

**AN ANALYSIS OF STUDENTS' ABILITY AND
DIFFICULTIES IN WRITING DESCRIPTIVE TEXT
(A Study at SMA Negeri Bunga Bangsa, Nagan Raya)**

THESIS

Submitted by:
CUT SANTI NOVITA
The Student of English Education Department
Faculty of Tarbiyah and Teacher Training
Reg. No. 231 222 635



**FACULTY OF TARBIYAH AND TEACHER TRAINING
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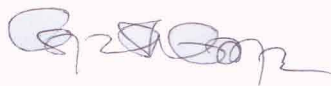
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On Teacher Education**

By:

CUT SANTI NOVITA
Student of Department of English Education
Faculty of Tarbiyah and Teacher Training
Reg. No: 231222635

Approved by:

Main Supervisor,



(Syarifah Dahliana, Ph.D)

CoSupervisor,



(Rita Hermida, M.Pd)

**It has been depended in Sidang Munaqasyah in front of
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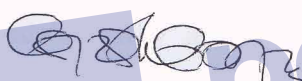
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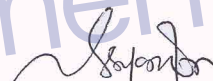
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Universitas Islam Negeri Ar-Raniry
Darussalam Banda Aceh**




(Dr. Mujiburrahman, M. Ag)

NIP: 197109082001121001

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Cut Santi Novita
Nim : 231 222 635
Tempat/Tanggal Lahir : Jeuram, 9 Juli 1994
Alamat : Jln. Rukoh Utama, Lr. Hasyem Hasan,
Banda Aceh

Menyatakan bahwa sesungguhnya skripsi yang berjudul : "An Analysis Of Students' Ability and Difficulties in Writing Descriptive Text at First Year Students SMA Negeri Bunga Bangsa, Nagan Raya" adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

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Banda Aceh, 18 Januari 2017

Saya yang membuat pernyataan



Cut Santi Novita

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Cut Santi Novita
NIM. 2312222653

CHAPTER I

INTRODUCTION

This chapter provides background information to the investigation and states a problem of the study. It also explains the previous studies related to the topic of the study. In addition, research questions, purpose of the study, significant of the study, scope of the study and research terminologies are outlined in this chapter following the background of study and previous study.

A. Background of Study

Writing is one of the language skills in learning English. It plays an important role in human life. Through writing, people can communicate and convey ideas without using their mouth to speak. However, writing will not be developed if people do not practice regularly as clarity of writing depends on a way of thinking, author's idea and good sentences. (Hasani, 2005).

At school, writing is one of the materials that must be learned by all students. Each student is expected to produce a brief and well-organized paragraph. For this reason, all students in the writing classroom usually are asked to write simple texts, such as narrative, recount, descriptive, procedure, discussion, review, spoof and expository, as their writing exercises. In the new curriculum, K-2013, the students are expected to write a precise and composed texts in every writing task.

Writing a text is a challenge for students, specially for the first year students of Senior High School, who is learning writing various kinds of longer

texts. Writing descriptive text is one of this challenges. This happens because, the students need to pay attention to detail object which will be described along with correct grammar. Describing object means explaining whole part and create real impression of the object.

Descriptive text is one of the required writing topics in Senior High School. The aim of the text is to describe people, things and places. Descriptive text has certain components, such as generic structure and lexicogrammatical. According to Gerot & Wignell (1994), generic structure has two aspects, those are identification and description. In identification, the student will indentify and inform the reader about the thing which will be described. In addition, as part of description aspect, the students will describe character of things, place or people, such as shapes, sizes, and colour (Rosa, 2008).

The second component is the lexicogrammatical which consists of grammar rules and vocabulary (Mendiknas, 2004). Descriptive text uses simple present tense. Azar as cited in Denil (2013, p.282) stated that simple present tense is used for habitual and usual activity. Similarly, Folse (2009, p.101) claimed that simple present tense is used for habitual and repeatation activity; thus, it is used because writing descriptive text has a lot of description about general and habitual of thing in each paragraph itself. Moreover, descriptive text uses other language features such as, adjective, linking verb, relating verb and compound adjective (Sudarwati, 2007). In term of vocabulary aspect, in writing descriptive text having a lot of vocabulary is necessary to avoid repeatation words. Hence, the complexity

of the components, generic structure and lexicogrammatical as mentioned above, has led the students are uneasy to write descriptive text well and perfectly.

Some researchers have similar topic with this study. For instance, Denil Mardiyah(2013)conducted a research of descriptive text entitled “The Second Grade Students’ Ability in Writing Text”. Sheinvestigated the students’ ability in writing descriptive text in Canduang, Padang, West Sumatra. The purpose of the study was to analyse students’ ability in writing descriptive text using generic structure (Identification and description) and grammar (simple present tense) properly. They used clustering sampling to take sample of research and questionnaire as a data collection. Another research was conducted by Junita Siahaan (2013), entitled “An Analysis Of The students’ Ability and Difficulties InWriting Descriptive Text”. The aim of the study is to investigate the first year students’ ability and difficuties in writing descriptive text. It was conducted at SMA 1 Bandung, West Java. She analyzed Scematic Structure and Linguistic Features. She took case study as data collection technique for this research.

This study has similarities with those research. However, there are differences in some parts, they are research design, population, sample and location of the study. Overall, based on the problem and some facts above, the reseacher is interested to conduct the reasearch with the title **“An Analysis of The Students’ Ability and Difficulties inWriting Descriptive Text”**at the first year students of SMA Bunga Bangsa, Darul Makmur, Nagan Raya.

B. Research Question

1. How is students' ability in writing descriptive text at SMA Bunga Bangsa?
2. What are students' difficulties in writing descriptive text at SMA Bunga Bangsa?

C. Purpose of The Study

1. To describe students' ability in writing descriptive text at first year of SMA Bunga Bangsa.
2. To find students' difficulties in writing descriptive text at first year of SMA Bunga Bangsa.

D. Scope of The Study

This study will investigate students' ability and difficulties in writing text which is merely focus on text organization and grammatical rule. Descriptive text has two elements as text organization, those are identification and description. Identification consists of introduction of text and what we are going to describe. Meanwhile, Description is the part of paragraph that describes the characters, qualities and other detail of thing, place or people. Grammatical rules in descriptive text consist of simple present tense, adjective, linking verb, relating verb and degree of comparison. In this light, the researcher takes one part of grammatical rules, that is using simple present tense in writing descriptive text.

E. Significance of The Study

Theoritically, this study is expected to give information about students' ability and difficulties in writing descriptive text. Practically, this research is expected to help students, teachers and the researcher in the field. For the students, this study makes them conscious in writing descriptive text properly. For the teachers, this study provides information about students' difficulties in descriptive text which can inspire them to create an appropriate teaching learning process of descriptive text. For researcher, the result of the study can be a basic step to do another research in similar topic.

F. Research Terminology

1. Writing Descriptive Text

Writing is derived from the word "write" which means to make letters or number by your hand (Oxford Dictionary, p.1768). According to Weigle (2001, p. 19), Writing is used to inform ideas or feeling into written form.

Descriptive text is a text which has a purpose to describe things, places and people. It has generic structure, that are identification and description (Derewianka, 1990). The other aspect in descriptive text is lexicogrammatical. According to Mendiknas (2004), the elements of lexicogrammatical in descriptive text consist of grammar, vocabulary and conjunction that is used. In brief, writing descriptive text is to write a paragraph or more which has a purpose to describe something with certain aspects.

2. Student's Ability and Difficulty

According to Robbin (2003, p.52), ability is an individual capacity for conducting a task in certain work. Further, Mc. Shane and Glinow as cited in Buyung (2007, p.37) stated that ability is the natural aptitudes and learned capabilities required to successfully complete a task. However, Kreitner (2005) said that ability is a human characteristic related to physical and mental of people. In other words, student's ability is a student competency to conduct a task properly.

Difficulty is something that is not easy to do (Cambridge Dictionary, p.423). Based on Merriam Webster, the word difficult means "hard to do or make something". While, according to Oxford dictionary, difficulty is "a thing or situation that causes a problem". Thus, student's difficulty is a problem situation which is faced by a student. In this study, the meaning of difficult refers to a problem in writing descriptive text.

CHAPTER II

LITERATURE REVIEW

This chapter serves literature review of the study which consists of theories of writing and descriptive text. There are two sections in this chapter. The first section, the researcher discusses an overview of writing which include definition of writing, elements of writing, types of writing and criteria of good writing. In the second section, the explanation of descriptive text consist of definition of descriptive text, characteristic of descriptive text, the structure of descriptive text, and researches on descriptive text.

A. An Overview of Writing

1. Definition of Writing

Writing is one way to communicate with others by delivering the information and message through written form. According to Rogers (2006), writing allows us to communicate at a distance, either at distance place or distance time. Rames as cited in Nurfadlina (2015, p.8) stated that writing is part of communication when the other person is not right there of us, listening to our words and looking at our gestures and facial expression. It can be perceived people put their paper, see their ideas in print and share them with others (Peyton, 1993, p.20)

Nunan (2003) stated that writing is a process of thinking to invent ideas, thinking about how to express ideas into good writing and arranging the ideas into statement and paragraph clearly. Hornby (2000) elaborated that writing is a

process of expressing the ideas in paragraphs. In similar view, Troyka (1996) stated that writing is a process of a series of activities that start when a writer begins thinking about the object and end when the writer complete a final draft. This process shows a requirement to explore ideas and write them into a good paragraph. All of those written paragraph should be clear, so that the reader can understand all of ideas, desires, hope and the author's experience.

Gebhard as cited in Sumardi, et.al (2008, p.196) stated that writing needs some rules which involves using appropriate word choice or using appropriate grammar, syntax and mechanics. It means that writing process is not only about expressing ideas, but also about using appropriate rules in writing good paragraph. According to Richard and Renandya (2002, p.303), the difficulty in writing is not only in generating the ideas, but also in translating the ideas into readable text. Furthermore, Brown (2001) and Harmer (2004) argued that writing is exploring ideas and organizing ideas. Exploring ideas includes vocabulary, interviewing someone, and discussion. Meanwhile, organizing ideas consists of ordering information in a paragraph, writing topic sentences, limiting information, using a time sequence, making an idea map, categorizing and making outline, summarizing ideas, and writing title. Organizing ideas is important as a paragraph need to develop cohesion and coherence, in order to be easily followed by the readers.

Based on theories of writing, it can be concluded that writing is a process of thinking to create ideas into a good paragraph. It is a communication tool

through written form which has some rules to be followed and applied in order to make the reader understand the ideas of the writer.

2. Elements Of Writing

In writing, the students need the basic requirement of correct sentence, paragraph, grammar, punctuation, diction, and spelling. Brown (2004, p.135) stated that there are five elements of writing, those are organization, content, grammar, vocabulary and mechanics.

a. Organization

The organization of writing involves introduction, body and conclusion. According to Oshima (1997, p.6), the organization of writing consists of three major structural parts. There are topic sentence, supporting detail and conclusion. Topic sentence states the main idea of the paragraph. Supporting detail will develop it by giving explanations, reasons, examples, facts, statistics and quotations. Meanwhile, conclusion is the end of the paragraph which gives the reader important points to remember.

b. Content

Heaton (1988, p.148) stated that an excellent content is knowledgeable and substantive. It means the content of writing or essay should have properly 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 explanation which consists of reasons and evidences about negative effect of abortion as a content.

c. Grammar

Grammar is structure of language. According to Jeffrey Coghill and Stacy Magendanz (2003, p.16), “The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units”. Meanwhile, Michael Swan (2005, p.19) said that grammar is “The rules that show how words are combined, arranged or changed to show certain kinds of meaning.”

d. Vocabulary

Webster (2003, p. 221) stated that vocabulary is a set of words or phrase that are used to communicate either in oral or written. Thus, owning much of vocabulary plays 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 consist of grammar, spelling, punctuation and usage to distinct expression in writing. Oshima (1997, p.10) divided mechanics into three part: capitalization, punctuation, and spelling. Capitalization is using uppercase letter in writing which purpose to signals the reader that a new sentence is begining. Also, it signal proper names, titles and headings. The second is punctuation which includes external marks and internal marks. External marks consits of period, question marks and clamination points. Internal mark such as commas, semicolons, colons, quotation marks, parentheses, dashes,

apostrophes and hypens. Punctuation will signals 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, p.1472)

3. Types of Writing

According to Brown (2004, p.219), there are three genres of writing, academic writing, job-related writing and personal writing. According to Oshima and Hogue (1991, p. 2), academic writing is the kind of writing that is required do in college or university; for example, papers, general subject reports, essays, compositions, journals, short answer test responses, technical report such as lab reports, thesis, desertation. Second, job-related writing is one of the writings which provides practical information, fact and persuade the reader; for instance messages, emails, letters, memos, reports, schedules, labels, advertisements, announcements, and mannuals. Third, personal writing is to write based on personal opinians, personal feelings rather than facts or evidence; for instance, letters, emails, greeting cards, invitations, messages, notes, calender entries, shopping lists, reminder, financial, documents, form, questioneres, medical reports, immigration documents, diaries, personal journal and reaction. For this study, the researcher uses academic writing as a type of writing.

4. Criteria of Good Writing

According to Oshima and Hogue (1991), there are three criterias of good writing which consist of content, organization and writing style. Content includes purpose of text, topic and explanation about the topic. Organization of

writing consists of introduction, body paragraph and conclusion. In the introduction, the topic and thesis statement are mentioned clearly. Meanwhile, body paragraph will elaborate all of topic in detail. In conclusion part, the author restates what the topic and concludes all of explanation obviously. It aims to make the reader savvy what has been written.

The last criteria is writing style which is useful for the readers to understand the people. Writing style includes capitalization, punctuation, word choice, sentence smooth, spelling and coherence. Wrong spelling will make the reader confused. Meanwhile, word choice and sentence smooth make it readable. Furthermore, a paragraph should be coherence. Oshima and Hogue (1991, p.40) stated that coherence is conformity between one paragraph and the others. There are four ways to achieve coherence; first, involving repeating key nouns; second, using pronouns that refer back to key nouns; third, using transition signals to show how one sentence and other is related; fourth, arranging the sentences in logical order (Oshima and Hogue, 1991, p.40-41).

B. Writing of Descriptive Text

There are several texts in academic writing (Sudarwati, 2007). Those are narrative, procedure, descriptive, recount, report, discussion, spoof and expository. Narrative text is a text which tells a story about an event. It has a purpose, to entertain the reader. Recount text is a text which tells about someone experience or event in the past. Report is a text which tells about an event generally, actually and accurately. Discussion is a text which has a purpose to discuss a phenomenon in pros and cons. Expository is a text which tells an

phenomenon, like a disaster. The last is descriptive which is a text which describe about thing, place and person specifically (Rinawati,2008). This study uses descriptive text, especially to analyze the students' ability and difficulties in writing.

1. Definition of Descriptive Text

According to Mukarto (2007, p.140), 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 feel writing itself. Rinawati (2008) stated that descriptive text is a text which describe something, people or place clearly and specifically. The other experts are Gerot and Wignel in Denil (2013, p.281) state that descriptive text has purpose to describe particular thing, people or place which show the reader about physical appearance of something clearly. Also, Emilia and Christie (2013, p.36) argued that descriptive is a text which focuses on describing thing, item and individual. Based on definition of descriptive text above, it can be concluded that descriptive text is a text which describe people, thing or place that write its physical appearance and characteristic of the object.

2. Characteristic of Descriptive Text

There are several characteristics of descriptive text. First of all, it focuses on what will be described,for instance, place, thing or people. The second, descriptive text uses simple present tense as grammatical rule in writing itself. Third, for its title descriptive text uses noun phrase, for example in describing

motorcycle. The title which is used not only motorcycle but also with its label or merk. Fourth, usually adjective is used to explain noun or the object in the descriptive text. The last one is that the description of the object is written from general to specific. (Sudarwati, 2007)

3. The Structure of Descriptive Text

According to Mukarto (2007, p.140) there are two main parts in descriptive text such as identification and description. Identification part describes about general of the topic and introduction of the thing, place or people. Identification usually stated in the first paragraph to inform the reader what to be described in the next paragraph. Rosa (2008) said that identification is one of the generic structure of descriptive text which will give the information about the object that will be described. Meanwhile, in the description part, the writer explains the object in detail which is used to support identification part. Kane in Englishindo (2016) stated description is sensory experience that the reader can feel, tastes, looks and hears the writing well. Thus, Description is a part which describes about something in detail, for example about physical appearance, characteristics, quality and general behaviour of thing, people or place. Physical appearance such as person's style, hair, body and all of thing which is looked with naked eyes at someone. Characteristic is "typical of something". Behaviour is the way people or animal act. Quality is "the standar of something when it is compared with other things" (Oxford Dictionary, P. 1233).

This is an example of descriptive text :

I have a lot of friends in my school, but Dinda has been my friend since junior high school. We do not study at the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we have been friend ever since.

Dinda is good looking. She is not tall, with fair skin and wavy black hair she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirt and sneakers. Her favorite t-shirt are those in bright colors like pink, light green and orange. She is always careful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She like to share her thoughts and feelings to her friends. I think that is why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she does not get what she want, she act like a child and stamp her feet.

Dinda loves drwing especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I am really glad to have a best friend like Dinda.(Kendikbud, 2014, p.58)

Based on the example of descriptive text above, it can be explained that identification state in the first paragraph which introduce the object will be described. Meanwhile the second and third paragraph the writer shows description of the text including explanation the characteristic, physical appearance, and habits of the object.

4. Researches on Descriptive Text

There are a lot of researches conducted about writing descriptive text. One of them is the research conducted by English Department student of Indonesia University, named Juanita Siahaan. She investigated students' ability and difficulties in writing descriptive text on tenth grade of Senior High School in Bandung, 2013. She used qualitative case study as her research method. She concerned on linguistic system of writing descriptive text and divided students into three ability level that include low, medium and high in investigating scematic structure of descriptive text. The finding showed, medium and high level of students had a good control about scematic structure of descriptive text. Also, they

were able to write descriptive text with appropriate linguistics features. While, low students were still confused to identify scematic structure of descriptive text. They need improvement in learning descriptive text and scematic linguistics features.

The other research was done by student of Faculty Language and Arts, University of Padang. She is Denil Mardiyah who conducted the research about descriptive text in 2013. Unlike Siahaan, she only analyzed the students' ability. The sample of the research is second grade of Junior High School 1 Canduang. This qualitative research investigated the students' ability based on their using structure and grammar error on writing descriptive text. The result of research revealed that students' ability of Junior High School N 1 Canduang were still confused in using structure and grammar on the text.

Furthermore, There was an investigating how to improve writing descriptive text through mind-mapping technique. It was done by Purnomo, English Department student of STAIN Salatiga. The sample of this study were students 8 grade of MTs Muhammaddiyah in Cekelen. Purnomo applied classroom action research (CAR). The students followed teaching learning process in 2 weeks, it was 4 meetings precisely. Researcher gave pre test and post test in each cycle. The result showed there were students' improvement in writing descriptive text through mind-mapping technique. It could be seen from their score in post test and pre test.

The researcher takes the similar problem with the above previous researches by analyzing students' ability and difficulties in writing descriptive

text. However, there are differences of this research and those research, particularly in its method, sample and place of the research. The researcher applied qualitative descriptive as a method research. The sample of this study is the first year students of SMA Negeri Bunga Bangsa. The location of this research is SMA Negeri Bunga Bangsa, Lamie, Nagan raya.



CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the discussion of research location, research design, population, sample, data collection and data analysis. The writer discusses them one by one as follows:

A. A Brief Description of Research Location

The researcher conducted this study in Bunga Bangsa. It is an integrated school in Nagan Raya. There are Kindegarten, Elementary School, Secondary School and Senior High School, in one area. The location is in Lamie, Darul Makmur district. Bunga Bangsa Senior High School can be considered as an excellent school in the regency. This school established was in 2008. It has 2 buildings and each building has many rooms. The main building has 17 rooms which consist of 10 classrooms, teacher room, administration room, headmaster room, meeting room, rest room, OSIS room and water storage room. The second building has 5 large rooms, which consist of library, auditorium, science lab, language lab and storeroom. Moreover, a large canteen can be found between the main building and second building.

SMA Negeri Bunga Bangsa has 316 students, 25 teachers and 3 administration staff. The students consist of 90 first year students, 130 second year students and 96 third year students. The teachers consist of 2 English teachers, 2 Mathematic teachers, 2 Bahasa teachers, 2 Chemistry teachers, 1 physic teacher, 1 history teacher, 3 biology teachers, 3 arts teachers, 2 PAI teachers, 1 Penjaskes

teacher, 1 geography teacher, 1 economy teacher, 1 sociology teacher and 1 PKN teacher. The First year students are divided into 3 classes, that is X MIA1, X MIA 2, and X IS. The second year students are divided into 4 classes, XI Mia 1, XI Mia 2, XI Mia 3 and XI IS. The third year students are divided into 3 classes, XII MIA1, XII MIA 2, and X IS.

A. Research Design

The researcher used qualitative research method in this study. According to Creswell (2012, p. 169), qualitative research is a research which explore the phenomenon of study. Arikunto (2010) added that qualitative research is conducted in natural setting and in normal situation in which the condition is not manipulated. For this research, qualitative descriptive is used as a research design. Selinger and Shohamy (1989, p.117) defined qualitative descriptive research “as a type of research refers to investigation which utilizes already existing data”. Furthermore, Arikunto(2010, p.3) argued that descriptive method tries to describe the situation and phenomenon existed. The qualitative descriptive method is applied in this study because the writer wanted to describe students’ abilities and difficulties in writing descriptive text, especially, focusing on how their using generic structure and simple present tense properly.

B. Population and Sample

The population of this study were all of students at SMA Bunga Bangsa, Darul Makmur, Nagan Raya. Arikunto (2010, p. 173-174) stated that population is the whole subject of research. Population is divided into two types such as finite

and infinite population. The population which can be determined is finite population. While, infinite population is a population which cannot be determined. The writer chose population finite type for this study.

The researcher took the first year students of SMA Bunga Bangsa. There were 30 students of X MIA 1 as research sample. The sampling technique applied by researcher was purposive sampling. Bernard as cited in Dolaros (2002, p.147) stated “purposive sampling is called judgment sampling, the deliberate choice of an informant due to the qualities the informant possesses”. Purposive sampling was applied because it allows the researcher to select the sample and to determine the criteria of sample by herself.

C. Technique of Data Collection

This study used three kinds of methods to collect the data. They were observation, test and interview.

1. Test

Test was conducted for checking the students' cognitive and psychomotoric about descriptive text. The writer gave a task for the students' X MIA I in the classroom. The students were asked to choose one of three topics to write descriptive text for 60 minutes. The text should be composed at least 100 words. Then, the writer collected their writing and scored them one by one. The score was based on their appropriateness using generic structure and simple present tense. Furthermore, the data was explained by descriptive analysis. The writer used book and other relevant material to support the analysis.

2. Interview

The second method was interview. Esterberg as cited in Sugiono (2009, p.317) stated that interview is a conversation between two people who share information and idea. One person asks the questions and the other answers them. As a result, they can construct the meaning in specific topic. The researcher applied this technique for getting more information about students' difficulties in writing descriptive text. In this light, the researcher conducted face-to-face interview with the participants.

Fonata and Frey as cited in Zhang and Barbara (2009, p.1) stated that interview can be divided into three categories. First, structured interview is an interview that has a set of questions and all participants will be asked with the same question. Second, semi-structured is an interview that has closed-ended and open-ended question. The question will be asked based on the context of the participant's responses. Third, unstructured interview is natural interview, it means interviewer makes conversation with the participant and ask them general questions or spontaneous questions, based on their situation. In this research, unstructured interview question were chosen as an interview method. The writer chosen this type of interview because the questions can be developed base on the participant's answers and their current situation.

3. Observation

The researcher conducted observations in the classroom when the students were doing their activities of learning writing descriptive text. According to Narbuko (2004, p.83), "observation is a data collection tool that is done by

observing and recording systematically investigated symptoms”. The writer chosen the technique, because she wanted to observe directly classroom environment and interaction in learning process. The writer took direct observation non-participant. Direct observation means the researcher involves herself in the classroom. Meanwhile, direct non-participant means the researcher watches the subject of her study, but without taking an active part in the situation under scrutiny.

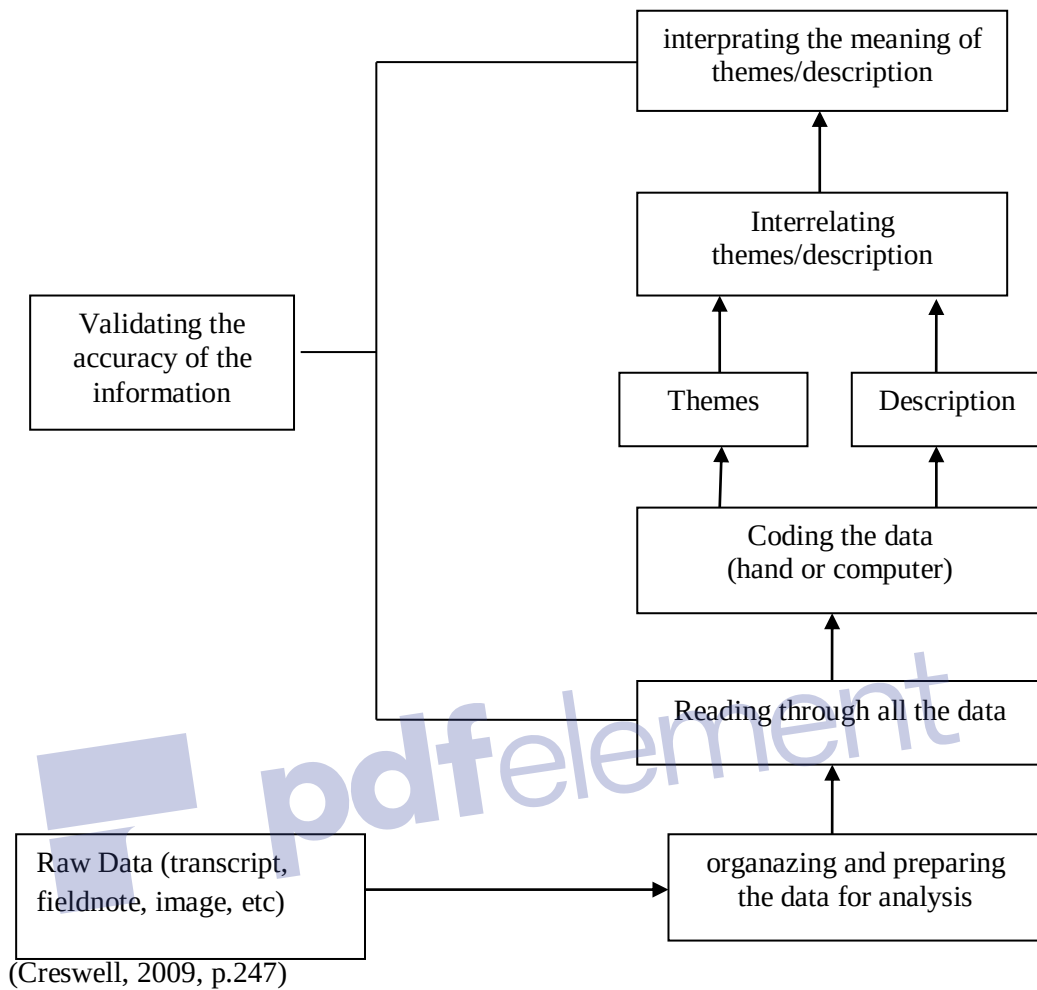
Aspects assessed in this observation are:

1. The learning process in the classroom.
2. The classroom condition.
3. The students’ role in learning process whether they actively participate or not.
4. The interaction between teacher and students in learning descriptive text.
5. The teacher’s role in learning process.

D. Technique of Data Analysis

1. Observation and Interview

In this study, interview and observation were analyzed by following six steps. According to Creswell (2009, p.246) there are six steps analysis data in qualitative research. First of all, organize and prepare the data for analysis. The second, read or look at all the data. Third, coding all of the data. Fourth, use the coding for describing setting, people, categories and themes for analysis. Fifth, describe the themes or categories in qualitative report. Sixth, making an interpretation in qualitative research of the finding or result. In brief, the view of data analysis in qualitative research is seen in Figure 3.1



2. Test

The test were analyzed by some steps. First of all, after conducting the test, the sheets were collected. The second, the writer identified mistakes on the students' work, such as spelling, structure, and content. The third, the writer checked students's writing using identification and description of descriptive text. The last step is scoring. The writer gave the score based on particular criteria. It will be seen in figure 3.2 and 3.3. Figure 3.2 shows five level of the students'

writing ability encompassing poor, fair, average, good, and excellent which range from 0 to 100.

Figure 3.2 .The students' score skill level

Test Score	Level
86-100	Excellent
75-85	Very Good
60-71	Good
50-59	Fair
0-49	Poor

Figure 3.3 describes the rubric for scoring students' writing which consist of some aspects such as, generic structure of descriptive text, content, showing detail of the object, giving sensitivity and imagination, simple present tense, spelling and punctuation.

Figure 3.3. The rubric of writing descriptive text

No.	Aspects	Criteria				
1.	Generic Structure; Identification and Description	Identification and description is unclear	Identification part consist of 1 sentence, and description part, 1 sentence.	Identification part consist of 1 sentence, and description part, 2 sentences.	Identification part consist of 1 sentence, and description part, 3 sentences.	Identification part consist of 1/> sentences and description part, 4/> sentences.
	Score test	5	8	10	15	20
2.	Content	Unclear at all	The content is clear.	The content is clear and arranging well.	The content is clear and arranging well, coherence enough.	The content is clear, arranging well, coherence and unity.
	Score test	2	4	6	8	10
3.	Showing Detail of the object.	There is 1 thing about detail of the object.	There are 2 things about detail of the object.	There are 3 things detail of the object.	There are 4 things about detail of the object.	There are 5 or more things about detail of the object.
	Score test	5	8	10	15	20

4.	Giving sensitivity and imagination to the readers	There are 1 things which give sensitivity and imagination to the reader.	There are 2 things which give sensitivity and imagination to the reader	There are 3 things which give sensitivity and imagination to the reader.	There are 4 things which give sensitivity and imagination to the reader.	There are 5 or more things which give sensitivity and imagination to the reader.
	Score test	5	8	10	15	20
5.	Using Simple Present Tense	It has 10 or more mistakes	It has 8-10 mistakes	It has 4-7 mistakes	It has 1-3 mistakes	Correct
	Score test	5	8	10	15	20
6.	Spelling and Punctuation	It has 12 or more mistakes	It has 9-12 mistakes	It has 5-8 mistakes	It has 1-4 mistakes	Correct
	Score test	2	4	6	8	10

After the scoring process was done, the writer described and analyzed the result of the score one by one. It will be synthesized with the result of observation and interview; students' interview and teacher's interview. Therefore, students' ability and difficulties can be showed by that analysis.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter provides the analysis of students' writing descriptive text, such as generic structure of descriptive text and grammar. Moreover, it provides the result of interviews with students and teacher. Analysis of the classroom teaching learning process is also part of the discussion in this chapter. Then, the elaboration of findings will be discussed in the last section of this chapter.

A. The Analysis of Students' Writing Descriptive Text

The researcher used test for analyzing students' ability in writing descriptive text. The test was conducted just in one meeting, that was on Monday, November 21st, 2016. After the test, The researcher scored and described the result. There were 31 students participated in this test. They got different score significantly. The result of totality test can be seen in the following table:

Table 4.1 Students' score of writing descriptive text

No.	Students	Student's Score
1	A	59
2	B	89
3	C	62
4	D	27
5	E	69
6	F	27
7	G	73
8	H	27
9	I	35
10	J	54
11	K	62
12	L	27
13	M	27
14	N	36

15	O	52
16	P	70
27	Q	30
18	R	58
19	S	70
20	T	60
21	U	50
22	V	54
23	W	81
24	X	55
25	Y	67
26	Z	70
27	AA	83
28	BB	27
29	CC	64
30	DD	65
31	EE	65
Total		1695

Based on the score in the table, only 1 student got excellent score, 2 students got very good score, 12 students got good score, 7 students got fair score and 9 students got poor score. The researcher used the skill level score which includes poor, fair, average, good and excellent to determine students' ability to determine students' ability. The mean score data for the above was calculated as follow:

$$M = \frac{\sum f}{n}$$

M : Mean

f : Total Score

n : Total Sample

So the mean score would be :

$$M = \frac{1695}{31} = 54.67$$

The mean explains the students' average score in writing descriptive text. The score 54.67, it was analyzed based on skill level score as mentioned in chapter 3. The students' ability is on the fair level. This means, the students need improvement in writing descriptive text.

B. The Analysis of Interview

In this study, interview was divided into two categories that include students' interview and teacher interview. Students' interview was conducted twice in November 21st and 24th, 2016. The questions were asked to 31 students. Meanwhile, teacher interview was conducted in November 24th, 2016. All of question in this interviews were related to students' difficulties in writing descriptive text. The researcher used bahasa in interview and translated the result of interview into English.

1. Students' Interview

After coding the data of students interview, the researcher divided the data into three main theme. They were students' difficulties in writing descriptive text, the influence of object in writing descriptive text, and students' problem and learning English.

a. Students' Difficulties in Writing Descriptive Text

Based on the interview, the researcher found the students' difficulties in writing descriptive text. There are 30 students said that they got obstacles in writing descriptive text. The obstacles are generic structure of descriptive text and grammar rules. In addition, lack of vocabulary and unable to write correct spelling

words make the students are difficult in writing descriptive text. The students were divided into 9 categories of response. The first category, eight students come from who admitted that their obstacle in writing descriptive text is grammar rules. They were incapable to arrange the correct sentences. Like P28 said:

“How hard to arrange the word, Mis”

The second, there were four students said that they have obstacles in writing descriptive text, which consist of grammar rules and spelling words. For example, P14 said that she was difficult to arrange the words and sentences to be a good paragraph. Moreover, she admitted that she has a lot of error in spelling words.

The third, three students stated that they have no obstacle in writing descriptive text, except vocabulary and spelling. For instance, P17 and P20 admitted that they were very difficult to write the words because English and Bahasa have different spelling. P17 said:

“I am confused to write correct words. Moreover, I do not know what thing is it”

This argument was similar with P20 who said:

“it is difficult to write the words because lack of vocabulary and it is different with Bahasa”

The fourth, there were eight students said that they were difficult to write a descriptive text because lack of vocabulary. P6 said:

“I do not know what I should say in my writing, because I cannot find that word in English”

The fifth, two students said that they got confused in grammar and vocabulary. In writing descriptive text, they were incapable to make a correct sentences, and avoid word repetition. P5 said:

“I understand how to write descriptive text, but grammar and vocabulary is really confusing in writing. I have no rich of vocabulary and I cannot how to arrange the correct sentences ”

The sixth, there were two students have problem about grammar and describing object in detail. P15 said:

“It is so hard to arrange the words and arrange the correct sentences. Also, it is difficult for me in writing the description of thing and without dictionary, I confuse myself that I have write correct spelling ”

The seventh, only one student admitted that he was able to write descriptive text with correct grammar, but he was lack of vocabulary. As the result, there were a lot of words repetition in his writing. Moreover, 1 students said that she has spelling word problem. Also, 1 student admitted that she has problem in all of aspect in writing descriptive, such as spelling, grammar and describing object in detail. In the other hand, there is 1 student said that she did not find problem in writing descriptive text.

b. The Influence of Object

Object is necessary for students in writing descriptive text, because in the text students have to describe the object in detail. Based on interview, there were 22 students said that their writing was influenced by object or topic. The students found it easier to describe the object, if they were given familiar object, for example describing friend, because “friend” is something close to them. Moreover, if the teacher asks the students to describe place, it will be a big problem for the students in writing descriptive text, if the students have never been visiting before.

On the other hand, there were 7 students said that their writing was not influenced by the object. However, the students said that they only focus on aspect of writing descriptive text, such as structure organization and language features.

c. Students' Problem in Learning English

The last question of the interview was to know the students' problem in learning English. Commonly, the students' problems in learning English were lack of vocabulary, spelling words and grammar mastery. Although, almost the students were able to speak English with their friend and their teacher, but they were still low in writing, reading and listening.

2. Teacher's Interview

To get additional information, the researcher interviewed English Teacher X MIA 1, Mrs. A. The interview was conducted in November 24th, 2016. The

researcher asked some questions related to students' writing descriptive text. Based on the interview, the researcher found some information as follow :

Mrs. A has taught in SMA Negeri Bunga Bangsa for five years. She has been teaching in X MIA 1 since August 2016. Several method have being applied for her students in writing English, such as GTM (Grammar Translate Methode), Group Discussion, Learn and Fun, and Arranging the words or paragraph. She said:

“I give them one topic to discuss in each group. Sometimes, I show the power point about the descriptive text and I explain it one by one. Moreover, I translate the word that is not known for students. Also, I make group discussion for them to create descriptive text. The students were asked to arrange the words in group discussion. As the result, they are more interested in writing descriptive text.”

The students were often given assignments. It was Individual and group assignments. The assignments were given by the teacher such as to describe things, people and place with familiar topic. Mrs. A said:

“every meeting I give them assignments about writing. Sometimes I asked them to describe their friend and their favorite teacher. Also, they describe the familiar place. I give the exercise for individual and group”.

She told that students often face obstacles in writing descriptive text. The common obstacles were lack of vocabulary and grammar problem. Other obstacles were students' creativity and time limit for writing. Mrs. A concluded that the

students ability in writing descriptive text was still low. In the other hand, Mrs.A said that the students were really able to identify structure organization of descriptive text in paragraph. In addition, the students were more active in speaking than writing. According to Mrs.A, the students' ability in speaking is higher than writing, because they often speak English inside and outside classroom with their friends. Also, speakingEnglish with teacher and friends is one of the rule assigned for the students by the teacher. Meanwhile, writing is only part of the material in one semester which is conducted for 4-5 meeting. It made them difficult to write. The teacher said:

“In my opinion, students ability in learning English is good.

However, They are still low in writing. When I compare students' writing and speaking, I think, their speaking is better than writing.

Although, sometimes in speaking, they still combine with bahasa.”

Mrs.A also told about how minimize students' obstacle in writing descriptive text. It is by revising on each students' writing error and by giving them feedback.

C. The Analysis of Teaching Learning Process

In this study, the researcher also observed the classroom in order to know the teaching learning process in the writing class. Observations were conducted in November 22nd and 24th, 2016. The researcher involved merely watching what was happened in the classroom. After conducting obsevation, the researcher concluded the result as follow:

1. Classroom Environment

The observations were conducted in X MIA 1. In the classroom, the researcher found 31 students which consist of 24 females' students and 7 males' students. Meanwhile, the classroom has good room arrangement such as students' seats are arranged by tiered model. It means the seat are arranged with rows and columns. Each student has one seat and one desk.

In addition, the classroom has very good condition with 2 doors and 6 windows. The doors and the windows can be locked tightly, until it is very hard to open it. As the result, only some windows are opened in the classroom for air circulation. The classroom is also very clean. There are 3 dustbins which consist of 1 dustbin for organic rubbish and 2 dustbins for inorganic rubbish. 2 of them are put in terrace of the classroom. Meanwhile, 1 inorganic dustbin is put in the corner of the classroom. There are no dirty footprints on the white classroom floor because, every students have to put off their shoes in front of the door. Therefore, the students are very comfort with the classroom condition such as cleanliness, security, room arrangement and decoration. All of these conditions support the students and teachers in teaching learning process in the classroom, including when the students write a text.

2. Classroom Interaction

Based on the observation, the teacher played a role as a facilitator, controller and organizer in the classroom. In writing descriptive text, the students were given one topic and asked them to identify the definition, purpose and

structure organization of descriptive text. The teacher also made interested questions for the students when they got bored.

The teacher also used a good teaching strategy, such as the teacher showing pictures, using power point and playing game in learning. As the result, the students were more enthusiasm in learning writing descriptive text. The teacher motivated the students to speak English in every meeting; inside and outside classroom and memorize the vocabulary. Advices and feedbacks were also given for the students when they made mistakes in learning process. However, based on the interview with the students, the teacher was lack of attention on grammar material and students vocabulary.

The teacher and students have very good interaction. The students asked question when they did not understand the material. Sometimes, the students gave some opinions about the topic or material of descriptive text. Almost all students, especially female students were interested in writing descriptive text. Although, there are some students paid less attention to the teacher's instruction and passively participate in group.

D. Discussion

After analyzing all of the data of the research, it is necessary to discuss the result of the study. The aim is to figure out the answer of the research questions. First research question is "How is students' ability in writing descriptive text at SMA Bunga Bangsa?". It can be explained by the the result of test which synthesized with the result of observation and interviews. Based on the result of the test, the researcher finds out the students' mean score, that is

54.67. This means that the students' ability is still low and need more efforts to improve. Within 31 students, only one students got excellent score that is 89. It means, almost students have the difficulties in writing descriptive text.

The second question is, "What are students' difficulties in writing descriptive text at SMA Bunga Bangsa?". It can be explained by the result of interview; students interview and teacher interview. The result of interview showed that there are some difficulties in writing descriptive text for students. The difficulties were faced by the students is generic structure of descriptive text, such as description of the text and grammar rules. Moreover, the students' obstacles are vocabulary and spelling words. There are 30 students have the problem and only 1 student have no difficulties in writing descriptive text. In addition, the students are not creative in writing descriptive text, as a result their writing is monotonous. Moreover, time limit is also one of the problems for the students. They cannot write more than 100 words in 1 hour to describe something.

In conducting observation, the researcher finds the teacher and students have good interaction. Classroom condition was comfortable for learning English especially for pouring all of the students' idea in writing descriptive text. In addition, teaching strategies were good enough support students learning writing descriptive text. For example, the teacher applied the game in the middle of the learning and asked the students identify structure organization of descriptive text by themselves. The teacher also made all students to be active in the classroom. However, the teacher focused more on structure organization of descriptive

text rather than grammar material and students' vocabulary. As a result students recognize the text well but, they are difficult to write a text.

In conclusion, the students' ability in writing descriptive text at first year SMA Bunga Bangsa need to be improved. The students have some difficulties in writing descriptive text, which consist of grammar, vocabulary, and spelling words. In addition, lack of teacher's attention on grammar material and students vocabulary is one of the causes students' difficulties in writing descriptive text.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides two sections consist of conclusion and suggestion. The first section concludes the result of the study. The second section provides suggestions for students and teacher.

A. Conclusions

As already mentioned in the first chapter, the aim of this study are to describe students' ability in writing descriptive text and to find their difficulties in writing descriptive text at SMA Bunga Bangsa. The reseacher would like to conclude the data obtained in this chapter. There are some results to be concluded in this chapter;

1. This study has shown that majority of the students at SMA Bunga Bangsa are still low in writing descriptive text. It was shown by the test with the mean score 54.67. The score showed that the students are still have a lot of error in their writing. As the result, the students got low score.
2. The students' interview showed that they have some difficulties in writing descriptive text. The students' difficulties is generic structure of descriptive text consist ofdescribing object in detail and grammar mastery such as simple present tense. In addition, majority of the students are difficult to create the sentences and write correct spelling words. Moreover, lack of vocabulary makes them write a lot of repetition word in their writing.

3. According to the teacher, students are more active in speaking than writing. The most students are able to identify structure organization and language features of descriptive text, but they are difficult in writing descriptive text. In addition, the students are active in learning descriptive text, but they have less creativity in developing idea to describe something.
4. Classroom environment in SMA Bunga Bangsa is very comfort for teaching learning process especially for writing task. In addition, interaction between teacher and students or interaction among students is good enough. However, lack of attention on grammar material and students' vocabulary as the result, the students are difficult to write a text.

B. Suggestions

According the result of the study, the researcher recommends some suggestions for improving students' ability and deducting students' difficulties in writing descriptive text.

1. The researcher suggests that the students write a sentence, paragraph or text as often as possible to improve their writing. In addition, memorizing a lot of vocabulary and reading grammar book for deducting difficulties in writing.
2. The reseacher had observed that the strategy and material in learning writing descriptive tetx is good enough. However, the teacher are

suggested to give more attention to grammar material and students' vocabulary in writing descriptive text.



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AUTOBIOGRAPHY

1. Full Name : Cut Santi Novita
2. Place/ Date of Birth : Jeuram/July 9, 1994
3. Sex : Female
4. Religion : Islam
5. Nationality/ ethnic : Indonesia/ Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Rukoh, Syiah Kuala, Banda Aceh
9. The Parent
 - a. Father's Name : T. Raja Idrus
 - b. Mother's Name : Zuraidah
 - c. Father's Occupation : Employee of P.T ASN
 - d. Mother's Occupation : Housewife
10. Address : Ujong Patihah, Nagan Raya
11. Educational Background
 - a. Elementary Sshool : SDN 1 Alue Bilie Graduated in 2006
 - b. Junior High School : SMPN 1 Darul Makmur Graduated in 2009
 - c. Senior High School : SMAN Bunga Bangsa Graduated in 2012
 - d. University : UIN Ar-Raniry, entered 2012 until 2016.

Banda Aceh, September 18, 2016

The Researcher

(Cut Santi Novita)