

A THESIS
THE ABILITY OF STUDENTS' TO WRITE DESCRIPTIVE
PARAGRAPH AT 8TH GRADE OF MTS DDI UJUNG LERO KAB.
PINRANG



BY:
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NIM 15.1300.086

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

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Submitted to the English Education Program of Tarbiyah Faculty of State
Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for
the Degree of Sarjana Pendidikan (S.Pd.)

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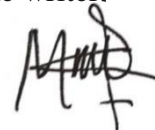
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DECLARATION OF THE AUTHENTICITY

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Stated this thesis was her own writing and if it can be proved that it was copied, duplicate or complied by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Maswin Radin Hamid. *The Ability Of Students' to Write Descriptive Paragraph at 8th Grade Of MTs DDI Ujung Lero*, (Supervised by Anwar and Wahyu Hidayat).

This study mainly describe the generic structure in descriptive paragraph made by eight grade students of MTs DDI Ujung Lero. The objectives this study is how are the students' ability in writing descriptive paragraph at 8th grade of MTs DDI Ujung Lero.

The writer used a qualitative approach with content analysis design to describe and analyze the data taken from 30 texts made by students. There are 30 samples from 90 population. In conducting this research the writer used a test method for collecting data. The writer classifies text passages descriptive paragraph into a generic structure to represent the extent to which students are able to comprehend the text according generic structure of descriptive paragraph.

The writer concludes that students in the category generic structure analysis generally are identification, from 30 students there is only 1 student still not understanding about identification in the descriptive paragraph. The category generic structure and description of students with content are ; the first, students got score 4 when identification is complete and description are arranged with proper connectives. There are 14 students, the percentage is (46,7%). The second, students got score 3 when identification is almost complete and description are arranged with almost proper connectives. There are 11 students, the percentage is (36,7%). The third, student got score 2 when identification is not complete and description are arranged with view misuse of connectives. There are 5 students, the percentage is (16,7%). The last is student got score 1 when identification is not complete and description are arranged with misuse of connectives, there are 0 student, the percentage is (0%). The students error analysis in writing descriptive paragraph are; the first, the students confused to analyze identification and description, sometimes the students placed identification and description inside the description paragraph and also description sentences inside identification paragraph. The second is, the students write descriptive paragraph only to explain the information about the topic in general. They should explain about the topic in specific. The result of the data analysis was that students' ability in writing descriptive paragraph at the 8th grade of MTs DDI Ujung Lero was categorized into excellent.

Keywords: *Writing, Descriptive Paragraph, Generic Structure.*

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CHAPTER 1 INTRODUCTION

A. Background

In English language, there are four skills to be mastered. There are listening, speaking, reading and writing. In this section, the writer focuses on writing skill. Writing is one of the language skills that should be taught besides the other skills. Writing is regarded as a productive skill that aims at assisting students in expressing their ideas in writing. Writing skills help the learners gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it.

Writing is one of important skills to be mastered by student. They used it to communicate teach other, to share of ideas and emotion clearly. That learning to write a second language is not merely learning to put down on paper the conventional symbol of the writing system that represents he utterances are has in mind, but it is also purposeful selection and organization of ideas, facts, and experience.

Unfortunately, the aspects of writing makes it is very difficult and complex skill to learn. It is worsened that English teacher in Indonesia still focuses on reading and grammar when they teach writing. It is stated by Harmer for many years. The teaching of writing focused on the written product rather than on the writing process. It means that student only directed to have good product of writing than the way how to proceed. The explanation above creates a consideration that writing is very difficult and complex skill to learn.¹

Writing doesn't come naturally or automatically, but through cognitive efforts, training, instraction, and practice. This skill is not just about the process to construct word into meaningful sentences based one one's ideas. But it is complicated skill since it involves producing meaningful segments to carry a message in the language

¹Harmer, J, *How to Teach Writing Edinburgh*: (Pearson Education Limited: 2007), P.56.

also the way to develop ideas into comprehensible written form by concerning the aspect of writing such as content, organization, vocabulary, language use and mechanic.² Those all above are required by Student in order to learn and acquire writing skill.

The purpose of teaching English for senior high school is to reach an informational literacy level which is the level where students are expected to be able to use language to access knowledge; the skill in understanding and creating various texts and monologues particularly in form of procedure, descriptive, recount, and etc. It means that the four language skills (listening, speaking, reading, and writing) are likely to be integratedly taught. In writing skill, there are some kinds of text that will be learned by the students, there are narrative text, recount text, news item, procedure text, descriptive text, report text, analytical exposition, spoof text, hortatory exposition, explanation text, discussion text, review text, and anecdote text. From several kinds of text above, the researcher takes descriptive text in this research.

Descriptive paragraph is one of the basic texts that more related to students in daily life. Descriptive paragraph is a text that describes a person or thing specifically. The description tells the object specifically based on the writer's opinion and the object's fact. The students describe the object based on what they see, hear, taste, smell, or touch. Hence, in writing a descriptive text the students should know well what they want to describe.

There are many students can express their ideas orally but can't develop their ideas through writing. According to Zum'arini Juni Solechah on her thesis the problem of the students in writing is low in vocabulary, difficult in using good grammar, express their ideas and poor organize them, and also student's attention to the lesson is low.³ The problems also faced by the students of *Madrasah Tsanawiyah Darul Da'wah Wal Irsyad Ujung Lero*.

²Weigle, S.C, *Assessing Writing*. 3rd. (New York: Cambridge University Press: 2009), P.25.

³Zum'arini Juni Solechah, "The Effectiveness of Teaching Writing in Descriptive Text By Using Edmodo (An Experimental Research at the Seventh Grade Students of SMP Negeri 2 Ngrambe

Based on the problems identified, the writer conducts an research of grade VIII students in MTs DDI Ujung Lero. In MTs DDI Ujung Lero, there are some students still low in writing descriptive paragraph. According to Amelia Putri one of student's in MTs DDI Ujung Lero said that “ she felt difficult to express their ideas and make a good sentences because she was lack vocabulary and difficulty in using the right grammar”⁴. Based on the both of statements of the student it can be concluded that writing descriptive paragraph is not automatically can be mastered by the students because they rarely practice, lack vocabulary and difficult in using right grammar so they cannot easily express their ideas in writing.

In the learning and teaching process, the problem is not only faced by the students themselves., but it also appears because of some factors from the teachers. The common problem encountered by the teachers. They teach English in a traditional way or conventional teaching. As we know, in conventional teaching, the teacher is center learning or she/he dominates the lesson. However, many students had difficulties in writing especially in writing descriptive paragraph because the teacher only explained the generic structure and the method of how to write the descriptive paragraph, the teacher did not use any method or strategy to teach the students. Therefore, the students became unmotivated, bored, and have difficulties in learning the descriptive paragraph. They were not also able to or call and to describe the parts, qualities, and characteristics of the people, place or things completely.

B. Research Question

How are the students' ability in writing descriptive paragraph at 8th grade of MTs DDI Ujung Lero Kab. Pinrang ?

in the Academic Year of 2016/2017)” (Thesis; English Education Department, IAIN Surakarta, 2017), P.3.

⁴Amelia Putri, the students of MTs DDI Ujung Lero, interview by the researcher on June 15 2021.

C. The Objective of the Research

To analyze students ability writing descriptive paragraph at the 8th grade of MTs DDI Ujung Lero Kab. Pinrang .

D. The Significance of the Research

The significance of the research is dividing into two benefits for a theory and practice where describe as follow:

1. Theoretically Significance

This result of the research was expected to be useful information the knowledge of English study, especially in teaching writing skills.

2. Practically Significance

This result of the research was expected to be useful information to the teacher; especially English teacher as a guide to develop students writing and for the students will be useful for developing students' ability in writing and give motivation to study English. The next expected to be useful information to the next researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Finding

Mutia on her research with the title “ Improving students’ achievement in writing descriptive paragraph using outline technique.” This research was conducted by applying classroom action research in two cycles. The subject of this research was one of a class in the first year student of SMU Yayasan Pendidikan Sultan Iskandar Muda. There were 35 students that participated in this research. The quantitative and qualitative data were gathered in administrating writing test and diary notes. The result of quantitative data obtained that the score the students improved from cycle I was 75.8, and the test of cycle II was 85.2. The result of the quantitative data describe that the using of the outline technique help to improve the students’ achievement in writing descriptive paragraph.¹

Wiguna on her research “ Improving the seventh grade students' writing competency through clustering technique at SMPN 6 Singaraja Academic. The premiliminary observation indicated that students class VII B4 of SMP 6 Singaraja had low writing competency. The subjects of this study were consisted of 36 students. To find out the result of students writing ability in writing competency using clustering technique, the writer used Classroom Action Research (CAR) as the method of research. This study consisted of two cycles, each cycle consisted of four steps, and they were: planning, Action, observation, and reflection. The students’ responses showed that they were interested in writing because they felt easier to write using clustering technique. The percentage of students who had passed the passing score of writing in pre-observation were 2 student (6%), in cycle I were 14 students

¹Mutia, “Improving students’ achievement in writing descriptive paragraph using outline technique.” *Journal of English language teaching and learning of FBSUNIMED*, vol 3. No 1, 2014.

(39%), meanwhile in cycle II were improved into 31 students (86%). It could improve the students' writing ability of students' class VII B4 at SMP Negeri 6 Singaraja.²

Prasetyo Hariyadi in his research "*An Analysis of Students' Ability in Writing Descriptive Text at The Tenth Grade Students of SMAN 11 Jambi Academic Year 2017/2018*", said that students ability in descriptive text was Good. This could be seen from the students' ability in writing descriptive text was categorized 18 students or (55%) were categorized as good, 9 students (27%) were categorized as excellent, 5 students (15%) were categorized as satisfactory, 1 students (3%) were categorized unsatisfactory and there were no student who categorized failed. The researcher concluded that the students' ability in writing descriptive text at the tenth grade students of SMAN 11 Jambi is Good because from 33 students 18 students or (55%) got score 13-16 and the level of students' ability is good.⁵

Astrina on her research "The use of clustering technique to improve students' skill in writing hortatory exposition text." The design was quasi experimental research that administered pre-test and post-test. The research employed cluster sampling. The result of data analysis showed that the value t_{counted} was 5.772 with degree of freedom (df) $+ N_X + N_Y - 2 = 23 + 23 - 2 = 44$, level of significance 0.05 and t_{table} . It means that the research finding was accepted. In other word, the use of clustering technique in teaching writing was effective to improve students' at SMA NEGERI 1 PALU.³

Based on some previous research finding above, there are many ways to increase students skill to write descriptive paragraph, and there are some technique

²Wiguna, "Improving the seventh grade students' writing competency through clustering technique at SMPN 6 Singaraja academic." *Jurnal Pendidikan Bahasa Inggris Undiksha*, vol 7. No 1, 2019.

³Prasetyo Hariyadi ; Wennita; Nurul Fitri, "*An Analysis of Student's Ability In Writing Descriptive Text at The Tenth Grade of SMAN 11 Jambi Academic Year 2017/2018*" (*Journal of English language teaching*, vol 2 . No 2, 2018.

⁴Astrina Marzelia, "The use of clustering technique to improve students' skill in writing hortatory exposition text." *e-journal of language teaching society (ELTS)*, vol 2. No.2, 2014.

were used to increase students skill to write descriptive paragraph. The research will research at the eight year of MTs DDI Ujung Lero.

B. Some Pertinent Idea

1. The Concepts of Writing

In this concept of writing the researcher will explain more about writing, they are the definition of writing, the importance of teaching writing, the writing process, the objective of writing, and also the types of writing.

a. Definition of Writing

Writing is one of the language skills and productive skills that will be learned by students in junior school, senior high school, and university. Students express their idea and feelings by English writing. Learning writing as a foreign language is not as easy as learning native language. They will meet all of the learning problems dealing with vocabulary, sound system, and grammar or structure. Many English learners think of writing as the fact of picking up a pencil and forming letters either by printing or writing them in cursive. They could think about the fact of composing a piece of text. There are two types of writing : first, writing in each character is a picture of an object or idea, called picture writing or ideographic writing such as hieroglyphs of the ancient Egyptians ; second, writing in which each character represents speech sounds called alphabetic writing. Most languages, including English and Indonesia, use alphabetic writing to represent their speech sound, which is used by the public in books, paper, magazines, and writing letters.⁴

Definition of writing is a process in which its activities, are not produced immediately. The writer should think first about the topic, tries to know the topic. Raimes declares that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs

⁴Widodo Hami, *Improving Students' Ability in Writing Descriptive Text Through Wholesome Scattering Game* (Unpublished Thesis: IAIN Walisongo,2011),p.7 .

using eyes, brain, and hand.⁵ According to Oxford dictionary writing is an activity of writing ; written or printed words. According to Nicholas Highman, writing is not simply a task to be done once research or other preparation is completed-it can be an integral part of the work progress.⁶

In writing, students have learned and internalized many vocabulary and structure through writing. For many students, especially those who are grouped in with introverted and cognitive students, writing may be a suitable learning method. For a teacher who has eclectic character, writing gives physical and activity changes and throws the boredom from intensive oral activity. Harmer declares that some techniques in writing teaching are; relaying instruction, writing reports and advertisement, cooperative writing, exchanging letters, and writing journals.⁷

From definition above, it can be said that writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be a good one such as grammatical, vocabulary, punctuation, and spelling knowledge which must be integrated to be a good paragraph.

There are some definition of writing proposed by experts. Patel and Jain in Zum'arini Juni Solechah suggested that writing is a skill that must be taught and practiced.⁸ Writing provides a very good means of developing the vocabulary, spelling, and sentence pattern. Hence, writing is an essential feature of learning a language. While Sokolik in Nunan said writing is a manual manipulating pen, pencil, or keys on a keyboard in a paper or a

⁶Imelda Wardani, et al, *Improving the ability in Writing Descriptive Text Through Guided Questions Technique*, e-journal of English language teaching society, Vol.2, No.1,2014

⁷Adrian Wallwork, *English for Writing Research Papers*, (NewYork: Springer Science+Business Media, 2011) P.4

⁸M. Akhmansyah Teknik Pengajaran Keterampilan Berbahasa. *Jurnal Al Bayan; Jurnal Jurusan Pendidikan Bahasa Arab*, (Vol.2, No.1, 2011).

⁹ Zum'arini Juni Solechah, "The Effectiveness of Teaching Writing in Descriptive Text By Using Edmodo", p. 8.

computer screen to express the ideas in order to create a piece of written work (report, essay, recipe, etc).⁹

According to Byrne, writing can be said to be the act of forming the symbol: making marks on a flat surface of some kinds. But writing is clearly much more than the production of sounds. The symbols have been arranged according to certain conversations, to form words, and have to be arranged to form a sentence. However, we do not write only one sentence or several sentences arranged in a particular order and linked together in certain ways. Writing consists of converting message of some kind: that is to translate throughout into language.¹⁰

Based on the explanation expert above, the research concludes that writing is an activity or expression of language to make information or note in the form of letters, symbol, or words. People have used many tools for writing including pen, paper and computer.

b. Component of Writing

There are five main components of writing. They are content, organization, vocabulary, language use and mechanic.

1) Content

information to be brought, the sequence in which the point are presented and formal signals given the reader to guide in understanding the topic fully.

2) Organization

The process of organization material in writing involves coherence order of importance, general to specific, specific to general, chronological order and order pattern.

¹⁰ David Nunan, *Teaching English to Speakers of other language at: An Introduction* (New York and London: Routledge, 2015), P.75.

¹¹ Donn Byrne, *Teaching Writing Skills*, New Edition (New York: Longman Group Uk Limited, 1998), P.1.

In the organization of writing, the writer focuses on how to arrange and organize the ideas chronologically. They also should present their ideas based on the order which flows from the beginning to the end.

3) Vocabulary

Vocabulary is one of the language aspect dealing with the process of writing a study. In the process of writing, the writer always thinks about putting words into sentences and then putting sentences into a paragraph until they can create a piece of writing. The dictionary or mastering words are very considerable in writing because vocabulary is one component of writing to express ideas. It can help us to develop our writing. Therefore, the more words you know, the abler you will select to express your ideas.

4) Language use

Language use in writing involves the correct usage of the rules of language or grammar. It focuses on verbs, nouns, agreement, etc. specific nouns and strong verbs give a reader a mental image of description. This specific noun can be characterized by using the modifier or adjectives, adverbs, and participle form.

5) Mechanics

Mechanics in writing deal with capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads the reader to understand and to recognize immediately what the writer means to express definitely. The use of favorable mechanics in writing

will make readers easy to understanding the conveying ideas other messages stated in the writing.¹¹

From the explanation above, the researcher assumes that in measuring writing, there are five aspects that should be seen namely content, organization, vocabulary, language use and mechanic. All of aspect should be measured based on criteria and score which provided. In assessing students' writing descriptive text pre-test and post-test, the researcher use scoring rubric of the five components of writing above.

c. The Process of Writing

The writing process has several stages, planning, drafting, editing (reflecting and revising) and final version.

1) Planning

Planning is the process of researchers plan what they are going to write. Before starting to write, they try and decide what it is they are going to say. For some researcher this may involve making detail notes as their structure in writing. In planning, there are three items who has to be considered by the researchers. The purpose of their writing consist of language whom they use and information whom they choose, the researchers have to consider the audience they are writing for (how it is laid out, how the paragraph are structured and content structure talk about how best to sequence the fact, ideas or arguments).

2) Drafting

In this process, the researcher will revise about the order of the information is not clear. Perhaps the was something is written is

¹² Sara Cushing Weigle, *Assessing Writing* (Cambridge: Cambridge University Press, 2002), P.115.

ambiguous or confusing etc. So the reflecting and revising process are often help by the other readers of editors who comment and make suggestion.

3) Editing (reflecting and revising)

In this process, the writers read through their pieces of writing to see what they have written. Perhaps there is a piece of unclear information or ambiguous or confusing. They may use the different forms of words for a particular sentence. Moreover, they use appropriate grammar. Therefore in this process refers to correcting grammatical, lexical, and mechanical errors before turning in the final product of writing. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d. The Types of Writing

- 1) The procedure describes how something is accomplished through a sequence of actions or steps. The procedures may be about food or drink, technology, or sports, etc.
- 2) Recount, retell event for the purpose of informing or entertaining.
- 3) News item, informs readers, listeners or viewers about events of the day which are considered newsworthy or important.
- 4) The narrative tells an imaginative story, although some narratives may be based on facts. The aims of narration are to entertain and amuse the reader. Types of narration include short stories, novels, and new stories, as well as a large part of our everyday social interchange in conversation.
- 5) Description is using to tell the reader about the characteristics of a person, place, or thing. Description makes a clear picture of the topic to be discussed including idea, place, object or people. It focuses on a subject

and uses specific detailed methods to illustrate where the writer is focused on.

6) Explanation explains the processes involved in the information or workings of natural or sociocultural phenomena.

7) Reports describe the way things are, with reference to the arranging of natural, man-made and social phenomena in our environment, for example, plants, animals, things around us, etc.

8) Exposition is used in giving information, making an explanation and interpreting meanings. It includes editorials, essays, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates, used apart from a narrative, it stands alone as an essay.

9) Argumentation is used in persuading and convincing. Argumentation is used to make a case or to prove or disprove a statement or proposition.

10) Reviews critique an artwork or event for a public audience, such works of art include movies, TV shows, books, plays, operas, recordings, exhibitions, concerts, and ballets.

11) Discussion present (at least) two points of view about an issue.¹²

From the explanation above, it can be concluded that there are eleven types of writing. This research will focus on the descriptive text or description.

2. The Concepts of Paragraph

a. Definition of Paragraph

Oshima and Hogue state that a paragraph is made of three kinds of sentence that develop the writers' main idea, opinion or feeling about a subject. These sentences are the topic sentence, supporting sentence, and

¹³Lilies Setiasih Dadi, *How to Write a Short Essay In English Academic Writing* (Bandung:Alfabeta, 2015), P. 16-37.

concluding sentences. And the writer may add a final comment after the conclusion.¹³

Saraka states that there are four main characteristics of an effective paragraph, namely unity, completeness, order and coherence.¹⁴

1) Unity

A paragraph has unity if every sentence develops one central idea. A paragraph doesn't have unity if initial sentence that not develop or support the main idea of the paragraph unity means oneness. The oneness of paragraph is derived from the development one of idea.

2) Completeness

A complete paragraph provides information well enough develop to convince the reader of its truths.

3) Order

Order in paragraph can be achieved by presenting the information of paragraph in a desirable sequence. The order of paragraph depends on the subject matter, and the purpose of writing.

4) Coherence

The word "coherence" means sticking together and paragraph should stick together too. That's why the reader must be able to follow a long from sentences within the paragraph and from paragraph to paragraph all sentences logically follows the order.

So, paragraph is series of sentences that form a unity of ideas. The paragraph has two elements, namely the main sentence and the explanatory sentence. The essence of a paragraph lies in the main sentence, while the explanatory sentence, serves to explain the ideas in

¹⁴Alice Oshima and Ann Hogue, *Introduction to Academic Writing: Second Edition* (Edition Wesley Longman, 1997), P.71.

¹⁵Saraka, *From Paragraph To Essay Through Models and Exercise* (Jakarta: Depdikbud,1998), P. 21.

the main sentences. To make good paragraphs, we cannot just write without regard to the composition and requirements that a paragraph. To write a good paragraph must have such as unity, completeness, order and coherence.

b. Main Part of Paragraph

According to Oshima classifies three main parts of paragraph namely : topic sentence, supporting sentences, and concluding sentence.

1) Topic sentence

The topic sentence is the most general statement of the paragraph. It is the key sentence because it names the subject the controlling idea, the writer's main idea, opinion, or feeling about that topic. The topic is sentence a complete sentence. It has three parts: a subject, a verb, and a controlling idea. The topic sentence tells the readers what the paragraph is about.

2) Supporting Sentence

The supporting sentence by giving specific detail about the topic. The supporting sentence that follow a topic sentence should develop the main idea of the paragraph.

3) Concluding sentence

This sentence tells the reader that paragraph is finished, and it completes the development of the subject of the paragraph. the concluding sentence reminds the reader of the topic sentence.

So, arranging the paragraph well and accordingly, what is needed is an accuracy and management of the right words. Arranging a paragraph must be as effective as possible and can convey the main idea clearly so that they are easy to understand.

c. Unit of the Paragraph

- 1) Introductory, actually called by the topic sentences. The function is to introduce on main topic and one controlling idea.

- 2) Body, it contains of several sentences. They function to elaborate, prove, disprove or define the topic sentence and they are called as the supporting sentences, each supporting sentences can have one or more sub-supporting sentences. Each of them is directly related to its supporting sentences, but indirectly related to the topic sentences.
- 3) Ending, it is also called the concluding sentences. It functions to complete the paragraph. This sentences is formulated by restating the topic sentences with synonyms or some related words. Another way to write the concluding sentences is by summarizing the main points discussed in the body of a paragraph.

With a paragraph, we can distinguish which ideas start and end. We will find it difficult to read a text or book if there are no paragraphs, because it seems as if we are told read continuously until it's finished. We are also difficult to focus our thoughts on one idea to another.

d. Types of Paragraph

The type of the paragraph as a productive language skill is classified according to the specific purpose of the writer put in the text to be communicated to the speakers.

- 1) Narration, is a type which the writer tries to recount and even (object) of his world experience in order his reads can see, feel, smell, hear and taste it is he can.
- 2) Description, the writer tries to analyze and explain an object with a purpose to reveal out its aspect and the nature of their interrelationship vividly.

- 3) Expository, the writer tries to show the (new) truth of a fact of an object in order the readers believe or disbelieve something related to the object they are experiencing.
- 4) Argumentation, in addition to only convincing the readers to believe or disbelieve the truth of the fact of an object in addition to only convincing the readers to believe or disbelieve the truth of the fact of an object, the also has a goal to persuade the readers in order to take the certain course of action related to the new truth expose to them.

Paragraph is a set of interrelated sentences between sentences with one another. Paragraph can be referred to as a brief essay, in general there are several types of paragraphs namely narration, description, expository and argumentation each has a purpose. This type of text is chosen as the students' write. The researcher chooses descriptive as teaching material in teaching English because descriptive is used to make a clear picture of the topics to be discussed including ideas places, objects or people.

3. The Concept of Descriptive Paragraph

a. Definition of Descriptive Paragraph

Descriptive paragraph is text which lists the characteristics of something or someone and description is a mode of expository writing which is relied upon in other expository modes, we sometimes in imagining a purely descriptive essay. In a narrative, for example, a description can make the settings of characters more vivid; in a process paper, it ensures that the audience understands the finished product. Regardless of how we use description, it is easy to see that it strengthens an essay considerably.

Descriptive paragraph is a collection of several sentences to convey different messages from one person, place or object. Descriptive paragraph let the reader touch, taste, see, hear, and smell what you are describing. The reader should feel as if they can see what you are describing clearly.

A well written descriptive paragraph attracts the five senses to involve the reader the use of vision, smell, touch, sound, and taste. Writer can imagine the shape of the image, the better the description, the clearer the image. So, it can be concluded that writing descriptive paragraph is document the description are concerned with details, the large and the more precise the better descriptive writing will be. Some categories should be considered area, place, shape, materials. Usually descriptive paragraph cover the following:

- 1) Describing people (physical, character)
 - 2) Describing place (town, cities, village)
 - 3) Describing object (animal, thing)
 - 4) Describing landscape (natural scenes)
 - 5) Describing habits and condition (behavior, customs)
 - 6) Describing process (how thing work)
- b. The generic Structure of Descriptive Paragraph

When writing descriptive paragraph, there are some generic structures for our writing to be true. The arrangement is:

1) Identification

Identification identifies the described phenomenon.¹⁵ Consist of a topic about what is going to be described visually or mentally. Identification consist of one or more sentences, or one short paragraph.¹⁶ Usually it includes the object's name, kind of the object and etc. And the characteristic of identification are:

- a) Contain of the topic
- b) "who" or "what" question

¹⁶ Lilis Setiasih Dadi, *How to Write A Short Essay In English Academic Writing*. (Bandung: Alfabeta. 2015). P.25.

¹⁷ Pardiyo, *Sure You Can! The Magical Write to Speak and Write in English*. (Yogyakarta: Andi Offset.2013). P.44.

2) Description

Description describes parts, qualities, and characteristics.¹⁷ Description contains an explanation, for example: picture of the mentioned thing. Description may contain one or more short paragraphs depending on the requirement.¹⁸ The characteristic of the description are: (1) Describe about the topic, (2) Describe physics, quality, character or attitude about something.

Example of Descriptive Paragraph

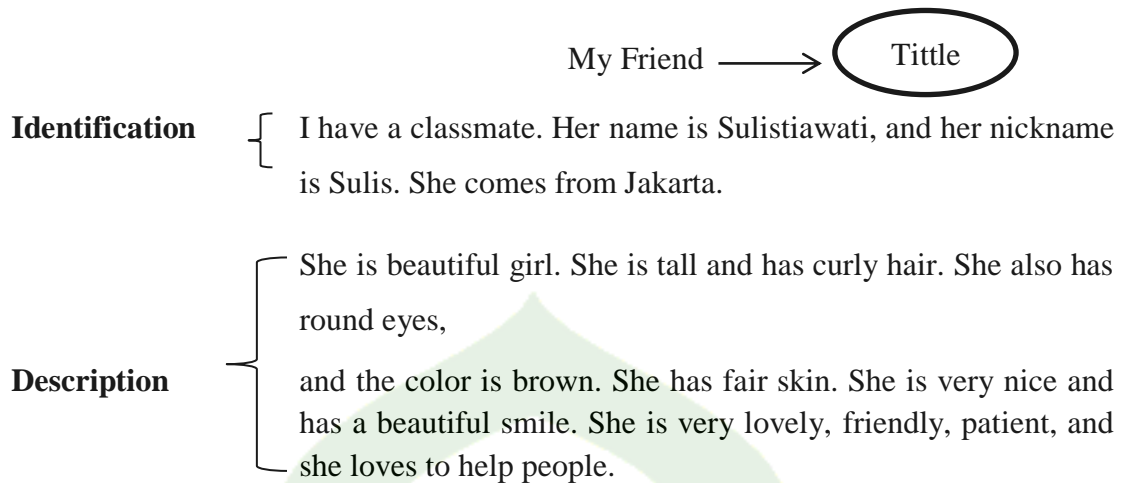
My Lovely Maggy → **Tittle**

Identification { I have a pet name maggy. It is a male Persian Cat.

Description {
 Maggy looks cute and classy. His fur is beautiful. He has thick soft hair.
 Every three months, he gets vitamins shots and other precaution measures.
 Maggy likes eating canned and dried food. When maggy does not feel well, he does not do much meowing and eats less than usual. In this moment, he needs extra vitamins and milk.
 Usually, he will be better within two days.

¹⁷ Lilis Setiasih Dadi, *How to Write A Short Essay In English Academic Writing*. (Bandung: Alfabeta. 2015). P.44.

¹⁸ Pardiyono, *Sure You Can! The Magical Write to Speak and Write in English*. (Yogyakarta: Andi Offset. 2013). P.44.



4. Writing Steps of Descriptive Paragraph

The first step is to determine the theme. This means that it must be determined what is discussed in the text. Theme is the central idea that would be submitted in writing. Main idea can be derived from experience, research result, some source, opinions, and observations. Statement theme may be the same as the title, but maybe not.

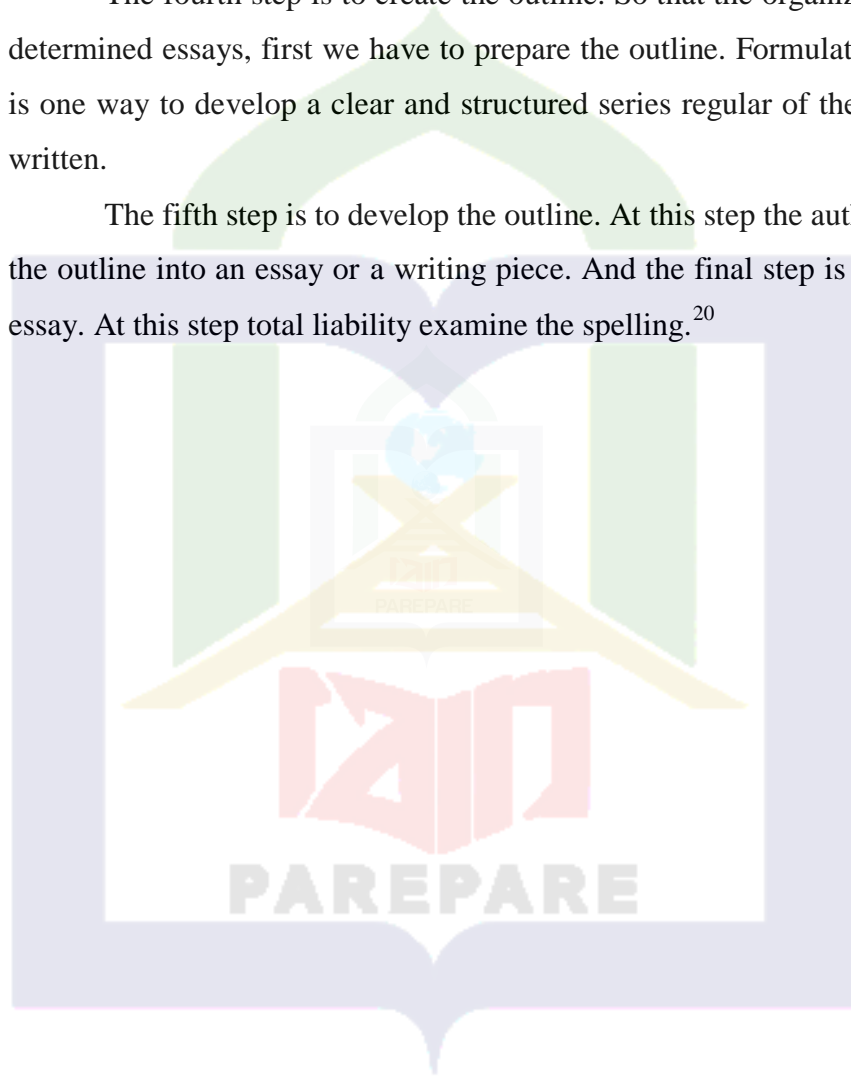
The second step is to determine the purpose of writing. At this step every writer should express clearly the purpose of writing is to tackle. Formulation of the purpose of writing is very important and should be determined in advance as this is the starting point in all subsequent writing activities. By determining the purpose of writing, you will know that to do at this stage of the writing. Know the necessary ingredients, a wide organizational arrangement that apply. Or may be selected viewpoints. Is the principle determinant of the destination and will direct as well as limiting essay. Awareness of the purpose for the writing process will maintain the integrity of the paper.

The third step is to collect the material. At the time of choosing and limiting a topic we should have predicted the possibility of material gain. by limiting the topic, then we really have to focus on the limited topic, and

collect special materials as well. Writing materials can be collected on prewriting stage and can also take place at the time of writing. For small problems that objectives are clear in our minds the determination and collection of materials can be made at the time of writing.

The fourth step is to create the outline. So that the organization can be determined essays, first we have to prepare the outline. Formulate the outline is one way to develop a clear and structured series regular of the essay to be written.

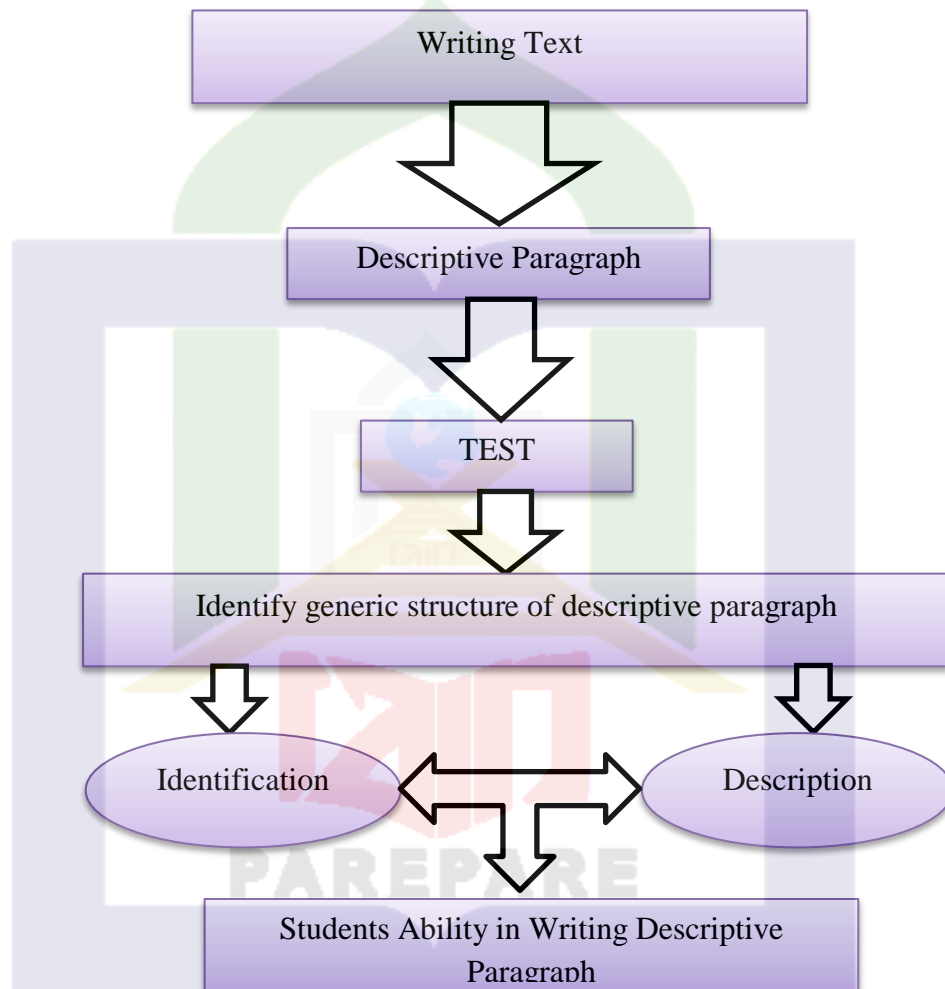
The fifth step is to develop the outline. At this step the authors develop the outline into an essay or a writing piece. And the final step is to revise the essay. At this step total liability examine the spelling.²⁰



²⁰ Erny, *Pengertian dan ciri-ciri Paragraph Deskripsi*, 2012, P.10.

C. Conceptual Framework

The conceptual framework underlying this research is presented in the following diagram :



Based on the conceptual framework above, it can be explained below:

In this research, the researcher will take descriptive paragraph. the researcher will use a writing test about descriptive paragraph and then identify the generic structure of the text and find students' ability in writing descriptive paragraph.

CHAPTER III RESEARCH METHOD

A. Research Design

In this research, the researcher applied a qualitative approach with content analysis design. Qualitative research is a descriptive study because this study seeks to describe data with words or sentences separated by category to obtain conclusion.¹ Content analysis is a technique that researchers can use to study human behavior indirectly through analysis of their communication such as textbook, essay, newspaper, novels, magazine, articles, song, advertising images and all types of communication that can be analyzed.² One of the key advantages of using content analysis to analyze social phenomena is its non-invasive nature as opposed to simulating social experiences or collecting survey answers. Content analysis is applied in this research to analyze the students' result in writing test of descriptive paragraph.

B. Location and Time of Research

The location of this research is at MTs DDI Ujung Lero. It is located on Dusun Ujung Lero Kab. Pinrang. The research plan is less than a month of research including analysis data.

C. Subject of the Research

The population of the research is the eight grade students' of MTs DDI Ujung Lero Kab. Pinrang. The population numbers are 90 in three classes.

The sample taken by cluster sampling. Students as the sample of this research will take class VIII.B which is consisted of 30 students as the sample in this research.

D. Instrument of the Research

Instrument is a tool to collect, measure and analyze data related to the subject. These tools are most commonly used in health sciences, social science and

¹ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineke Cipta, 2009), p. 195

² Fraenkel and Wallen, *How to Design and Evaluate Research in Education*, (Singapore : The McGraw-Hill Companies), P. 438

education to assess patients, clients, and students. Instrument can be tests, surveys, questionnaires, or even checklist.

The instrument in this research is a writing test. The researcher tests the respondents to know the extent of their ability in writing descriptive paragraph. The text is written into a paragraph descriptively with an organized generic structure of a descriptive paragraph. After the data is collected, the researcher identified students' ability in writing a descriptive paragraph. A test is a series of questions or exercises that are used to measure the skill of knowledge, intelligence, ability, or aptitude of the individual or group.³ There are several kinds of test instruments in data collection, including: Personality tests, aptitude test, and test attitude. Here the researcher used an achievement test to identify the ability of students in writing a descriptive paragraph especially in the generic structure of the text.

E. Technique of Data Collecting

In order to give a clear description of the discussion in this study, the writer limits her study. This study focuses only on the discussion of the generic structure in a descriptive paragraph.

To collect data in this research, the researcher used a writing test. Here the researcher used a writing test of a descriptive paragraph where the students wrote the description of people. The test was given to students through online group learning at the 8th grade students of MTs DDI Ujung Lero. The results of students writing a descriptive paragraph were identified by the researcher based on the generic structure of a descriptive paragraph and then the researcher determined the score for the text in order to know the students' comprehension in the generic structure of a descriptive paragraph.

³ Ridwan, *Skala Pengukuran Variabel-variabel Penelitian*. P.30.

Table 3.1 Writing Rubric Assessment.⁴

Instrument of assessment	Very Good	Good	Average	Poor
Organization - Identification - Description	Identification is complete and description are arrange with proper connectives.	Identification is almost complete and description are arranged with almost proper connective.	Identification is not complete and description are arranged with view misuse of connectives.	Identification is not complete and description are arranged with misuse of connectives.

F. Technique of Data Analysis

1. Categorizing

In this activity the writer categorizes text based on the type of generic structure of descriptive paragraph. after the stage writing test, the writer classifies text passages descriptive paragraph into a generic structure to represent the extent to which students are able to understand the text according to the generic structure of descriptive paragraph.

2. Percentage. Finding out the percentage used the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = the percentage

F= frequency of the percentage is being calculated

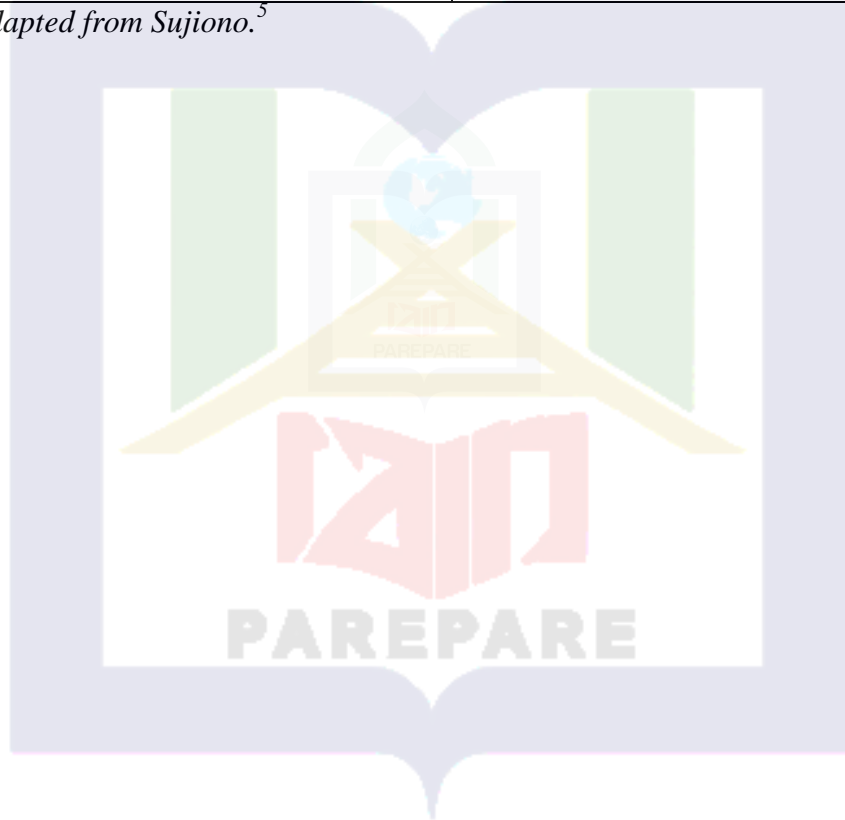
N= number of cases

⁴ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*. San Fransico: Longman. (2004).

Table 3.2 Students Scoring Guide in Writing Descriptive Paragraph.

Test Score	Category
80- 100	Excellent
66-79	Very Good
56-65	Good
46-55	Fair
0-45	Poor

Adapted from Sujiono.⁵



⁵ Anas Sujiono. *Pengantar Evaluasi Pendidikan*, (Jakarta: Rajawali Press).

CHAPTER IV FINDING AND DISCUSSION

This chapter consist of the findings and its discussion. It provides information about the result of data collected through the writing test that can be discussed in this section below:

A. Findings

To find out the result of this research, the researcher has done in giving a writing test to the students at the eight grade of MTs DDI Ujung Lero which consist of thirty students.

After the data collecting, the writer reads and learns the descriptive text one by one then the writer analyzed the text based on paragraph identification and description of the descriptive text and then gives a score on the student's result. The completed discussions are described below:

1. The Student's Ability in Writing Descriptive Paragraph Based on Its Generic Structure.

a. The generic structure of Students in Writing Descriptive Paragraph

To find out the answer, the researcher analyzed the generic structure in descriptive paragraph from 30 students' works. Here, the researcher analyzed whether the students wrote generic structure stages completely or not. The stages analysis could be seen in this table below:

Table 4.1 Generic Structure Analysis.

Generic Structure	Number of Students
Identification	30
Description	30

Data source of MTs DDI Ujung Lero Kab.Pinrang

In order to answer the question “How are the students’ ability in writing descriptive paragraph at the eight grade of MTs DDI Ujung Lero is, here the accumulation as follow:

In general, most of students can make descriptive paragraph with a correct generic structure; there are :

- 1) Identification, from 30 students there is only 1 student still not understand about identification in the descriptive paragraph. Only one student write identification without introduce about the topic. *I am very proud to study at MTs DDI Ujung Lero because there are very friendly and kind.* at the title “My Teacher”. Student did not give explanation with introducing the tittle.
- 2) Description, from 30 students there is only 1 student still not understand about description in the descriptive paragraph, in description paragraph, student write *I love my father very much. He always gives full attention to me he always cares about me at home.* Student only tells about his fathers’ love for him. The student did not describe his father for specific such as telling the characteristic of his father. The text above is not a description paragraph.

From the percentage above, it can be seen that almost all students understand about generic structure descriptive paragraph, although there are some students who write descriptive paragraph not completed the identification and description paragraph in the text. There is 1 student who does not understand writing paragraph identification and there is 1 students who does not understand writing paragraph description.

b. Score of Students’ Ability in Writing Descriptive Paragraph

Based on the table above, the writer made an entire assessment.

Table 4.2. Generic Structure Scores.

Score	4	3	2	1
Students	14	11	5	0
Percentage	46,7%	36,7%	6,7%	0%

Data source of MTs DDI Ujung Lero Kab.Pinrang

From the table 4.2 above, the accumulation of generic structure analysis of content as follow:

1. Student got score 4 when identification is complete and description are arranged with proper connectives. There are 14 students. The percentage is 46,7%
2. Student got score 3 when identification is almost complete and description are arranged with almost proper connective. There are 11 students. The percentage is 36,7%
3. Student got score 2 when identification is not complete and description are arranged with view misuse of connectives. There are 5 students. The percentage is 16,7%
4. Student got score 1 when identification is not complete and description are arranged with misuse of connectives. There are 0 student. The percentage is 0%

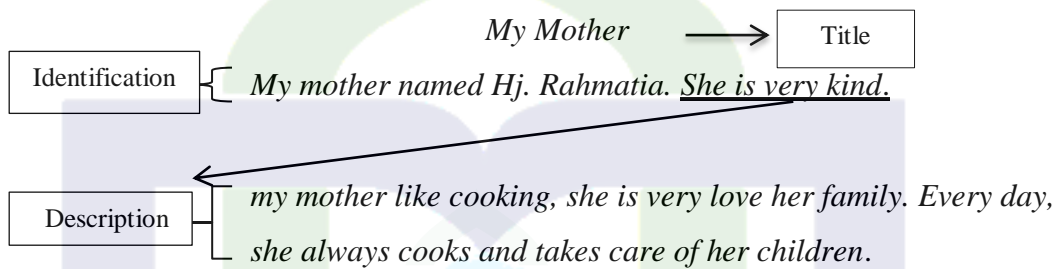
After the researcher analyzed the overall data obtained, the researcher concluded that from 30 students where there were 15 male and 15 female, the total number was obtained (99) with percentage (82,5%). Thus, the percentages were categorizing into excellent.

The students' Error Analysis in Writing Descriptive Paragraph Based on Its Generic Structure

Based on the task that students had done the writer found out some problems, as follows:

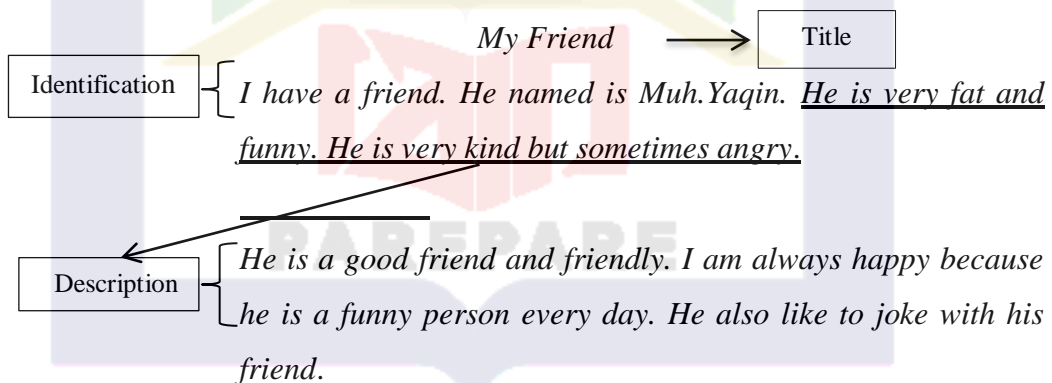
- a. There were confuses at the placement of identification and description. Sometime the placed identification sentence inside the description paragraph and also description sentence inside identification paragraph, and the contrary, for example :

1) Student 14



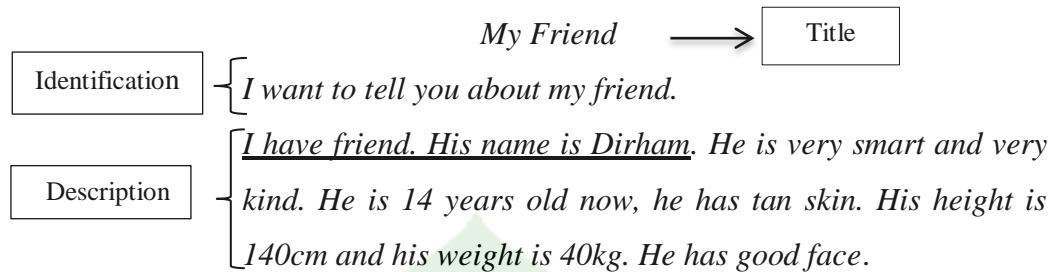
The underline one is description paragraph but the student place in identification paragraph.

2) Student 13



The underline one is description paragraph but the student place in identification paragraph.

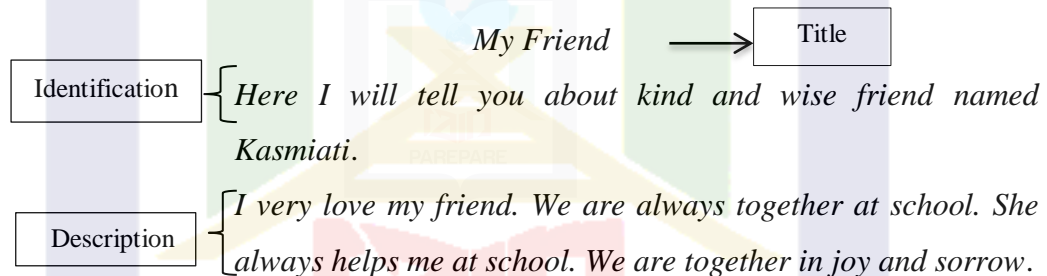
3) Student 15



The underline one is identification but the student place in description paragraph.

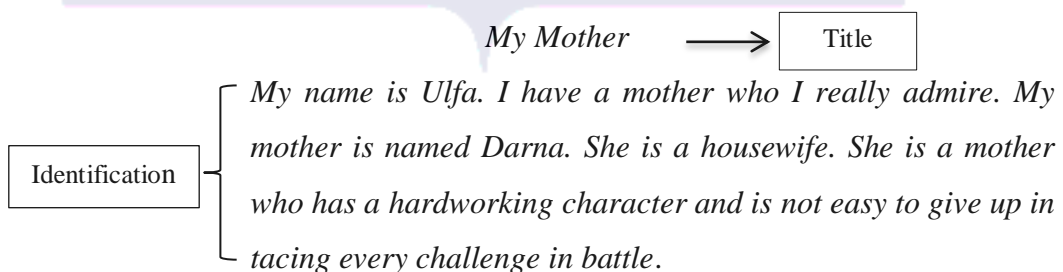
- b. Some of them write descriptive paragraph only to explain the information about the topic in general. They should explain the characteristics of the topic in specific. For example:

1) Student 01



In the description paragraph student did not tell about mother specifically. Student only tell about her mother in general. So that the description in this text is not complete.

2) Student 27



Description { *Mother is the person who has the most married in this lite. She contains 9 month and produces us through enormous sacritices.*

In description paragraph, the student did not tell about mother specifically. Student only tell about mother in general. So that description in this text is nor complete.

3) Student 16

My Teacher Mrs. Musdalifah → Title

Identification { *I have a very funny and nice teacher at school. Her name is Mrs. Musdalifah.*

Description { *Ms. Musdalifah is always make jokes to her students so that her students fill happy with her event though she is a math teacher. I am happy and excited about studying during his subject hours.*

In description paragraph student did not tell about teacher Mrs. Musdalifah specifically. Student only tell information about Mrs. Musdalifah in general. So that the description in this text is not complete.

4) Student 13

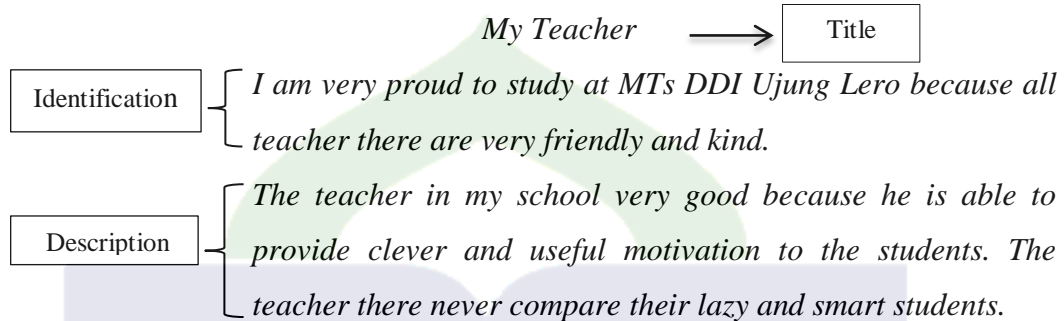
My Friend → Title

Identification { *I have a friend. He named is Muh.Yaqin. he is very fat and funny. He is very kind but sometimes angry.*

Description { *He is a good friend and friendly. I am always happy because he is a funny person every day. He also like to joke with his friend.*

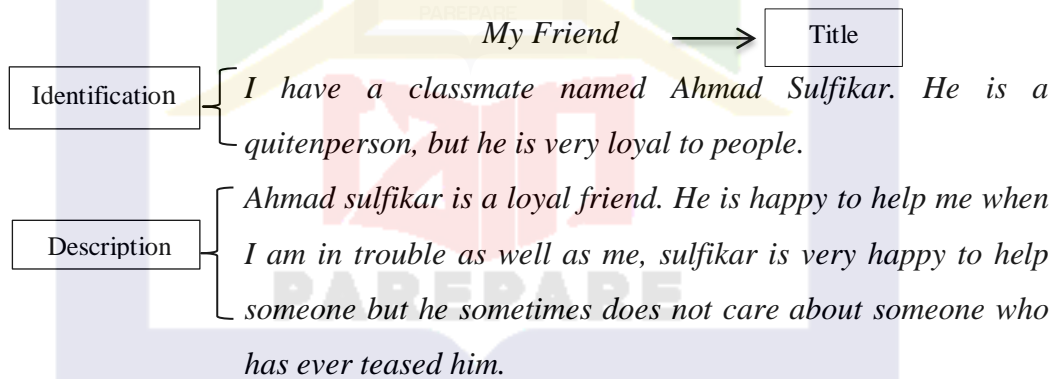
In this description paragraph, the underline one only tell about the writer and friend Muh. Yaqin. The writer does not describe about his friend Muh.Yaqin specifically. So that the description in this text is not complete.

5) Student 20



In this text explain about teacher, but name of teacher not mentioned in this text, the student only tell about teacher in general. So that identification and the description in this text are not complete.

6) Student 11



In description paragraph, student does not describe about his friend Ahmad Sulfikar specifically. So that the description in this text is not complete.

7) Student 24

My Parents → Name
 → Title

Identification { *I have a great parent and wise in nurturing me.*

Description { *Parents are very loving he is a rare parent because from small to big. He never did not care about me. I am very proud to have parents who have full affection and a sense of caring high enough for me.*

In this text explain about parents, but name of parents not mentioned in this text, the student only tell about parents in general. So that identification and description in this text is not complete.

8) Student 23

My Mother → Title

Identification { *My mother's name is is Sardia. She is housewife.*

Description { *My mother is a tough woman, wise and always be fair. She also nimble, caring. I love my mother.*

In description paragraph, student did not tell about mother Sardia specifically. Student only tell mother Sardia in general. So that the description in this text is not complete.

9) Student 12

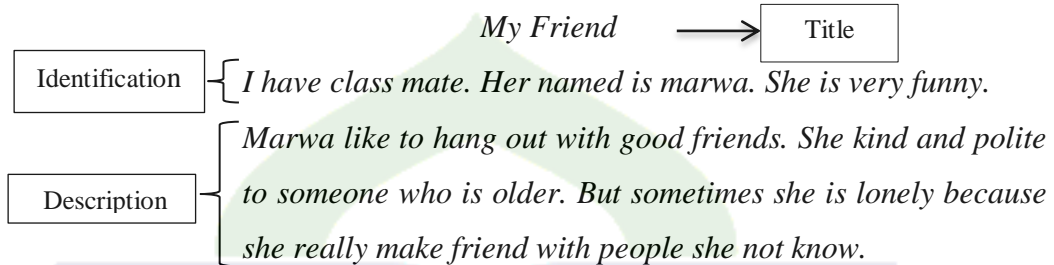
My Teacher Mrs. Herlina → Title

Identification { *I have very good teacher in the school. My teacher named is Mrs. Herlina.*

Description { *Mrs. Herlina is very attentive to her students. I like Mrs. Herlina when she explains a material. She explains the material in an interesting way so that students quickly understand it.*

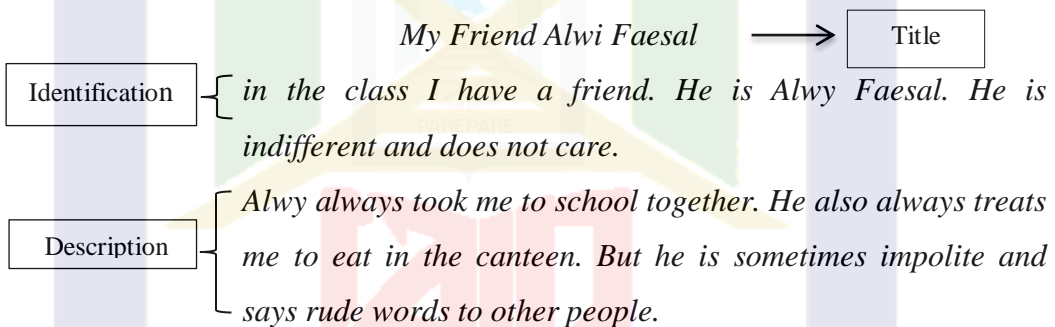
In the description paragraph, student only tells the teacher Mrs. Herlina when teaching in the class, the student does not describe specifically about Mrs. Herlina. So that the description in this text is not complete.

10) Student 29



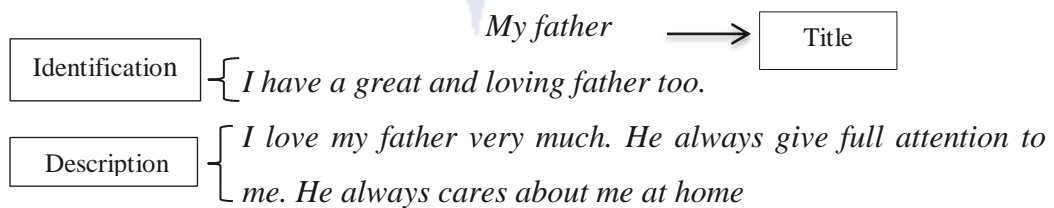
In description paragraph, student does not describe about his friend Marwa specifically. So that the description in this text is not complete.

11) Student 28



In description paragraph, student does not describe about his friend Alwy Faesal specifically. So that description in this text is not complete.

12) Student 17



In identification paragraph, student did not mentioned name of father and the description paragraph only tell about father in general because there are not name in this text. So that the description in this text is not complete.

Based on the task students confused at the placement of identification and description. Sometimes they placed identification sentence inside the description paragraph and also description sentences inside identification paragraph. Student still do not understand the identification paragraph and description paragraph. Student write descriptive paragraph only to explain the information about the topic in general. They should explain the characteristic of the topic in specific.

B. Discussion

In this section, the researcher describes the discussion of analysis students' ability in writing descriptive paragraph. Based on the theory that states in the background, analyzing students' text is very important to do because it can help English teachers to find out the students' ability and difficulty in writing.⁶ So the researcher does this research at MTs DDI Ujung Lero at the eight grade student. The researcher take 30 students as the sample from 90 populations, where 15 male and 15 female. The researcher wants to identify the students' ability in writing descriptive paragraph. This research was started on August 30th 2021. In this research, researcher used a qualitative approach with content analysis design that is used to answer research question.

In this research, the researcher used writing test as the instrument in this research. The procedure of test is students write the descriptive paragraph with a predetermined topic about people (Friend/Teacher/Parents) the student choose one topic as the title. At the format of writing test, the researcher has determined the place of generic structure that is identification paragraph and description paragraph. In identification, student only can write one paragraph. Because in general, there is only

⁶Graham Lock, *Functional English Grammar: An Introduction for Second language Teachers*. (Cambridge University Press, 1996).

one identification paragraph and in description paragraph, student can write one or more paragraph. Because in general, description paragraph can more than one. The test shared to the students via whatsapp. There are some obstacles that researcher find when share the test. Some of student did not reply the researcher message, they only read the message but the researcher always contact the student until the student replay the message. Another problem is student forgot to send the answer sheet to the researcher so that the researcher reminds them to send their answer.

To collecting the data the researcher take more than two weeks. After the data is collected, the next step is the researcher gives a score the answer sheet of students. According to writing rubric assessment by brown, student got score 4 when identification is complete and descriptions are arrange with proper connectives. Student got score 3 when Identification is almost complete and descriptions are arranged with almost proper connective. Student got score 2 when Identification is not complete and description are arranged with view misuse of connectives. Student got score 1 when Identification is not complete and description are arranged with misuse of connectives.⁷

After scoring the students' result, the researcher analyzed the generic structure of the text that is identification and description. In the identification paragraph, from 30 students there is only 1 student still not understanding about identification in the descriptive Paragraph. While in the description paragraph, from 30 students there is only 1 student still not understanding about description in the descriptive paragraph. After analyzing the generic structure of descriptive paragraph, the researcher made an entire assessment with percentage calculation. Student got score 4 when identification is complete and description are arranged with proper connectives. There are 14 students. The percentage is (46,7%). Student got score 3 when identification is almost complete and description are arranged with almost proper connective. There are 11 students. The percentage is

⁷H. Douglas Brown, *Language Assessment Principles and Classroom Practices*. San Francisco: Longman. (2004).

(36,7%). Student got score 2 when identification is not complete and description are arranged with view misuse of connectives. There are 5 students. The percentage is (16,7%). Student got score 1 when identification is not complete and description are arranged with misuse of connectives. There are 0 student. The percentage is (0%).

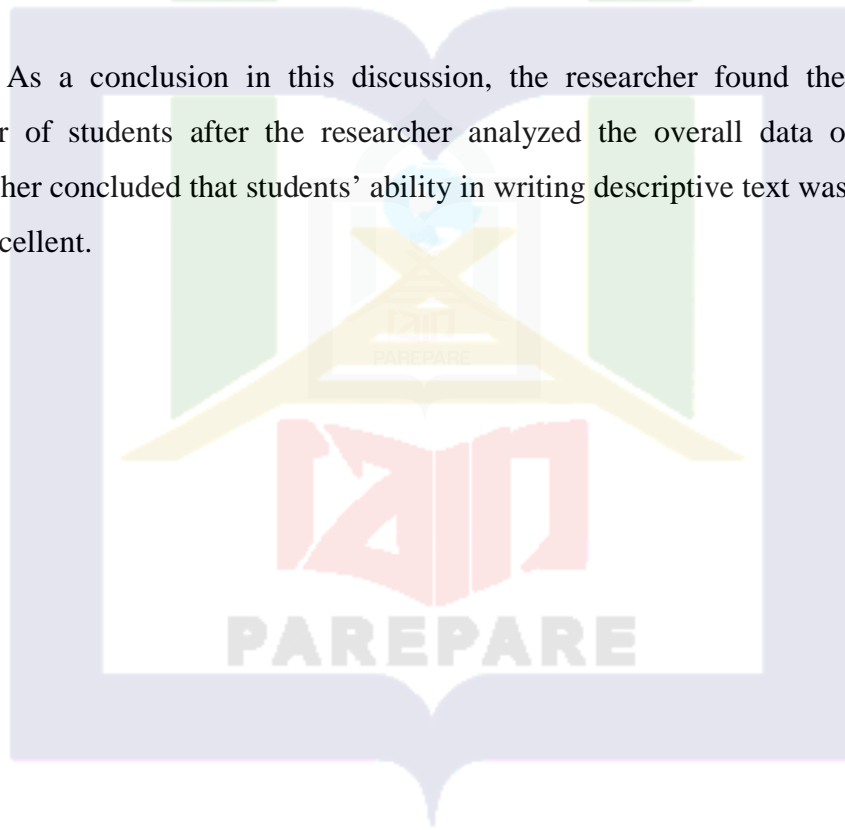
The previous research also identifies the problem faced by students in writing descriptive text. The first is the students confused to analyze identification and description. This is similar with that found in this research. The second is some of them resign sentences that are not really important. The third is there was an obstacle in synchronizing the tittle and the support sentences. And the last is unrelated topic and content.

From the theory that researcher uses in researching, namely about the generic structure in writing descriptive paragraphs, several students have been studied. Based on facts in the field students have understood the given task. Students have used the generic structure properly and correctly. Based on the answers of the students working on the given task, students have understood what identification is and what is description. So the researcher concluded that from the students studied, there were 30 students, there were 25 students who got good grades, so the researcher concluded that the students studied were able to write a generic structure in writing descriptive paragraphs.

In this research, the researcher also identifies the difference in ability of students in writing descriptive text based on gender. Based on the result of students' scores, from 30 students where 15 male and 15 female, female students obtained a higher score than male students in writing descriptive text. It can be seen from the result of the answer in writing descriptive text with analyzing the generic structure where there are 11 males got 4 score, 8 females get 3 score, 4 females got 2 score and there is no females got 1 score. In male score, there are 3 males get 4 score, 8 males got 3 score, 4 males got 2 score and there is no male got 1 score. It

can be concluded that students at at the eight grade student of S MTs DDI Ujung Lero have difference ability between male and female. In previous research, did not identify students' ability in writing descriptive text based on gender. It is become the difference between this research and the previous research that was explained before. Actually in learning, male and female students have the same ability, but every student have different style in learning, so of course they have different ability. The researcher hope this research can be reference for the teachers in teaching writing in the class by paying attention to the different abilities of male and female students so that the teacher can applied a suitable strategy to the students.

As a conclusion in this discussion, the researcher found the total score number of students after the researcher analyzed the overall data obtained, the researcher concluded that students' ability in writing descriptive text was categorized into excellent.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of research data analysis, conclusions are formulated :

- a. In general, most students can make descriptive paragraph with a correct generic structure; there is identification, from 30 students there is only 1 student still not understanding about identification in the descriptive paragraph. And description, from 30 students there is only 1 student still not understand about description in descriptive paragraph.
- b. Although, the accumulation of generic structure analysis of content are there are 14 students who got score 4 with percentage 46,7%, there are 11 students who got score 3 with percentage 36,7%, there are 5 students who got score 2 with percentage 16,7% and there is 0 student who get score 1.

The researcher concluded that from 30 students where there were 15 male and 15 female, the total scores number was obtained (99) with percentage (82,5%). The result of the data analysis was that students' ability in writing descriptive text at the 8th grade of MTs DDI Ujung Lero was categorized into excellent.

B. Suggestion

Based on the conclusion above, the writer proposes the following suggestion to the teacher, students and the other writers who are interested in studying writing descriptive paragraph as follow:

1. To the teacher
 - a. The teacher reinforces students about generic structure descriptive paragraph.
 - b. The teacher may use this research as additional teaching material in writing class.
2. To the students

- a. Students have to more study in writing descriptive paragraph.
 - b. Students have to face the generic structure of descriptive paragraph correctly
3. The other writer

For other researcher who want to conduct a research about similar topic or study, this graduating paper might be one of references.



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