the data were analyzed based on their writing test score which was categorized into five levels of writing skill and two organization structures of a descriptive text (Identification and description) as the indicators to see the students' writing skill in descriptive text. The findings of the study show some points. The first point is that, generally, the students' mean score of writing skill particularly in writing the descriptive text was 56 and it was consideredas the average level of skill. The second is that there are two factors affect the students' writingskill. They are related to (1) the components of writing (grammar, vocabulary, mechanics, style,and organization) and (2) the organization structure of a descriptive text (identification anddescription).

Then Nikmah (2016) was intended to know the students' ability in writing a descriptive text in the eighth grade at MTsN Bandung in the academic year of2015/2016. The researcher used a descriptive design by using a quantitative approach to describe the students in writing descriptive text. The population of this research is the eighth-grade students at MTsN Bandung in the academic year of 2015/2016. There are 356 students divided into nine classes. The researcher directly takes one of the E class that consists of 35 students as the sample. The result of the research showed that the mean score of the students' mean score in writing descriptive text is 54 and categorized as average. Besides the data was analyzed in general, each aspect also being analyzed. First is from the aspect of developing ideas. The second aspect to be analyzed wasorganizing ideas. The third aspect is grammar. The next aspect is vocabulary. The last aspect is the mechanic.

Putri (2017) her research focuses on students' ability in writing descriptive text, the development of the main idea, the students' grammatical aspects, and cohesion and coherence at ETP's students of accounting education in Muhammadiyah University of Surakarta. The type of this research is qualitative research. The data source is the task to write descriptive paragraphs by ETP's students and giving information from informants or tutors who teach the students. The researcher collects the data by giving assignments to students to write a descriptive text. The techniques for analyzing data are reading the students' writing of the descriptive text, analyzing the aspects of descriptive text; the development of the main idea, grammatical aspects of writing, cohesion, and

coherence. The researcher classifying and scoring the student's test of writing a descriptive paragraph, and drawing a conclusion based on the result of the research of the students' ability in writing descriptive text. The results show that (1) there are six techniques of developing the paragraph in students' descriptive texts, i.e. classification, deductive pattern, giving facts, objective pattern, subjective pattern, and storytelling.

CHAPTER 3

RESEARCH METHOD

This chapter discusses the research methodology employed in this study. Research methodology deals with how the research questions proposed in the first chapter are processed with a particular method. Therefore, this chapter provides several points regarding the steps of conducting the current research that includes research design, research participants, the techniques of data collection, and the techniques of data analysis.

A. ResearchDesign

This study employed mixed-method research that was quantitative and qualitative.Creswell (2003) states, quantitative research employstrategies of inquiry such as experimental and surveys and collects data on predetermined instruments that yieldstatistical data. While Creswell and Clark (2007) state that the qualitative method serves tobuild on the obtained numeric data and seek to explore participants' view in more depth.

The combination of these methods provided a more complete understanding of a research problem than either approach alone. The writer first conducted quantitative research, analyzed the results and then built the results to explain them in more detail with qualitative method (Creswell, 2014). This method was directed to find out students' ability in writing descriptive text. The study was conducted in SMPN 04 Sigli.

B. Brief Description of Research Location

   This research was conducted at SMPN 04 Sigli. The school is located in Aceh Pidie exactly in the Sigli town sub-district. SMPN 04 Sigli is run by the government of Aceh Pidie and all of about school manage by the government. The school has five buildings and one volleyball field for sports lesson. The first and second building has four classrooms that are class one until three. The third and fourth room buildings consist of the headmaster room, library, and the teacher's room. The last building is used for the school of health because their school does not have enough room in their school. SMPN 04 Sigli has 58 students, 24 teachers, and 13 administration staff. The students consist of 29 first-year students, 15 second-year students, and 14 third-year students. The teacher consists of an English teacher, mathematics teacher, Bahasa teacher, chemistry teacher, physic teacher, history teacher, biology teacher, religion teacher, and sports teacher. The first-year student is divided into some classes, there are 1A and 1B. The second-year students and the third-year students are divided into one class only, which is 2A and 3A.

   The setting of this research is in SMPN 04 Sigli because the researcher taught the English lesson for two months in that Junior High School. This condition makes possible for the researcher to conduct research in the school. According to Creswell (2008), research participants refer to the subjects who are believed to have the potential to give the researcher reach information related to research questions. The respondents were students in the second grade of SMPN 04 Sigli and only took 25 students from second-year students.

C. The Techniques ofData Collection

In collecting the data, two instruments were used, document analysis andquestionnaire. The researcher reported students' descriptive writing text task under one topic "pet" without any treatment in class. The texts wereranged from one to one and a half pages in length (30-100 words). Furthermore, after the researcher got the first data of participants, theresearcher used the second technique to get the result. Theselected participant was given 8 questions of the questionnaire. The last source of data is the students' answers to the questionnaire. Thequestionnaire in the form of a closing statement (to be answered individually) given toparticipants directly. The questionnaire in this study was an enclosed questionnaire,contains positive and negative statements.The scale model of measurement used is a likert scale. The numbers of statements area about 8 points. Each statement consists of possible answers that havebeen provided; the strongly agree (SA), Agree (A), disagree (D) and strongly disagree (SD).They answered the questionnaire at the same time as a test. Before theyanswered, the researcher explained the purpose of the research to help the participantanswer the questionnaire.

D. **Data Analysis**

1. **Document Analysis**

The datawas analyzed by using a Brown rubric. Students' writing test was checked with the components of descriptive text, namely; content, organization, vocabulary, mechanics, and grammar. Each component had a different percent where contents were 30%, Organization was 20%, grammar was 20%, vocabulary and mechanics were 30%. Every component was calculated to get the data that students stood week for. The lowest score was the difficulties components that students input to the descriptive text while the highest was stand for the components that students' ability were indicated.

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	The topic is complete and clear and the details are relating to the topic	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2 x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies	2 x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 x
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5 x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$Score = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

2. Questionnaire Analysis

The questionnaire is the most common method in educationalresearch. Each item should be in line with what is needed to be foundin order to complete this research. Moreover, every item should be in good andunderstandable language so that will be easy to answer. The data collected through questionnaires were analyzed basedon the students' answers.The data obtained from the questionnaire is analyzed by calculating themeans of the students' answers in each item of the questionnaire. The items were inthe form of Likert-Scale questions; with 5 options: (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree.All mean scores referred to the number of students who agreed or stronglyagreed (or disagreed and strongly disagreed) with statements indicative of students' problem in writing descriptive text. The higher of thetotal points are the most problem faced by the students. The researcher guided and gavedirections to students about the question in order to facilitate them in answering thequestion. The data from the questionnaire were analyzed by calculating the means ofstudents' answers to each question. The result of the data from Likert-scale formdivided into three categories: low, middle, and high level.

CHAPTER 4

THE RESULTS AND DISCUSSION

This chapter presents the research results and analyzes the data. Besides, a discussion is made in the last section in order to answer the research questions and compare and contrast with previous research findings.

A. Results of Document Analysis

In order to collect the data, the writer conducted a descriptive text test to the students. The students were asked to write descriptive text with the theme was a pet. There were 25 students participating in this research. All of the participants were named as S1 to S25. There were five aspects is used as a measurement of the test; content, organization, grammar, vocabulary, and mechanics. The result of students' descriptive text test are tabulated as follows;

Table 4.1. The result of document analysis

Name	Aspects					Scores
	Content	Organization	Grammar	Vocabulary	Mechanics	
S1	9	6	6	4,5	4,5	75
S2	9	6	4	3	4,5	66,25
S3	9	6	4	3	4,5	66,25
S4	9	4	2	1,5	4,5	52,50
S5	9	6	4	1,5	4,5	62,50
S6	9	4	2	1,5	3	48,75

S7	9	6	2	1,5	3	53,75
S8	9	6	2	3	3	57,50
S9	9	6	4	1,5	3	58,75
S10	9	4	2	1,5	3	48,75
S11	9	4	4	1,5	3	53,75
S12	9	4	2	1,5	4,5	52,50
S13	9	6	4	1,5	3	58,75
S14	9	6	4	1,5	3	58,75
S15	9	6	2	1,5	3	53,75
S16	9	6	4	1,5	3	58,75
S17	9	6	4	1,5	4,5	62,50
S18	9	6	2	1,5	4,5	57,50
S19	9	6	2	1,5	3	53,75
S20	9	6	4	3	3	62,50
S21	9	4	2	1,5	3	48,75
S22	9	4	2	3	3	52,50
S23	9	6	4	3	3	62,50
S24	9	4	2	1,5	4,5	52,50
S25	9	4	2	3	3	52,50
TOTAL	225	132	76	81	88.5	1431,25

$$score = \frac{C + O + G + V + M}{40} \, X \, 100$$

$$Mean = \frac{\Sigma F}{N}$$

$$= \frac{1431,25}{25}$$

$$= 57,25$$

Table 4.1. Describes the finding of students' descriptive text tests based on five aspects. There was only one student who got the highest score and the score was 75. However, there were 3 students who got the lowest score and the score was 48,75. This research found that each student has a different ability in writing a descriptive text. Generally, the students had a major problem in choosing the word and word forms. It was proved by the lowest score in the data with 38 total data. Yet the students understand the instruction about writing descriptive text, it can be concluded from the data that students got the highest score. Otherstudents' ability will be explained as below;

1. **Contents**

Before the test, the instruction was given to the student about writing a descriptive text. The writer asked students to write about "their pet". Students' document results showed that students understood the topic which the writer asked to write about. All of them write a descriptive text about their pet. The topic was complete and clear but the details were almost relating to

the topic. The data proved that students got the highest score in the content aspect with 225 total scores.

2. Organization

The students got a problem in organizing the text. It was proved that organizing text was ranked the second-lowest score with total data was 66. There were 16 students who got score 6 and understood organizing descriptive text. The identification is almost complete and descriptions were arranged with almost proper connectives. Furthermore, there were 9 students who got score 4 and their identification was not complete and descriptions were arranged with few misuses of connectives. Thus, the students should learn more about organizing the descriptive text of connectives.

3. Grammar

The result of document analysis found that students have a serious problem in grammar. There was only one student who had few grammatical and agreement inaccuracies but not affects the meaning. She used the proper tenses and agreement in her text. Moreover, there were 11 students who got score 4. It meant that students had a problem in using the exact tenses and agreement. They had numerous grammatical inaccuracies and effected to the meaning. The other students got the lowest score with a point was 2. There were 13 students who got the lowest score. They did not understand in using the right tenses in descriptive text. Most of them were used past tense while the present tense was needed to apply in descriptive text. Another problem

was from verb agreement. Few of them used inappropriately tobe related to the subject. Thus, the students should learn more about tenses and its application.

4. Vocabulary

The greatest problem faced by students has translated the word from Bahasa to English. The data showed that the students got a total score 36. There were many students did not know the vocabulary that they wanted to use. In the document analysis, most of the students write the vocabulary in Bahasa so that the sentence was mixed with two languages. There were 15 students who got the lowest score with 1,5. They had very poor knowledge of words, words from, and not understandable so it impacted to the meaning of the sentence. Other totals of students who got score 3 in the vocabulary aspect are 9 students. They had a problem in a limited range of confusing words and words from. While there was only one student who gets score 4,5 with error few misuses of vocabularies, word forms, but not changed the meaning. Thus, the students must increase their vocabulary by memorizing it. It is important to increase the vocabulary because it could avoid misunderstanding meaning.

5. Mechanics

The mechanics' aspect contains spelling, punctuation, and capitalization. The students did not have difficulties in this aspect. From the data, it can be concluded that there was 76 total score which students got in writing a descriptive text. There were 8 students who got 4,5 score with the problem

had error occasional spelling, punctuation, and capitalization. Few students used punctuation in their writing but most of their mistakes were in capitalization like the name. The rest of the students who got 3 scores in writing descriptive text were 17 students. They had frequent errors in spelling, punctuation, and capitalization. Thus, the students should be more aware of using capitalization and also the punctuation to make better writing about descriptive text.

B. **Result of Questionnaires**

The researcher administered questionnaires in order to find out the students' perceptions on the difficulties of writing descriptive texts. The results are presented in Table below;

Table 4.2. The result of the questionnaire

Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
S1	4	2	3	3	3	4	2	2
S2	4	3	4	3	3	4	2	2
S3	4	3	4	3	4	4	3	3
S4	4	4	4	3	4	4	2	3
S5	4	4	4	3	4	3	3	3
S6	4	3	4	2	4	3	3	3
S7	4	3	4	2	4	4	3	3
S8	4	3	3	3	4	4	3	3

S9	4	3	3	2	4	4	3	2
S10	4	4	3	3	4	3	3	3
S11	4	3	4	3	4	4	3	3
S12	4	4	3	3	4	4	3	3
S13	4	4	4	4	4	4	4	2
S14	4	3	4	4	4	4	4	3
S15	4	3	4	2	4	3	3	4
S16	4	3	3	2	4	4	2	4
S17	4	4	3	4	4	4	2	3
S18	4	4	4	4	4	4	3	3
S19	4	4	3	2	4	4	3	4
S20	4	3	4	3	4	3	4	4
S21	4	3	4	2	3	3	4	3
S22	4	3	4	4	3	3	4	3
S23	4	3	4	4	4	4	4	3
S24	4	3	4	3	4	4	4	4
S25	4	4	3	3	4	4	4	3
TOTAL	100	83	91	74	96	93	78	76
MEAN	4.00	3.32	3.64	2.96	3.84	3.27	3.12	3.04

Note;

4 = strongly agree
3 = agree
2 = disagree
1 = strongly disagree

Table 4.3 Students' ability in writing from the highest mean

Question No	Students' ability in writing descriptive text	Mean
1	I have difficulty to write text in English?	4.00
5	I have difficulty in using grammar when I write a descriptive text?	3.84
3	I have difficulty in composing sentences in the descriptive text?	3.64
2	I feel hard to write ideas in the descriptive text?	3.32
6	I do not understand about descriptive text?	3.27
7	I have difficulty using punctuation and capitalization?	3.12
8	I don't know the structure in the descriptive text?	3.04
4	I have many vocabulary knowledge?	2.96

Table 4.3 shows that the highest means is 4.00 which question number one which stated about "I feel difficult to write texts in English". All of the students answered strongly agreed to that question. They felt it difficult to write text in English and it was also supported by their document analysis that found many grammar errors and not arranged structure. While the second-highest response was question number 5 with means 3.84. The question asked the students about their problems in applied grammar in descriptive text. Based on their writing found that most of them had struggled with the use of appropriate grammar in

descriptive text. Few of them had a problem with verb agreement and word arrangement.

Question number 2 asked about their ability to generating ideas in descriptive text. There were 9 students who answered strongly agreed that they had difficulty in writing ideas in the descriptive text while 15 students responded that they were agreed about that. It caused by the lack of their knowledge to descriptive text. In document analysis, it found that students' writing was very short and only consist of 4 to 6 sentences. Next, question number 3 stated about their difficulties in arranging the sentences in descriptive. There were 16 students answered strongly agreed to the problem and 8 students responded that they were agreed. Question number 7 also asked the students about grammar in a specific part. Those were capitalization and punctuation. There were 5 students who answered disagreed while other students responded that they were strongly agreed and agreed.

The students were also had major problems in understanding about descriptive text. They were not really understanding about descriptive text and also it's structural. From the data, it showed that the means of question number 6 and 8 were 3.04 and 3.12 the result categorized to the second-lowest rank from all of the questions. However, the lowest means fall to question number 4 which asked about their vocabulary knowledge. In documents, most of the students wrote a descriptive text in two languages; Bahasa and English. In one sentence, it would consist of two languages if the students did not know the vocab that they wanted to use. This problem was a very serious problem because it could be affected the meaning.

C. Discussion

After analyzing the data, it is necessary to discuss them by revisitingthe previously mentioned research questions in the following explanation.

1. *What is the ability of students in the second grade of SMPN 04 Sigli in writing a descriptive text?*

The data presented inTable 4.1 indicated that most of the students had a major problem in descriptive. From the document analysis, there were many error features wrote in their task. Grammar and vocabulary were the main problems faced by the student. In grammatical error, students' mistake was verb agreement and plural noun. Then the grammar mistake that students did was capitalization and punctuation which was part of mechanics. They did not know about the punctuation that they had written so it changed the meaning. However few of them miss the capitalization related to name, location, and the word after full stop symbol. The vocabulary was the most important feature in descriptive text because the student would ask to describe more about a thing so it needed large vocabulary knowledge. In the document analysis, it found that most students mix the language in one sentence so there were 2 languages; Bahasa and English. It found in their document of writing a descriptive text. The limiting of vocabulary effected on the meaning. Additionally, during writing descriptive text the students prefer to use the freewriting method. It caused by the lack of knowledge about the

descriptive text. If they did not know the structure of the text, so text organization would not be good.

From the problem found in the document analysis, it can be concluded that students' ability in writing the descriptive text was low. There was a 57,25 average of students' ability that indicated that only half of the total students understood about the descriptive text. Thus, it suggested that the teacher could teach descriptive in an interesting way so the students could understand the material easily.

Relating to the students' ability result in writing descriptive text, it confirms as Rasyidah (2015) found that there are two factors affect the students' writing skill. They are related to (1) the components of writing (grammar, vocabulary, mechanics, style,and organization) and (2) the organization structure of a descriptive text (identification and description). Most students had knowledge about descriptive text yet they had limited knowledge about the components of writing.

2. *What are the difficulties faced by students in the second grade of SMPN 04Sigli in writing a descriptive text?*

This question was answered by conducting a questionnaire for students which consists of eight questions. The respondents were 25 persons. The questionnaire result showed that the major students' problem in the descriptive text was vocabulary and grammar. They had to limit knowledge about the vocabulary. The only knew the general vocabulary like; subject, color, etc. The lack of knowledge invited another problem like misunderstanding meaning. Then because of the lack

of vocabulary, the students' had no idea to describe the object. It took much time to write a simple paragraph during the test. To sum up, the students had many problems with writing a descriptive text. Their problems were generating ideas, vocabulary, grammar, and structural. Thus, it suggested to students to memorize vocabulary more that nowadays. They had to increase their vocabulary so that they could write descriptive text as well.

CHAPTER 5

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and discussion in the previous chapter, the researcher would like to come up with conclusions as follow research questions addressed.

1. Students have a low ability to write a descriptive text. The questionnaire results show that students have the basic ability regarding the descriptive text. This is evidenced by their responsiveness in the questionnaire ". It explained that the students did not agree with the rules that they did not understand about the descriptive text. Another questionnaire result asked the students about "I feel hard to write ideas in descriptive text" got mean 3.32. It showed that students had the ability in writing descriptive text in general.

2. Although the students had general knowledge about descriptive text, they had still struggled with the components of writing descriptive text such as; content, organization, grammar, and vocab. Based on the document analysis of students' writing descriptive text the students had difficulties in writing descriptive text. It found many students wrote sentences in two languages; Bahasa and English. They had lack knowledge and it was proved by the statement in the questionnaire I have difficulty in using grammar when I write a descriptive text. Then, the students had a problem with grammatical errors. The students did not the subject agreement and the tenses that they should

usein descriptive text. It can be concluded that most students pretended to write descriptive text as a freewriting style. However, the students gave agreement responses for having writing aspect problems. In order, most of the students showed they are strongly agreed and agreed to statement about the problem they had like; generating the idea, vocabulary, grammar, and the lack of English language skills.

B. Suggestion

Obviously, this research still had limitations or weaknesses and drawing upon the conclusions, a suggestion can be made. The result of this research was expected to give insight to the teacher about students' ability in descriptive text. So they could improve their teaching skill in the descriptive text in an interesting way. For the students, it also could be a reference to evaluate their ability in descriptive text. The weakness that they had would be their jump stone to learn more about text and want to memorize more vocabulary. Thus, this research had limitations that come from the problems in datacollection. There were several things that the researcher only took data information froma class. It is hoped that future research will observe the class at least two classesto get comparison analysis information about students' problems in writing a descriptive text.

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TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-13900/UN.08/FTK/KP.07.6/12/2018** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
		5.	Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		6.	Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
		7.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
		8.	Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
		9.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
		10.	Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
		11.	Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan	:	Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 November 2018

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-13900/UN.08/FTK/KP.07.6/12/2018** tanggal 14 Desember 2018
KEDUA	:	Menunjuk Saudara:

1. Dr. Jarjani, S.Ag.,S.Si.,M.Sc.,MA — Sebagai Pembimbing Pertama
2. Rita Hermida, M.Pd — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Abrar Rianda**
NIM	:	**140203173**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Ability of the Second-Year of Junior High School Students' in Writing Descriptive Text (A Case Study at SMPN 04 Sigli)**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2018 tanggal 5 Desember 2018;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 04 Juli 2019
An. Rektor
Dekan,

Muslim Razal

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

Nomor : B-15672/Un.08/FTK.1/TL.00/10/2019   Banda Aceh,   30 Oktober 2019
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
         Penyusun Skripsi

Kepada Yth.
Kepala Sekolah

Di -
      Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	:	**ABRAR RIANDA**
N I M	:	**140203173**
Prodi / Jurusan	:	**Pendidikan Bahasa Inggris**
Semester	:	**XI**
Fakultas	:	**Tarbiyah dan Keguruan UIN Ar-Raniry**
A l a m a t	:	**Jl. Jurang Dagang Lr. P. Babul Jannah Ceurih Ulee Kareng**

Untuk mengumpulkan data pada:

SMPN 04 Kecamatan Kota Sigli Kab. Pidie

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Ability of the Second-Year of Junior High School Students' in Writing Descriptive Text (A Case Study at SMPN 04 Sigli)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

an. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa

Kode: eva-1370

PEMERINTAH KABUPATEN PIDIE

DINAS PENDIDIKAN

SMP NEGERI 4 SIGLI

Jalan Banda Aceh – Medan Km. 114 Kabupaten Pidie Prov. NAD   Telp. (0653) 24713 Kode Pos 24151

SURAT PEMBERITAHUAN

Nomor : 421.3 /112 / 2019

Assalamu'alaikum Wr.Wb.

Sehubungan dengan surat dari Fakultas Tarbiyah / keguruan UIN Ar-Raniry Darussalam Banda aceh, dgn Nomor : B-15672/Un.08/FTK.1/TL.00/10/2019, perihal : Mohon Izin untuk Mengumpulkan Data Penyusunan skripsi atas nama :

Nama   : ABRAR RIANDA
NIM   : 140203173
Prodi/Jurusan : Pendidikan Bahasa Inggris
Semester   : XI
Alamat   : Jln.Jurang Dagang Lr.P.Babul Jannah Ceurih Ulee Kareng

Maka kami dari pihak sekolah tidak keberatan sama sekali serta **Mengizinkan,** yang namanya diatas untuk mengumpulkan data pada SMP Negeri 4 Sigli.

Demikian surat ini kami sampaikan, atas perhatian dan kerjasama yang baik kami ucapkan terima kasih.

Sigli, 05 November 2019
Kepala SMPN4 Sigli

ADNAN,S.Pd
NIP. 19651231 199103 1 055

APPENDIX A : INSTRUMENT FOR COLLECTING DATA

Students' Questionnaires

N= 25, Note: 5: Strongly Agree, 4: Agree, 2: Disagree, 1: Strongly Disagree.

NO	Questions	Students' answer			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1	I have difficulty to write text in English?				
2	I feel hard to write ideas in the descriptive text?				
3	I have difficulty in composing sentences in the descriptive text?				
4	I have many vocabulary knowledge?				
5	I have difficulty in using grammar when I write a descriptive text?				
6	I do not understand about descriptive text?				
7	I have difficulty using punctuation and capitalization?				
8	I don't know the structure in the descriptive text?				

APPENDIX B : STUDENT DOCUMENT ANALYSIS

Nama : Ray Mona

Kls : VIII

Pel : deskriptif teks

I have two cows in my kandang Dan my cows is
warna black and white my cows is eat the rumput.
And I love my cows. I selalu give cows rumput every-
day

No.

Nama : Nahira Tursina
Kls : VIII
Pelajaran : Deskriptif teks

I have a rabbit. My rabbit berwarna
Putih. My rabbit memiliki bulu yg panjang.
My rabbit eat wortel dan sayuran. My rabbit
like melompat-lompat. And I love my rabbit.

No.

Nama : M. Khaliuliah

Kelas : VIII

Pelajaran : B. Inggris

My brother has a Cant. Dia have two eyes. Ekornya Panjang. My Cat has a black bulu. My Cat lika eat tikus dan lain-lain.

NAMA: Julpani
kelas: VIII
Pelajaran: B. inggris

MY FATHer Mempuyai kambing MY kambing HAS
Four Ekor Bulunya is Black suka eat rumput dan
dan daun MY FATHer love kambing dan I juga
love MY kambing

OKEY

Nama: Muafinur R
Kelas: VIII
Pel: B inggris

No.   Date:

I have the horse. my horse have empat
kaki and bulunya bermarna black. And
dia like makan rumput. Dia have two
mata. Dan Dia memiliki ekor yg panjang
And the hair is Beatiful

OKEY