**A THESIS**


**AN ANALYSIS OF STUDENTS ABILITY IN WRITING DESCRIPTIVE TEXT BASED ON ITS GENERIC STRUCTURE AT THE TENTH GRADE OF SMAN 3 PAREPARE**



**BY**

**RESKY YUNIARTI J**
**REG NUM. 16.1300.040**

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


**2021**

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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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**English Education Program**

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**to**

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STATE ISLAMIC INSTITUTE (IAIN)
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**2021**

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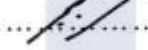
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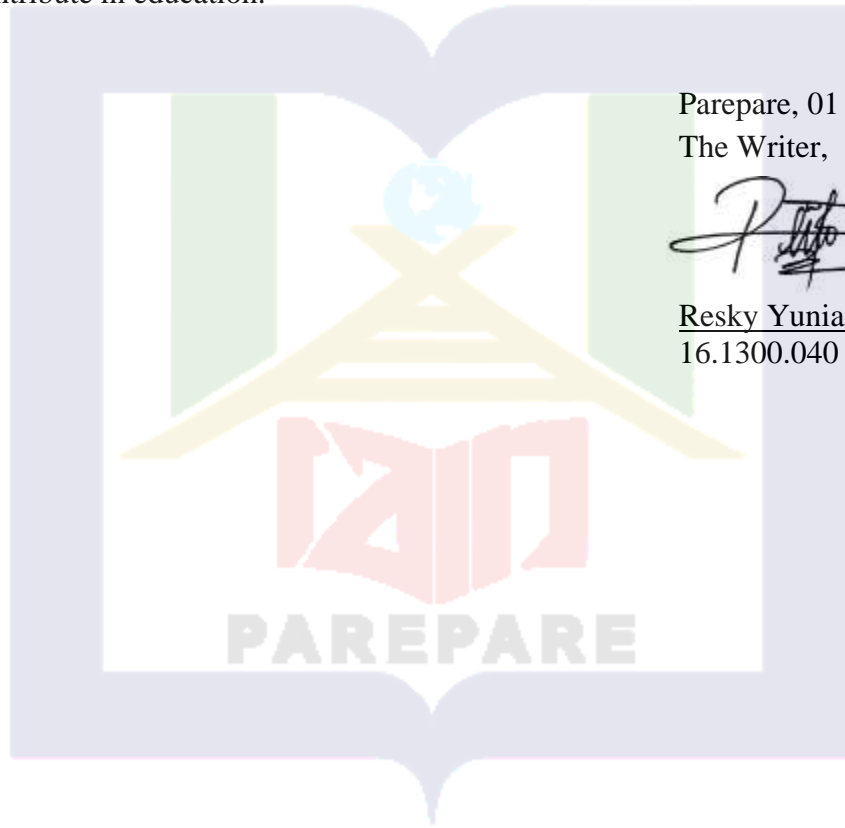
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# DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

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Title of Skripsi : An Analysis of Students' Ability in Writing Descriptive Text Based on Its Generic Structure at the Tenth Grade of SMAN 3 Parepare

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.

Parepare, 01 March 2021
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# ABSTRACT

Resky Yuniarti J. *An Analysis Of Students' Ability in Writing Descriptive Text Based on Its Generic Structure at the Tenth Grade of SMAN 3 Parepare,*(Supervised by Wahyu Hidayat and Mujahidah).

This study mainly describes the generic structure in descriptive text made by the tenth grade students of SMAN 3 Parepare. This study has three objectives; they are to analyze students' ability in writing descriptive, to identify students' error in writing descriptive text based on generic structure, and to identify the difference ability of students based on gender in writing descriptive text at the tenth grade of SMAN 3 Parepare.

The writer used a quantitative descriptive design to describe and analyze the data taken from 30 texts made by students. There are 30 samples from 155 populations. The researcher used a test method for collecting the data.

After getting result, 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 text and there is only 1 student still not understanding about description paragraph in the descriptive text. Students in the category generic structure of content are; there are 14 students who got score 4 (46,7%), there are 11 students who got score 3 (36,7%), and 5 students who got score 2 (16,7%). The students' error analysis in writing descriptive text are, a) the students confused to analyze identification and description, b) the students write descriptive text only to explain the information about the topic in general. Students at the tenth grade of SMAN 3 Parepare have different abilities based on gender. The percentage of male students are 20% and female 73.3%, the result show that female students obtained a higher score than male students. The researcher concluded that from 30 students, the total number was obtained (99) with percentage (82,5%). The result of the data analysis of students' ability in writing descriptive text at the tenth grade of SMAN 3 Parepare was categorized into excellent.

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

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# CHAPTER I

# 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.

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.

According to Siahaan and Shinoda, descriptive is also considered as a text; it is a paragraph in which a writer tries to picture out an object to his readers, its object can be anything, either a concrete object or an abstract object.[1] The descriptive text is usually in simple present tense. It is necessary for the teacher to make teaching and learning writing descriptive text more interesting. In daily life we usually use descriptive to describe something. For example when the people want to visit a place and ask other people then the other people explain about the place by mentioning the characteristics of the place in detail so the people can imagine and know the place. It mainly describes a place.

Each student has different abilities in learning, especially in learning English in writing skills. There are several types of writing that are taught from junior high school, one of them is descriptive text where there are students who have good skill in writing descriptive and some of them can't write descriptive text with correct generic structure.

In the process of learning English, writing is one of the activities to communicate an idea in text form, but most of the students have not been able to write well even in a simple paragraph. Based on small talk with several students of SMAN 3 Parepare, some of them said that they find it difficult to write descriptive text especially in organizing the text based on the generic structure.

The researcher is interested to identify students' ability in writing a descriptive text based on its generic structure. The generic structure is arranged or stages in making the descriptive text in order to have a good structure. According to Paltridg, Generic Structure is a general form of a genre, each genre has its own

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[1] Sanggam Siahaan, and Kisno Shinoda, *The English Paragraph*. Yogyakarta: Graha Ilmu, 2008. P. 119

generic structure. It describes the structure of text based on its internal patterning of the rhetorical organization.[2]

Most of the previous research was about analyzing students' abilities in writing descriptive texts, they analyzed all aspects in a text such as grammar, mechanics, vocabulary, organization, content, and others. But this research only focuses on analyzing the generic structure of text. When viewed from the generic structure of a text, it is very important to see that the first thing to do before writing a text is to look at the generic structure of the text. The generic structure is very important in writing a text. To know the type of a text, the first thing to see is the generic structure, because each text has a different generic structure. Therefore, the generic structure of the text is the first thing to be implemented when writing something so that there is no mistake in determining the type of text to be written. It is very important to analyze students 'ability in writing a text with focus on generic structures. This research aims to identify students' abilities in understanding the generic structure of descriptive texts.

Analyzing students' text is very important to do because it can help English teachers to find out the students' ability and difficulties in writing.[3] To identify the students' abilities in writing skill, especially on the generic structure of descriptive text, the author is interested in conducting research that aims to analyze and focus on students' ability in writing descriptive text.

Based on the elaboration above the researcher is interested in doing research with the title "An Analysis of Students Ability in Writing Descriptive Text Based on

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[2]Brian Paltridge, *language learning classroom Brian Paltridge*. *50* July, 1996, p. 237

[3]Graham Lock, *Functional English Grammar: An Introduction for Second Language Teachers*. Cambridge University Press, 1996.

Its Generic Structure at The Tenth Grade of Senior High School (SMAN 3 Parepare)".

## B. Research Question

Based on the background state previously, the researcher formulated the problem statement as follow:

1. How are the students' ability in writing descriptive text at the tenth grade of SMAN 3 Parepare?

2. How are the students' error in writing descriptive text based on generic structure at the tenth grade of SMAN 3 Parepare?

3. How are differences in ability of students based on gender in writing descriptive text at the tenth grade of SMAN 3 Parepare?

## C. Objective of the Research

1. To analyze students ability in writing descriptive text at the tenth grade of SMAN 3 Parepare.

2. To identify students' error in writing descriptive text based on generic structure at the tenth grade of SMAN 3 Parepare.

3. To identify the differences in ability of students based on gender in writing descriptive text at the tenth grade of SMAN 3 Parepare

## D. 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. Previous Related Research Findings

Previous findings are used to support the argument in this research. Besides, it is also used as reference and comparison to other research. There have been some findings related to this study. Some of them are:

Novia Sartika and Mochamad Nurdin in their research *"Students' Ability In Writing Descriptive Text Based On Its Generic Structure At The Tenth Grade Student Of Vocational High School"* said that most of the students' paragraphs are well organized. Meanwhile, the other students could not make it properly, because they were still confused and could not distinguish the differences between descriptive text and report text. Based on the data analysis, the researchers found 15 or 45 % students created the descriptive text and 18 or 55 % students created the report text. It showed 10 or 30 % students created the paragraphs of descriptive text properly based on its generic structure and 5 or 15 % students could not apply it properly.[1]

Lisna Oktavia in her research *"An Analysis Of Students' Mastery In Descriptive Texts"*, said that students' ability in writing descriptive text in organizing generic structure was good. Where, in the category generic structure analysis are identification (96%) and description (100%). And students in the category generic structure of content are the first, students got score 4 when Identification is complete and description is arranged with proper connectives. There are 10 students. The second,

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[1]Novia Sartika and Mochamad Nurdin, *"Students' Ability In Writing Descriptive Text Based On Its Generic Structure At The Tenth Grade Student Of Vocational High School"* professional jurnal of English education, Volume 2, No. 4, July 2019, p. 436-441

Student got score 3 when Identification is almost complete and descriptions are arranged with almost proper connective. There are 11 students. Third, Students got score 2 when Identification is not complete and descriptions are arranged with view misuse of connectives. There are 4 students. And the last, Students got score 1 when Identification is not complete and descriptions are arranged with misuse of connectives. There are 0 (no one) student. The problems faced by the students in writing descriptive text are, a) the students confused to analyze identification and description. Sometimes the students placed descriptions in the identification. b) Some of them resign sentences that are not really important. c) There was an obstacle in synchronizing the title and the support sentences. d) Unrelated topic and content.[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.[3]

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[2] Lisna Oktavia, *"An Analysis Of Students' Mastery In Descriptive Texts"* (Unpublished Skripsi of IAIN Salatiga, 2017)

[3] Prasetyo Hariadi ; 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).

The previous research above focuses on analyzing students ability in writing descriptive text in term generic structure of the text, the research above use the test as their instrument likewise the researcher. The difference is, in this research will use quantitative approach with descriptive design, it will be applied to analyze students ability in writing descriptive text based on generic structure of the text at the tenth grade of SMAN 3 Parepare.

## B. Some Pertinent Ideas

In this part, some pertinent ideas that explain the concept of the variable of the research.

### 1. The Concept 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 high school, senior high school, and university. Students will be able to express their ideas 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 Indonesian, use alphabetic writing to represent their speech sounds, 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 and finds some information about the topic. Raimes declares that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs 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 structures 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

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

[5]Imelda 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

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

intensive oral activity. Harmer declares that some techniques in writing teaching are: relaying instruction, writing reports and advertisements, co-operative writing, exchanging letters, and writing journals.[7]

From definitions 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, vocabularies, punctuation, and spelling knowledge which must be integrated to be a good paragraph.

From the ideas previously, the writer concludes that writing is more than a medium communication. It is a way of remembering and thinking in how to describe something and make the reader easily understand the text. Because of that, writing is not easy. It needs hard work to make a good result. In writing we have to produce words, phrases, sentences, and paragraphs at the same time. It is a way of learning. None of us can write much of interest without first thinking, probing, observing, asking questions, experimenting, and reading.

b. The important of teaching writing

There are many reasons for getting students to write, both in and out of the class. Firstly, writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing, that is thinking about the language whether they are involved in study or activation. The reasons for teaching

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[7] M. Akmansyah *Teknik Pengajaran Keterampilan Berbahasa. Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, (Vol.2,No.1,2011).

writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly writing as a skill in its own right.

1) Reinforcement

Some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language constructions is invaluable for both our understanding of how it all fits together and as a aid to committing the new language to memory. Students often find out it useful to write a sentence using a new language shortly after they have studied it.

2) Language Development

We can't be sure, but it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. The mental activity we have to go through in order to construct properly written texts is all part of the ongoing learning experiences.

3) Learning Style

Some students are fantastically quick at picking up the language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can be a quite reflective activity instead of the rush and bother of interpersonal face-to-face communication.

4) Writing as a Skill

By far the most important reasons for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media. They need to know some of the writing's special conventions (punctuation, paragraph, construction etc.) just as they need to know how to pronounce spoken English appropriately. Part of our job is to give them that skill.[8]

c. The Writing Process

Writing process is the stage a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (personal writing, public writing, social writing, study writing, or institutional writing), and the medium it is written in (pen, paper, computer, word files, etc.). There are stages in the writing process: Prewriting, drafting, revising, and editing.

1) Prewriting

Prewriting is the term given to all of the activities that prepare us to write a first draft. These generally include defining the writing task, gathering material, and planning the first draft. Prewriting can help you find a topic and test it by seeing how well it holds up under development. It also helps you generate ideas and allows you to see the

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[8]Jeremy Harmer, *How to Teach English: an Introduction to the Practice of English Language Teaching* (England : Addision Wesley Longman, 1998), p. 79-80.

connections among those ideas. Your choice of prewriting options should be guided by two factors they are your rhetorical context (purpose and audience) and your learning style.[9]

2) Drafting

Drafting is the point at which you begin to put your ideas in some kind of order and to envision a potential shape for the work you will produce: a beginning, middle, and an end. Before begining drafting, some writers make an outline to remind themselves of how they wish to order their ideas.[10]

3) Revising

Revise is complete again the sentence from bad writing into good writing. The writers should revise after drafting, because to revise their writing is important  if they want to be a professional writer. "it is an advantage writers can all have if they revise and rewrite before they present their work to the reader. The professional writer's secret is revision and revision".[11]

4) Editing

After revising overall about organized writing, next editing. Editing is checking again the mistakes in written like errors in

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[9]Donald Pharrand SantiV. Buscemi, Writing Today Brief edition, (New York: McGraw- Hill Companies, Inc, 2005), p.29

[10]Robert Scholes and Nancy R. Comley, *The Practice of Writing,* (Newyork: ST. Martin's Press, 1985), p.18-19.

[11]Robert Scholes and Nancy R. Comley, *The Practice of Writing,* (Newyork: ST. Martin's Press, 1985), p. 19

grammar, spelling in writing, and punctuation and then eliminating the mistakes from that writing.[12]

d. The Objective of Writing

In writing, there is a lot of purpose to be achieved. Usually between one author and another have different purposes. In the writing process, students need to decide the purposes of their writing. According to Martha Heasly Cox, writing has four purposes. They are to inform, to amuse, to satirize, and to persuade.[13]

1) To inform, wish primarily to convey information and attempt to inform the knowledge that you have accumulated to the readers.

2) To amuse, the writer tries to entertain and be funny to the readers.

3) To satirize, it is often a form of humor, but it is always humor with a serious purpose to effect reform. Such satire is also called irony because of the contradiction between the literal and intended meaning, between what is said and what is implied.

4) To persuade, it is desired to influence your reader's thoughts or actions. Therefore, persuasion incorporates argument as it is used in logic.

e. Types of Writing

There are many kinds of text types in writing such as narrative text, recount text, news items, procedure text, descriptive text, report text,

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[12]John Langan, *College Writing Skills with Readings Fifth Edition (*New York: McGraw-Hill Companies, Inc, 2001), P.36

[13]Martha Heasley Cox, *Writing Form Process Purpose,* (San Fransisco: Chandler  Publishing Company, 1962), P.261-330.

analytical exposition, spoof text, hortatory exposition, explanation text, discussion text, review text, anecdote text.

1) Narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The purpose of narrative text is to amuse or to entertain the reader with a story.

2) Recount text

Recount text is a text which retells events or experiences in the past. It focuses on individual participants and sequence of events. Its purpose is either to inform or to entertain the audience.

3) News Item

News item is a text which informs readers about events of the day. The events are considered newsworthy or important. Its purpose is to inform readers about events of the day which are considered newsworthy or important.

4) Procedure text

Procedure text is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series. Its purpose is to help us do something. They can be set of instructions or direction.

5) Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

6) Report text

Report text is a text which presents information about something, as it is. It is as a result of systematic observation and analysis. To present information about something, as it is.

7) Analytical Exposition

Analytical Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to show the readers that the idea is the important matter.

8) Spoof text

Spoof text is a text which tells a factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story.

9) Hortatory Exposition

Hortatory Exposition is a type of English text that influences the reader to do something or act in a certain way. In Hortatory Exposition, there are some opinions about certain things to reinforce the main ideas of the text. The Purpose Hortatory exposition is to present and influence the readers that should be so, and should not be.

10) Explanation text

Explanation text is a text which tells processes relating to the forming of natural, social, scientific and cultural phenomena.

Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history textbooks. The writer's purpose is to explain how something works or state reasons for some phenomenon. Explanations answer the questions "how" or "why".

11) Discussion text

Discussion text is a text which presents a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text. Its purpose is to present information and opinions about issues in more than one side of an issue ('for/Pros' and 'against/Cons').

12) Review text

Review is a text which presents critical analysis on events or works for readers or public audiences. Its purpose is to critique or evaluate an art work or event for a public audience.

13) Anecdote text

Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to tell an event with a humorous twist and entertain the readers.[14]

From the kinds of text above, the writer chooses the descriptive text to be applied in this research.

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[14] Inda Susanti, *Improving Student's Ability At Writing Descriptive Text By Using The Learning Cell Learning Strategy At The First Year Of Mts Yayasan Islamiyah Medan,* (Unpublished Skripsi UIN-SU Medan, 2017).

## 2. The Concepts of Descriptive Text

a. The Definition of Descriptive Text

Descriptive text is a kind of text which describes something about a thing, person, animal, or other. It is a text that students taught in Junior High School. Hence, the students are expected to be able to understand and produce a good descriptive text on their own. According to Oshima and Hogue, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sounds. [15] It means that descriptive text is to mention in detail something based on something looks and observed by people in specific.

Descriptive text is a 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. [16]

A description is employed to make an event live within the reader's mind. in an exceedingly description, a writer must put attention on the introduction of his/her essay since it determines the

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[15] Alice Oshima. & Ann Hogue, *Introduction to Academic Writing (2 nd Edition)*. New York: Addison Wesley Longman, Inc. 1997

[16] Ade Pratiwi, *Improving Students' Skill in Writing Descriptive Text At The First Grade of SMAN 3 Parepare By Using Picture Strip Stort,* (Unpublished Skripsi IAIN Parepare, 2019)

reader's first impression. a noteworthy introduction will catch the reader's attention and makes him/her read the text until the tip.[17] It means that the specific object to be described must be known in advance by the writer before describe.

b.  The Purpose of Descriptive Text

Every writing form has its purposes. Descriptive has its own purpose as well. According to Andrew and James the purpose of descriptive text is to present a measured and verified. Most objective descriptions in descriptive text are aimed at relatively narrow audiences and people who will design, produce, or use whatever is being described.[18] There are several aims of descriptive text:

1)  To see, means to help the reader to see the objects, persons, and sensations of your present, as you might guess, description is important for all rhetorical aims, not just for expressiveness.

2)  To explain means to explain the reader about a subject. For example: a science writer will describe the shape of an airplane wing to help explain to readers how mechanized flight is possible.

3)  To persuade, means the writer describes something to make readers interested. For example : an attorney might describe the damage done

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[20]Magdahalena Tjalla, Mansur Akil, Arifuddin Hamra, and Haryanto Atmowardoyo. *Academic Writing For University Students* (Makassar, 2017), P. 14.

[18]Andrew W. Hart and James A. Reinking, *Writing for Career Education Students: Third Edition,* (New York: St. Martin's Press, 1986), P. 124.

to a bedroom window to help prove forced entry and thereby persuade the jury that the accused committed burglary.

4) To recreate, means the writer wants to demonstrate something to the reader. When a writer describes the thawing of Walden Pond after a long, cold winter is to demonstrate the animated quality of nature and how its processes are more complex and beautiful than non observers can realize.[19]

c. The Criteria for Good Description

In writing descriptive text, there are some keys to write a good description is to use details that help the readers imagine the person who are describing. So when the students describe what a person looks like, the students write about physical characteristics such as height, weight, and hair color. There are two keys to writing a good description. The first key is to use space order. In space order, students might describe something from top to bottom of left to right. For example, when they describe a person, they could start with the person's feet. They could describe a room from left to right or form right to left. Imagine that they are standing at the doorway and write about each part of the room in order, moving from the left side of the room around to the right side, and ending at the doorway again. The second key to write a good description is to use specific details. When students describe something, they paint a picture with words. The goal is to make the reader see what they have described. The way to do

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[19]Fred D. White, *The Writer's Art,* (California: Wadsworth Publishing Company, 1986), P.61-62.

this is to use many specific details, specific means exact, precise. The more specific they can do, make the readers can see what they are describing.[20]

From the explanation above, the researcher conclude that to make a good writing the writers could master in two keys namely space order wherein describe something you can describe from bottom to left or left to right and specific detail wherein describe something you can use words to explain about the picture so the readers will imagine the form of picture that have described.

d. Language Features of Descriptive Text

In language features, there is a grammatical feature that is used to support the information including the text. Knapp and Watkins declare that descriptive text has grammatical feature as follow:

1) The present tense in predominately used when describing things from a technical or factual point of view. Although present tense may be used in literary descriptions, it is past tense that tends to dominate, i.e. had, was, enjoyed, seemed, and sparkled.

2) Relational verb are used when classifying and describing appearance/ qualities and parts/ function of phenomena (is, are, has, have)

3) Action verbs are used when describing behaviors or uses, i.e. the queen ant lays the eggs. Ants live in colonies.

4) In literary in common sense description, action verbs are used metaphorically to create effect, i.e. Declan smashed the record.

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[20]Karend Blanchard and Christina Root, *Ready to Write,* (Longman: Pearson Education, 2003), P. 70

5) Mental verbs are used when describing feeling in literary descriptions, i.e. she felt unhappy.

6) Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the text, i.e. possums are nocturnal. Adjectives can be used on their own, as above, or as a part of a noun group, i.e. turtles are covered with a hard, box-like shell.

7) Adverbs are used to add extra information to verbs to provide more detailed description, i.e. turtles swim slowly

8) Adverbial phrases are used in descriptions to add more information about the manner, place or time, i.e. walruses have hair on their lips.

9) Sentences and paragraphs are thematically linked to the topic of description, i.e. it is grey and brown.

10) Technical descriptions generally deal with classes of things, rather than individual things, i.e. snails, turtles, volcanoes.[21]

e. The Generic Structure of Descriptive Text

Speaking about structure of text, Meyer presents four main types of text structure in an analysis of the rhetorical organization of expositions: time order, collections of descriptions, comparisons, and cause and effect.[22]

In biber's terms, there are two different perspectives that can be offered on the structure of these texts : one identifies the text's generic structure based on its genre category membership and another one that

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[21]Peter Knapp and Morgan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing.* (Sydney: University of South Wales Press Ltd, 2005) p. 98-100

[22] Palridge, *Genre, text type, and the language learning classroom.* (Oxford university press. 1996). P. 238

describes its text structure based on its internal patterning of rhetorical organization. This analysis presents structural components often text which may easily be disguised if just one of these structural patterning is presented to students. Equally, the text structure analysis does not account for conventions such as where the sender's address should be placed, and the fact that there should be a formal sign off. This analysis also reveals that the text structure component 'evaluation' does not necessarily need to occur in final position, as it does in many other problem solution texts.[23]

Generic structures and structures of text may be compared and contrasted in the language learning classroom.[24] When writing descriptive text, there are some generic structures for our writing to be true. The arrangement is:

1) Identification

Identification identifies the described phenomenon.[25] Consists of a topic about what is going to be described visually or mentally. Identification consist of one or more sentences, or one short paragraph.[26] 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

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[23] Palridge, *Genre, text type, and the language learning classroom.* (Oxford university press. 1996). P. 239

[24] Palridge, *Genre, text type, and the language learning classroom. (*Oxford university press. 1996). P. 241

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

[26] Pardiyono, *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. [27] Description contains an explanation, for example: picture of the mentioned thing. Description may contain one or more short paragraphs depending on the requirement.[28] The characteristic of the description are:

a) Describe about the topic

b) Describe physics, quality, character or attitude about something.

*Example of Descriptive Text*

My Lovely Mio ⟶ **Tittle**

**Identification** — I have a pet name mio. It is a male Persian Cat.

**Description** — Mio looks cute and classy. His fur is beautiful. He has thick soft hair. Every three months, he gets vitamins shots and other precaution measures.

Mio likes eating canned and dried food. When mio 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.

My Friend ⟶ **Tittle**

**Identification** — I have a classmate. Her name is Isma Yunita, and her nickname is Isma. She comes from Surabaya.

**Description** — She is a beautiful girl. She is tall and has curly hair. She also has round eyes, and the color is brown. She has fair skin. She is very nice and has a beautiful smile. She is very lovely, friendly, patient, and she loves to help people.

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[27]Lilis Setiasih Dadi, *How To Write A Short Essay In English Academic Writing.*( Bandung: Alfabeta. 2015). P. 25

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

## C. Conceptual Framework

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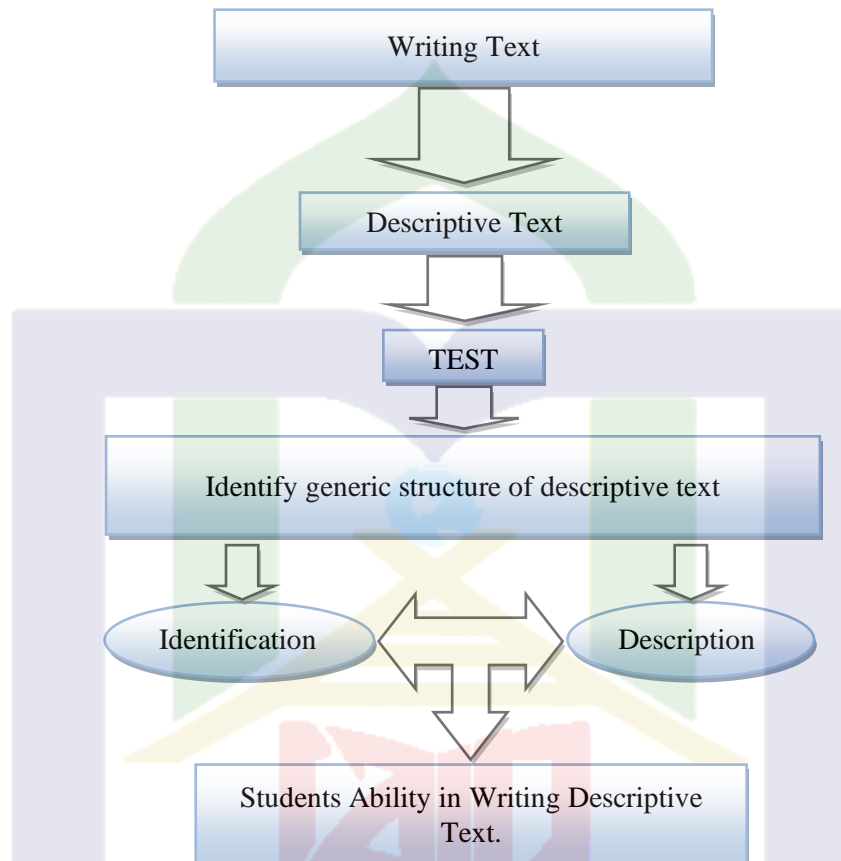


Figure 2.1 Conceptual framework of the research

Based on the conceptual framework above, writing text consists of several types; 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. In this research, the researcher used descriptive text. The researcher will use a writing test about descriptive text and then identify the generic structure of the text and find students' ability in writing descriptive text based on the generic structure of text.

# CHAPTER III

## RESEARCH METHOD

### A. Research Design

In this research, the researcher applied a descriptive design with quantitative approach. A description research design can use a wide variety of research methods to investigate one or more variables. Unlike in experimental research, the researcher does not control or manipulate any of the variables, but only observes and measures them. The researcher identify the students ability in writing descriptive text and then describe the result of students.

### B. Location and Time of Research

The location of this research took a place at SMAN 3 Parepare and focused on the tenth grade students. It is located on Jl. Pendidikan bukit harapan, soreang. The researcher plans less than a month of research including analysis data.

### C. Population and Sample

The population of the research is the tenth grade students' of SMAN 3 Parepare in the academic year 2020/2021. The population numbers are 155 in six classes. The researcher took the sample from students who have learned about descriptive text.

The technique of sampling in this research is random sampling and took 30 number of students where 15 male and 15 female as the sample in this research to compare the students ability in writing descriptive text based on gender.

**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 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 text. The text is writing into paragraphs descriptive with organized generic structure of descriptive text. After the data collected, the researcher identified students' ability in writing descriptive text. 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.[1] There are several kinds of test instruments in data collection, including: Personality tests, aptitude test, achievement test, and test attitude. Here the researcher used an achievement test to identify the ability of students in writing descriptive text especially in 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 generic structure in descriptive text.

To collect data in this research, the researcher used a writing test. Here the researcher used a writing test of descriptive text where students wrote the description of people. The test given to students through online group learning at the tenth grade students of SMAN 3 Parepare. The result of students writing descriptive text

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[1]Ridwan, *Skala Pengukuran Variable-Variable Penelitian.* P.30

identified by the researcher based on generic structure of descriptive text and then the researcher determined the score for the text in order to know the students' comprehension in generic structure of descriptive text.

Table 3.1 Writing Rubric Assessment.[2]

| Instrument of assessment | 4 point | 3 point | 2 point | 1 point |
|---|---|---|---|---|
| Organization<br>- Identification<br>- 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. |

Where :

1. Student got score 4 when Identification is complete and descriptions are arrange with proper connectives.

2. Student got score 3 when Identification is almost complete and descriptions are arranged with almost proper connective.

3. Student got score 2 when Identification is not complete and description are arranged with view misuse of connectives.

4. Student got score 1 when 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 text. After the stage writing test, the writer classifies

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

text passages descriptive text into a generic structure to represent the extent to which students are able to understand the text according to the generic structure of descriptive text.

2. Percentaging

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

Table 3.2 Students Scoring Guide in Writing Descriptive Text.

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

*Adapted from Sujiono*[3]

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[3]Anas Sujiono. *Pengantar Evaluasi Pendidikan,* (Jakarta: Rajawali Press)

# CHAPTER IV

## FINDING AND DISCUSSION

This chapter consists 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 tenth grade of SMAN 3 Parepare which consist of forty students.

After the data collecting, the writer reads and learns the descriptive text one by one then the writer analyzes 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 Students' Ability in Writing Descriptive Text Based on Its Generic Structure**

    a. The Generic Structure of Students in Writing Descriptive Text

    To find out the answer, the researcher analyzed the generic structure in descriptive text 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 | 29 |
| Description | 29 |

In order to answer the questions "How are the students' ability in writing descriptive text at the tenth grade of SMAN 3 Parepare" is, here the accumulation as follow :

In general, most of students can make 3descriptive text with a correct generic structure ; there are:

1) Identification, from 30 students there is only 1 student still not understand about identification paragraph in the descriptive text. Only one student write identification without introduce about the topic. In identification paragraph, students write *I was lucky to go to 3 parepare public high school because all the teachers there were very kind and caring*. at the tittle "My Love 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 text, in description paragraph, student write *My mother always gives me full affection everyday she always cares for me or at home or outside the house but sometimes I disappoint her but with that feeling or disappointment I will return it with happiness.* Student only tells about his mothers' love for him. The student did not describe his mother for specific such as telling the characteristic of his mother. 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 text, although there are some students who write descriptive text 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 student who does not understand writing paragraph description.

b.  Score of Students' Ability in Writing Descriptive Text

Based on the table above, the writer made an entire assessment by scoring in table 4.3.

Table 4.2. Generic Structure Scores.

| Score | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
| Students | 14 | 11 | 5 | 0 |
| Percentage | 46,7% | 36,7% | 16,7% | 0% |

From the table 4.2 above, the accumulation of generic structure analysis of content in table 4.3 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 categorized into Excellent.

2. **The Students' Error in Writing Descriptive Text Based on Generic Structure.**

In order to answer the second research question "How are the students' error in writing descriptive text based on generic structure at the tenth grade of SMAN 3 Parepare", here the identifying as follow :

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 – 12

*My Friend Ananda* → Tittle

Identification {
*Friend named ananda she is very fat and cute.*

Description {
*Ananda really likes reading and writing, but sometimes with his obesity, he often becomes a source of ridicule makes him happy because the ridicule is considered a joke by his friends, ananda is a kind, patient and friendly person.*

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

2) Student – 13

*My Friend Rafi Aryan* ──→ [Title]

[Identification] { *I have a friend named ~~yes~~ <u>he is very fat and funny he is a kind</u>*
*<u>person but also sometimes angry</u>*

[Description] { *Iyam ~~is~~ a good friend and also friendly whenever I am with*
*him, I am always happy ~~and happy~~ because he is a funny*
*person everyday he likes to joke to his friends so that he is*
*liked by his classmates.*

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

3) Student – 15

*My Gread Mother Mrs. Nala* ──→ [Title]

[Identification] { *I want to tell you about my mother.*

[Description] { *<u>My mother is Mrs. nala</u> she is a kind hearted and lovely*
*mother. <u>My mother is a house wife</u> she is a very patient and*
*kind mother figure to everyone. She has a beautiful face and a*
*short body, she is my everything.*

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

b. Some of them write descriptive text 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

*My Love Mom* ⟶ Tittle

Identification
{ *My name is almunawwarah and here I will tell you about a kind and wish mother named nur*

Description
{ *Mother has always given love to me since I was little and until now she is a tough and great woman because she never gives up on taking care of me since I was a baby until now.*

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

*My Mom* ⟶ Tittle

Identification
{ *My name is serita. I have a mother who I really admire. My mother is named Debora lena itung. She is a housewife. She is a mother who has a hard working character and is not easy to give up in facing every challenge in battle.*
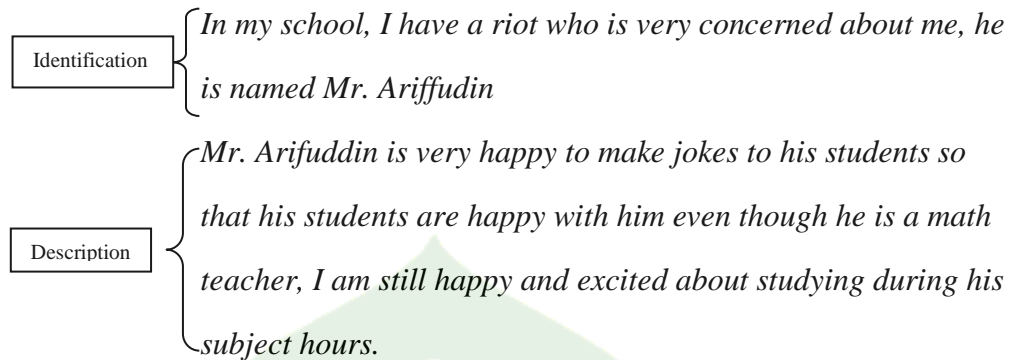
Description
{ *Mother is the person who has the most merit in this life. She contains 9 month and produces us through enormous sacritices.*

In description paragraph, the student did not tell about mother specifically. Student only tell about mother in general. So that the description in this text is not complete.
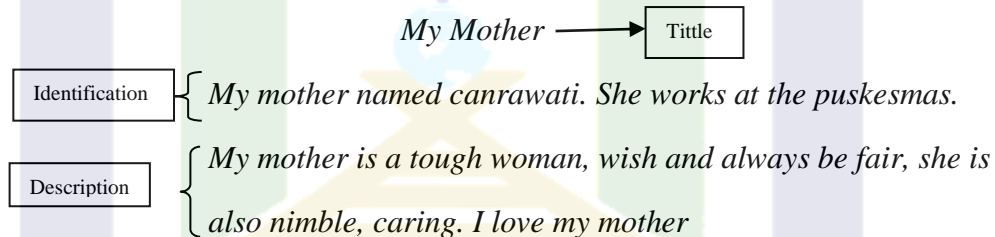
3) student – 16

My beloved Teacher

*My Love Mr. Ariffudin* ⟶ Tittle

Identification
> *In my school, I have a riot who is very concerned about me, he is named Mr. Ariffudin*

Description
> *Mr. Arifuddin is very happy to make jokes to his students so that his students are happy with him even though he is a math teacher, I am still happy and excited about studying during his subject hours.*

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

4) Student – 23

*My Mother* ⟶ Tittle

Identification
> *My mother named canrawati. She works at the puskesmas.*

Description
> *My mother is a tough woman, wish and always be fair, she is also nimble, caring. I love my mother*

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

5) student – 17

Name?

*My Love My Mom* ⟶ Tittle

Identification
> *I have a great and loving mother too*

Description
> *My mother always gives me full of affection everyday she always cares for me or at home or outside the house but sometimes I disappoint her ut with that feeling of disappointment I will return it with happiness.*
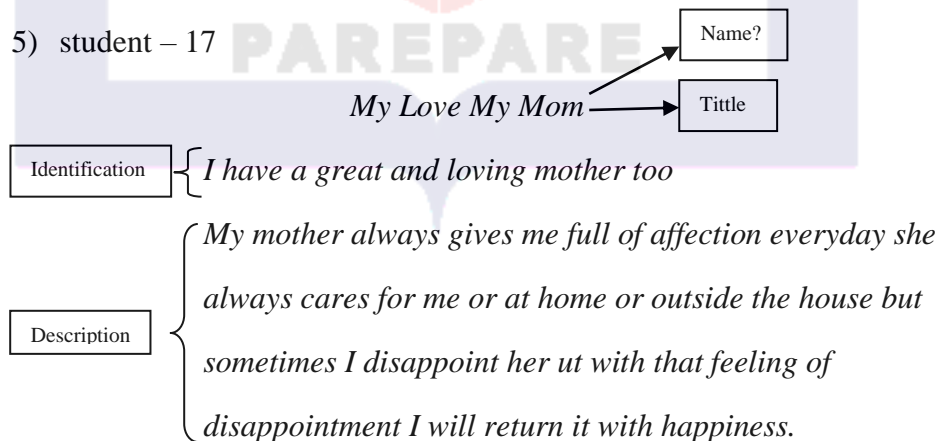
In identification paragraph student did not mentioned name of mother and the description paragraph only tell about mother in general because there are not name in this text. So that the description in this text is not complete.

6) Student – 13

*My Friend Rafi Aryan* ——→ Tittle

Identification { *I have a friend ~~named yes~~ he is very fat and funny he is a kind person but also sometimes angry*

Description { *Iyam is a good friend and also friendly <u>whenever I am with him, I am always happy</u> ~~and happy~~ because he is a funny person <u>everyday he likes to joke to his friends so that he is liked by his classmates.</u>*

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

7) student – 12

My Beloved Teacher

*My ~~Love~~ Mrs. Husni* ——→ Tittle

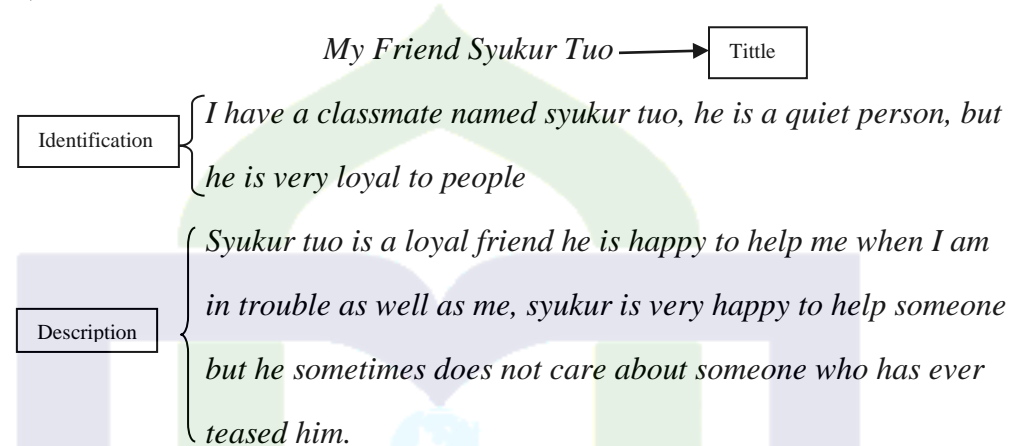Identification { *In my school I have a very good teacher named ibu husni she is also my homeroom teacher*

Description { *Ibu husni is very attentive to her students and the student is ~~stubbom~~ or even what I like about Husni's mother is that when she gives an explanation in the system the explanation is very unique she is able to joke to her students so that they don't get bored learning in class.*
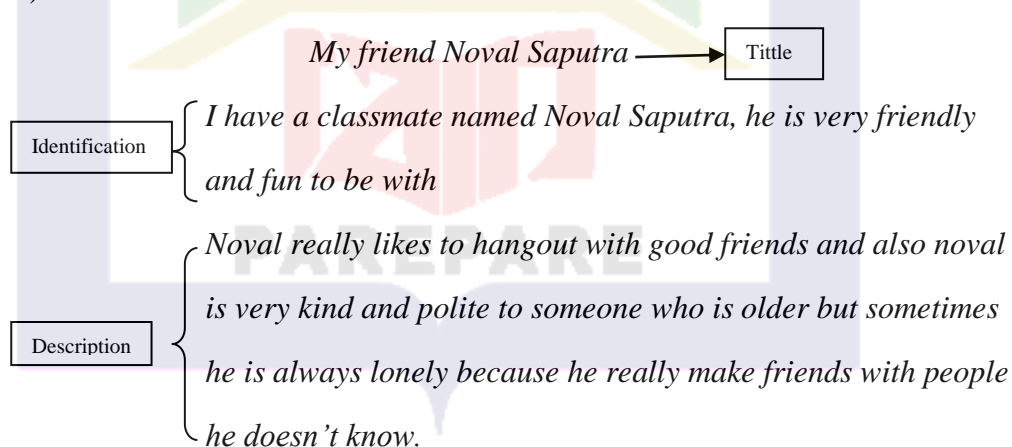
In the description paragraph, student only tells the teacher Mrs. Husni when teaching in the class, the student does not describe specifically about Mrs. Husni. So that the description in this text is not complete.

8) Student – 11

<div align="center">*My Friend Syukur Tuo* ⟶ [Tittle]</div>

[Identification] {
*I have a classmate named syukur tuo, he is a quiet person, but he is very loyal to people*

[Description] {
*Syukur tuo is a loyal friend he is happy to help me when I am in trouble as well as me, syukur is very happy to help someone but he sometimes does not care about someone who has ever teased him.*

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

9) Student – 29

<div align="center">*My friend Noval Saputra* ⟶ [Tittle]</div>

[Identification] {
*I have a classmate named Noval Saputra, he is very friendly and fun to be with*

[Description] {
*Noval really likes to hangout with good friends and also noval is very kind and polite to someone who is older but sometimes he is always lonely because he really make friends with people he doesn't know.*
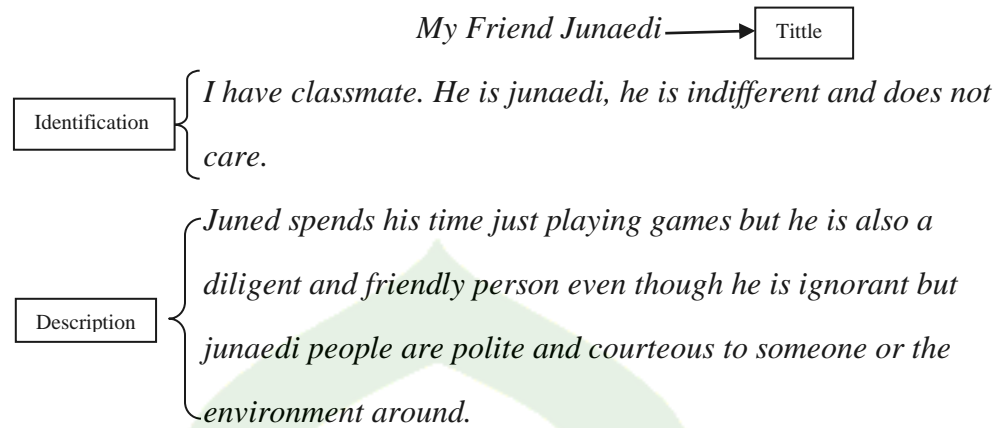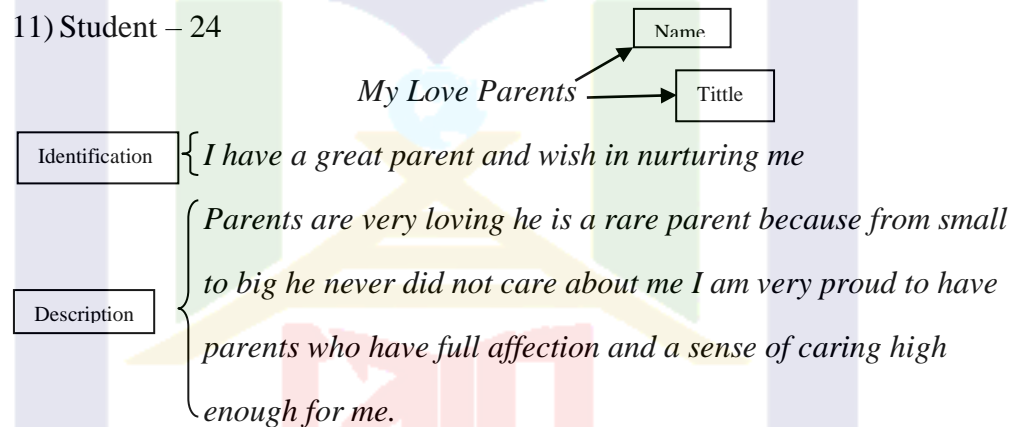
In description paragraph, student does not describe about his friend Noval Saputra specifically. So that the description in this text is not complete.

10) Student – 28

*My Friend Junaedi* → Tittle

Identification { *I have classmate. He is junaedi, he is indifferent and does not care.*

Description { *Juned spends his time just playing games but he is also a diligent and friendly person even though he is ignorant but junaedi people are polite and courteous to someone or the environment around.*
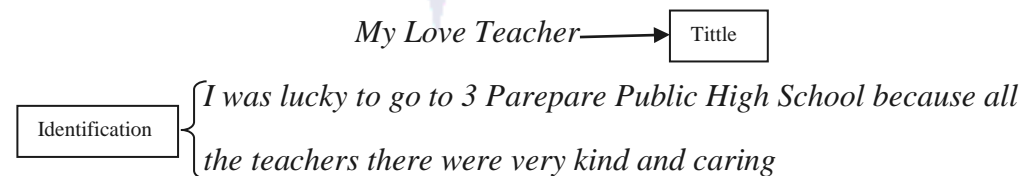
In description paragraph, student does not describe about his friend Junaedi specifically. So that the description in this text is not complete.

11) Student – 24

Name

*My Love Parents* → Tittle

Identification { *I have a great parent and wish 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

12) Student – 20

*My Love Teacher* → Tittle

Identification { *I was lucky to go to 3 Parepare Public High School because all the teachers there were very kind and caring*

| Description | The teacher at SMAN 3 Parepare is very good because he is able to provide clever and useful motivation to his students. The teachers there never compare their lazy and smart students. |
|---|---|

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

Based on identifying the students' error analysis above in writing descriptive text based on generic structure, some of students still not understand about identification and description paragraph, sometimes they write part of identification paragraph in description paragraph and vice versa. They should only describe about people specifically with mention the name of the topic, tell about characteristics and etc.

3. **The Differences in Ability of Students Based on Gender**

Gender as one of the main variables of learning plays a vital roles in writing. Knowing gender difference is very important, especially in the EFL class.[35]

In order to answer the third research question "How are differences in ability of students based on gender in writing descriptive text at the tenth grade of SMAN 3 Parepare", the researcher identified the ability of students based on gender with score and percentage in the table 4.3 below:

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[35] Muhammad Saibani Wiyanto and Panji Wisnu Asmorobangun, *Gender Differences of Students' Ability in Writing Descriptive Text. Journal of Languages and Language Teaching,* (Vol.8, No.2,2020). P.154.

Table 4.3 Gender Score

| Gender | Score | | | |
|---|---|---|---|---|
| | **4** | **3** | **2** | **1** |
| **Male** | 3 (20%) | 8 (53,3%) | 4 (26,7) | 0 |
| **Female** | 11 (73,3%) | 3 (20%) | 1 (6,7%) | 0 |

Based on the table above, 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 the number of male students who obtained score 4 was 3 students with a percentage of 20% while the number of female students who obtained score 4 was 11 students with a percentage of 73.3%. From the percentage, female students at the tenth grade of SMAN 3 Parepare have good ability and more understanding about descriptive text than male students. It can be concluded that students at the tenth grade of SMAN 3 Parepare have difference ability between male and female.

## B. Discussion

In this section, the researcher describes the discussion of analysis students' ability in writing descriptive text. 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.[36] So the researcher does this research at SMAN 3 Parepare at the tenth grade student. The researcher take 30

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[36] Graham Lock, *Functional English Grammar: An Introduction for Second Language Teachers*. (Cambridge University Press, 1996).

students as the sample from 155 populations, where 15 male and 15 female. The researcher deliberately balances between the number of male and female because the researcher wants to identify the difference ability in writing descriptive text between gender at the tenth grade of SMAN 3 Parepare the researcher wants to identify the students' ability in writing descriptive text. This research was started on January 19th 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 text 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 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 to 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.[37]

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 text. While in the description paragraph, from 30 students there is only 1 student still not understanding about description in the descriptive text. After analyzing the generic structure of descriptive text, 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 (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%).

In previous research finding by Lisna Oktavia,[38] based on her data analysis in the category generic structure, she found the identification (96%) and description

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

[38] Lisna Oktavia, *"An Analysis Of Students' Mastery In Descriptive Texts"* (Unpublished Skripsi of IAIN Salatiga, 2017)

(100%). Students in the category generic structure of content, there are 10 students got 4 scores, there are 11 students got 3 scores, there are 4 students got 2 scores, and there is no student get 1 score.

Compared with the result of this research, analysis of generic structure from both of these research almost all students can make identification and description paragraphs but the differences are in the description part. Where in this research there is one student still not understanding in writing description paragraph while in the previous research all students can make description paragraph, it means that the previous research was conducted by Lisna Oktavia, students' have understood in writing description paragraph.

While in Novia Sartika and Mochammad Nurdin research from professional journal of English education, they found 10 or 30% students created the paragraphs of descriptive text properly based on its generic structure and 5 or 15% students could not apply it properly. [39] From their research, student still not understand about generic structure of descriptive text. Some students only write report text. Actually, in this research also have same problem, but this research did not analyzed report text of students, the researcher only give explanation about students result and show the mistake of students in writing descriptive text.

In research of Prasetyo Hariyadi, he found that 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

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[39] Novia Sartika and Mochamad Nurdin, *"Students' Ability In Writing Descriptive Text Based On Its Generic Structure At The Tenth Grade Student Of Vocational High School"* professional jurnal of English education, Volume 2, No. 4, July 2019, p. 436-441

unsatisfactory and there were no student who categorized failed.[40] Prasetyo Hariyadi categorized the students result into five; good, excellent, satisfactory, unsatisfactory, and failed. While in this research categorized students result into excellent, very good, good, fair, and poor. From his research, students ability are categorized into good level. While in this research, students ability are categorized into excellent level.

This research also identifies the students' error in writing descriptive text. Based on the task that students had done the writer found out some problems that are; students confused at the placement of identification and description. Sometimes they placed identification sentence inside the description paragraph and also description sentence inside identification paragraph. Students still do not understand the identification paragraph and description paragraph. The next problem is students write descriptive text only to explain the information about the topic in general. They should explain the characteristics of the topic in specific.

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. Compared with the error analysis of this research, the previous research conducted by Lisna Octavia has more problems in writing descriptive text than this research.

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[40] Prasetyo Hariadi ; 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).

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 the tenth grade of SMAN 3 Parepare 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

After the writer analyzed the data in chapter IV the writer conclude:

1. How are the students' ability in writing descriptive text at the tenth grade of SMAN 3 Parepare.

   a. In general, most students can make descriptive text with a correct generic structure; there is identification, from 30 students there is only 1 student still not understanding about identification in the descriptive text. And description, from 30 students there is only 1 student still not understand about description in the descriptive text

   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 tenth grade of SMAN 3 Parepare was categorized into excellent.

2. How are the students' error in writing descriptive text based on generic structure at the tenth grade of SMAN 3 Parepare.

a. The students were confused to analyze identification and description paragraphs. Sometimes the students placed identification sentences inside the description paragraph and also description sentences inside the identification paragraph.

b. The students write descriptive text only to explain the information about the topic in general. They should explain the characteristic of the topic in specific.

3. In identifying the different ability of students based on gender, 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. It can be concluded that female students at the grade of SMAN 3 Parepare have good ability and more understanding about descriptive text than male students.

**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 text as follow:

1. To the teacher

   a. The teacher reinforces students about generic structure descriptive text.

   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 text

b.  Students have to face the generic structure of descriptive text 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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# CURRICULUM VITAE

Resky Yuniarti J, the writer was born on maret 30th 1999 in Parepare. She is the second child in her family. She has three sisters and three brothers. Her father's name is Jafar Minhad and her mother's name is Sartiani Nala. She began her study on 2004 at Madrasah Ibtidaiyah Negeri (MIN) Laro and graduted on 2010. In the same year, she continued her study at MTs Lambara Harapan and graduated on 2013.

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