

THESIS

**AN ANALYSIS OF STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXT AT THE SECOND GRADE OF MA
DDI KULO KAB. SIDRAP**



By:

NURUL ASYIKIN BINTI MOHD. NOH

Reg. Num: 17.1300.113

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

2021

**AN ANALYSIS OF STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXT AT THE SECOND GRADE OF MA DDI
KULO KAB. SIDRAP**



By:

**NURUL ASYIKIN BINTI MOHD. NOH
Reg. Number: 17.1300.113**

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

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2021

**AN ANALYSIS OF STUDENTS' ABILITY IN WRITING DESCRIPTIVE
TEXT AT THE SECOND GRADE OF MA DDI KULO KAB. SIDRAP**

THESIS

**As a Part of Fulfillment of the Requirement for the Degree of
Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by:

NURUL ASYIKIN BINTI MOHD. NOH

REG NUM. 17.1300.113

To

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2021

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of the student : Nurul Asyikin Binti Mohd. Noh
The Title of Thesis : An Analysis of Students' Ability in Writing
Descriptive Text at the Second Grade of MA
DDI Kulo Kab. Sidrap
Student Reg. Number : 17.1300.113
Faculty : Tarbiyah
Study Program : English Education
By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty Certificate
No. 294.10/In.39.5/PP.00.9/11/2020

Approved by Examiner Commissions:

Consultant : Drs. Ismail Latif, M.M
NIP 196312071987031003
Co-Consultant : Drs. Abd. Rauf Ibrahim, M.Si
NIP 195812121994031002



Cognizant of,
Tarbiyah Faculty
Dean,



Dr. H. Saipudin, S.Ag., M.Pd
NIP. 19721216199903 1 001

A THESIS

**AN ANALYSIS OF STUDENTS' ABILITY IN WRITING DESCRIPTIVE
TEXT AT THE SECOND GRADE OF MA DDI KULO KAB. SIDRAP**

Submitted by

NURUL ASYIKIN BINTI MOHD. NOH

Reg.Num 17.1300.113

Had been examined of December 31th. 2021 and had been declared that it full filled
the requirements

Approved by


Consultant Commissions

Consultant :Drs. Ismail Latif, M.M

NIP :196312071987031003

Co-Consultant :Drs. Abd. Rauf Ibrahim, M.Si

NIP :195812121994031002

(.....)
(.....)

Cognizant of,

Tarbiyah Faculty

Dean



Dr. H. Saepudin, S.Ag., M.Pd
NIP: 19721216199903 1 001

ENDORSEMENT OF EXAMINER COMMISSIONS

The Title of Thesis : An Analysis of Students' Ability in Writing Descriptive Text at The Second Grade of MA DDI Kulo Kab. Sidrap

Name of the Student : Nurul Asyikin Binti Mohd. Noh

Student Reg.Number : 17.1300.113

Study Program : English Education

Faculty : Tarbiyah

By Virtue of Consultant Degree : The Dean of Tarbiyah Faculty
No. 294.10/In.39.5/PP.00.9/11/2020

Date of Graduation : December 31th, 2021

Approved by Examiner Commissions:

Drs. Ismail Latif, M.M	(Chairman)	(.....)
Drs. Abd. Rauf Ibrahim, M.Si	(Secretary)	(.....)
Dr. Abdul Haris Sunubi, M.Pd	(Member)	(.....)
Humaeroah, M.Pd.	(Member)	(.....)

Cognizant of,

Tarbiyah Faculty

Dean



Dr. H. Saepudin, S.Ag., M.Pd

NIP. 19721216199903 1 001 9

ACKNOWLEDGEMENT

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

In the name of Allah, The most gracious and most merciful

Assalamu Alaikum Warahmatullahi Wabarakatuh

First of all, the researcher would like to express her deepest gratitude the almighty Allah SWT for the chance and time to this thesis had been finished. Salawat and taslim goes to muslim prophet, Muhammad Saw, as the prophet that choose by Allah SWT to guide all of the people in the world from the “darkness” to the “brightness” like now.

The reseacrher also realizes that some people who have given their advice, help, support, motivation, and loves. The researcher believes that without their participation,motivation, this thesis could not finish till now. So, the same name who will be written in this page as follow:

The researcher expresses her gratitude to Drs. Ismail Latif, M.M as the first consultant who have given his suggestion and input during the process of this research and second consultant is Drs. Abd. Rauf Ibrahim, M.Si. who always spends his time to correct and guide the researcher till the end of this thesis and also her valuable advice.

Besides, her deepest gratitude also goes to those ho have helped her in finishing this thesis. They are among others:

1. Dr. Ahmad Sultra Rustan, M.Si. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare.

2. Dr. H.Saepuddin, M.Pd. as the Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah and also allowed the writer to research in this Tarbiyah Faculty.
3. Mujahidah, M.Pd. as The Chairman of English Program for her fabulous serving to the students.
4. Muh. Yusuf, M.Pd as The Academic Advisor who have given help and assistance during the process of writing this thesis.
5. All lecturers of English Program who have already taught the writer during her study in IAIN Parepare.
6. The staff of Tarbiyah Faculty who has worked hard in order to complete the administration for this research.
7. The principle, all teachers, staffs, and the students of MA DDI Kulo.
8. The researcher express gratitude to her beloved parents. The first dedicated for researcher's aunty "Nanong" who always support, help, love and understanding for the success of her study. And most love mother "Rasdiana" who always give motivation, advice, care, best wishes and loves. Researcher's father "Muhd Akid Bin Abdullah" for his contribution till the end of researcher's study.
9. All of her beloved friends in English Department. Hesti Tri Kartika, Afrila Agus, Miftahul Khaera, Ririn Anggraeni, Irayanti, Aini, Nurmiati M who always accompanied her start from first semester until now and for always giving support and motivation, accompanied the writer in many situations and become a good listener with an irreplaceable friendship and courage as well as their helping for finishing this research.

10. Last but not least, I want to thank me, I want to thank me for doing all this hard work, I want to thank me for never quitting, I want to thank me for always being a giver and I want to thank me for just being me at all times.

Finally, the researcher realizes that this thesis is still far from being perfect and therefore all constructive critics and suggestion will be appreciated.

May the almighty Allah SWT bless us.

Wassalamu Alaikum Wr.Wb

Parepare, 10 January 2022

The Writer



NURUL ASYIKIN BINTI MOHD. NOH

Reg. Num 17.

DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration below:

Name : Nurul Asyikin Binti Mohd. Noh
Student Reg. Number : 17.1300.113
Birthday date and place : Kulo, 15 February 2000
Study Program : English Program
Faculty : Tarbiyah Faculty
Skripsi Title : An Analysis of Students' Ability in Writing
Descriptive Text at The Second Grade of MA
DDI Kulo Kab. Sidrap

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

Parepare, 10 January 2022

The Writer



NURUL ASYIKIN BINTI MOHD. NOH

Reg.Num. 17.1300.113

ABSTRACT

NURUL ASYIKIN, 2021. An Analysis of Students Ability in Writing Descriptive Text at the Second Grade of MA DDI Kulo Kab. Sidrap. Supervised by Ismail Latif and Abd Rauf.

This research focus to analysis students writing ability in writing descriptive text at the second grade and finally this research aimed to finding out the ability and difficulties of students at MA DDI Kulo in writing descriptive text.

The design of this research was descriptive qualitative method The population of this research were the students of the second grade of MA DDI Kulo in academic year 2021-2022. But the researcher took one class (XI IPS) as the subject. The class consisted of 22. The subject of using total sampling technique. The researcher used test as the instrument. In collecting the data, the researcher did some steps. They were preparing the research intrument, consulting the test to the teacher and giving the test to the students.

The result of this research shows that the mean score of the students is 65.22. It means that the writing ability of the second grade of MA DDI Kulo is on sufficient level. The percentage of students' problem in aspect of organizing is (18.29%), Developing (21.95%), Grammar (19.51%), Vocabulary (19.51)% and Mechanics (20.73)%. Based on the result of the research, it is suggested that the second grade of MA DDI Kulo Kab. Sidrap should be given more explanation and exercise in writing descriptive text.

Keywords: Students' ability, writing, descriptive text.

TABLE OF CONTENT

COVER TITLE	i
SUBMISSION PAGE.....	ii
ENDORSMENT OF CONSULTANT COMMISSION.....	iii
APPROVED OF CONCLUTANT COMMISIONS	iv
ENDORSMENT OF EXAMINER COMMISIONS	v
ACKNOWLEDGMENT.....	vi
DECLARATION OF THE RESEARCH AUTHENTICITY	ix
ABSTRACT	x
LIST OF CONTENT	xi
LIST OF TABLE.....	xii
LIST OF FIGURE.....	xiv
LIST OF APPENDICES.....	xv
CHAPTER I INTRODUCTION.....	1
A. Background	1
B. Research Question	6
C. Objective of the Research	6
D. Significant of the Research	6
CHAPTER II REVIEW OF RELATED LITERATURE	8
A. Previous Research Finding of Writing.....	8
B. Some Pertinent Ideas	9
C. Conceptual Framework.....	25
CHAPTER III METHODOLOGY OF THE RESEARCH	26

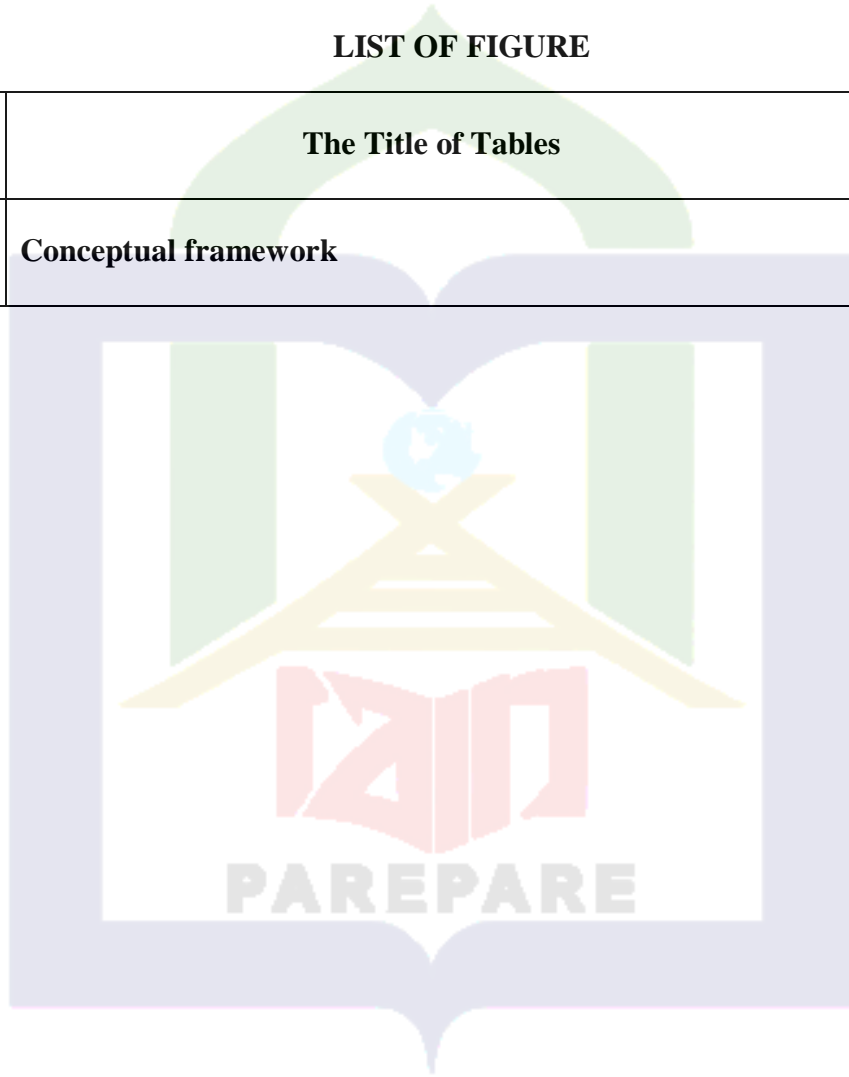
A. Research Design	26
B. Operational Definition of Variable	26
C. Location and Time	27
D. Population and Sample	27
E. Instrument of the Research	28
F. Procedure of Collecting Data.....	28
G. Technique of Analyzing Data	29
CHAPTER IV FINDINGS AND DISCUSSION	36
A. Findings	36
B. Discussion.....	43
CHAPTER V CONCLUSION AND SUGGESTION	55
A. Conclusion	55
B. Suggestion.....	56
REFERENCES	i
APPENDICES
BIBLIOGRAPHY.....

LIST OF TABLES

No	The Title of Tables	Pages
1	The total of the second grade students of MA DDI Kulo	34
2	Scoring Rubric for writing Assesment	35
3	XI IPS Students' score in writing descriptive text	41
4	The classification of the students writing ability	43
5	Below, the researcher shows the frequency distribution of XI IPS students score	43
6	Below, the researcher shows the area of students' problem in writing descriptive text	45
7	Frequency distribution of students' problem	46

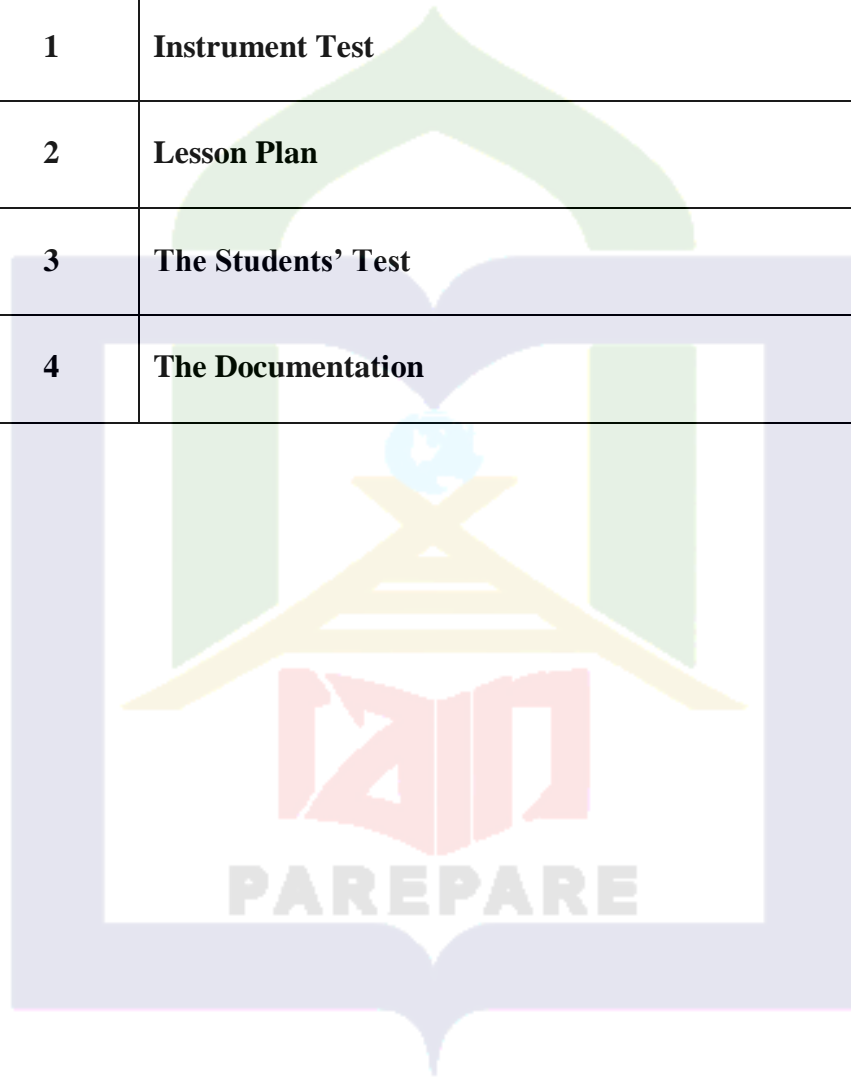
LIST OF FIGURE

No	The Title of Tables	Pages
1	Conceptual framework	31



LIST OF APPENDICES

No	Title of Appendices
1	Instrument Test
2	Lesson Plan
3	The Students' Test
4	The Documentation



CHAPTER 1

INTRODUCTION

A. Background

Language is the most important thing for human life, because every form of interaction and way of communication for each person can be well established between individuals and other individuals. According to the Oxford Advance Learner's Dictionary of Current English, Homby stated that “Language is the system of communication in speech and writing is used by people of particular country”.¹ Anyone can use many kinds of language to communicate with the other people in the world, and of them is English. Some of students think that writing is the most difficult to develop their ideas when they write. Therefore, many of them make wrong sentences and some students are also unable to finish their writing within the allotted time limit because they cannot develop ideas from the writing theme and lack of memorized vocabulary.

Along with the writing process, students' thinking skills will increase over time and will also affect their skills in English such as knowing good and correct grammar and vocabulary mastery. Raimes says “there are some function of writing such as to communicate with a reader, to express ideas without pressure a face to face communicate, to explore a subject, to record experience and to become familiar with the conventions of written English discourse (a text)”.

So, it is very useful in our life because we will be able to express our ideas and have good communication with readers. When we have a feeling, or an idea, we can automatically use writing to pour it all out. Bryne adds that “Writing invests in the use of coded messages of several types we can copy and pour our

¹ Puri Eka Yoandita, “An Analysis Of Students' Ability And Difficulties In Writing Descriptive Text”. Jurnal JOEPALLT. Vol.7 No. 01, Maret 2019, p. 2.

thoughts into language”. The above statement is in accordance with the Raimes badge that writing has a function to transfer our understanding into language for the reader.²

Usually we have a difficulty in the writing if there is a different between the norms of the mother tongue and the language being studied. According to the Competency-Based Curriculum for Junior High School, students are strived to be able to have good English communication in both oral and written form. Well, in junior high schools in Indonesia, writing skills are taught through a genre-based approach. Students are first taught about several genres and put into practice in the form of reading texts where they are accurately taught about the social functions, generic structures, and language features of the genres.

By teaching written texts they are believed to be able to know and understand the differences between the many genres in English. This is intended so that they are able to write genres according to the correct sentence structure according to a generic structure and apply it to good language features.

Writing is one of the language skills that must be used as guidelines by Indonesian students, especially for high school students because at this stage they should be fluent in writing texts. The supporting factor is of course they have been taught how to write texts at school. There are several types of texts taught in schools such as descriptive texts, narrative texts, recount texts, hortatory texts and the like. However, “the simple text of writing, it uses simple present tense which has been learned by the students when they were in elementary school. In descriptive text, students have to describe something or someone. Although it is a simple present text the students still have difficulties in writing descriptive text because when students write a text, they have to consider many things such as

² Ade Dwi Jayanti, “*Students’ Writing Ability On English Descriptive Text at Grade VII in SMPN 33 Padang*”. ENGLISH FRANCA: Academic Journal of English Language and Education. Vol.3 No. 1, 2019, IAIN Curup,p.2.

grammar, vocabulary, mechanics, and cohesion among sentences and paragraphs”. Therefore, it is the responsibility of teachers to make their students master how to write a text properly. “Teacher need to have knowledge of SFL as the basis for teaching descriptive text, teachers should also be equipped with the capability of delivering it in the process of teaching and learning”.³

Describe things such as people, places, object and feelings requires a good imagination and a good understanding of vocabulary. According to Wyrick “The authors of description creates a word pictures of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader.” In other sentences, Descriptive text was derived from the word ‘describe’ which means to explain someone about the thing, person, or animal. Descriptive text has three structures which were description, identification and conclusion.⁴

The fact is that students have not been able to manifest the correct writing. This is because they cannot manifest correct and interesting texts with poor vocabulary. Furthermore, “Alkautsar state that writing is a skill that is acquired through study, writing is one of English skills that should be taught Integradetly, but it is regarded as the most difficult language skill to learn for student”. This is commonplace as the most difficult language ability because it wants a higher level of language control compared to other abilities. Difficult in generate their idea, poor grammar and ECT. From those theories, it can be

³ Sihab lapoto Ade Potradinata. “An Analysis of Student’s descriptive Text Writing in Systematic Functional Linguistic (SFL) Perspectives. International Journal of Language, Literature and Linguistic, Vol. 4, No. 2, June 2018,p.125

⁴Afza Himmaturrijal ismail. “An Analysis of Students’ Ability in Writing Descriptive Text: A Case Study of The Eight Grade Students of SMPN 2 Selong”. Submitted as the Partial of The Requirement for Sarjana Pendidikan (S.Pd) Degree in English Education Program faculty of Teacher Training and Eduction Mataram University, Mataram,2017-2018,p.6

conclude that writing is the complex cognitive activity using graphic symbol in which the writer takes ideas.⁵

In Indonesia school, students are required to study and to write different text types of the text that must be learned by tenth graders, they are: recount, procedural, narrative. News item and descriptive text. But for this researcher focus on descriptive text.

Descriptive text is the basic material in increasing students' ability in writing. It is believed that descriptive text is the way to learn English at the seventh grade and that is worth for the beginner level. Descriptive text is "a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader. Additionally, descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and which serve one comment process often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like."⁶ Furthermore, that descriptive paragraph are paragraph text writing that has a special function to describe something such as an object and has the aim of conveying the imagination about the object in question to the reader in detail.

There is some problem facing by the students, like as vocabulary, then the organization. All students do not understand clearly about what descriptive text is, how to mark descriptive text and how to give a description of a person, place or thing by writing method using English. The students should be interested in studying English in order to increase their mastery in writing.⁷ Students are

⁵Isna Wahyuni. "An Analysis of Students Ability and Difficulties in Writing Descriptive Text (A Study at Second Grade of SMPN 3 Bontonompo)".Submitted to The Faculty of Teachers Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement For The Degree of Education in English Department,Makassar,2018,p.2

⁶Sri Rahmadani Siregar dan Nursahara Dongoran. "Students' Ability in Writing Descriptive Text".English Journal for Teaching and Learning,Vol. 08 No. 01 June 2020,p.82

⁷Lilis Kurniawati. "The Analysis of Students' Problems in Writing Descriptive Text at The Tenth Grade Students of SMAN 1 Petanahan". Submitted as a Partial Fulfillment of The Requirement To Acquire Sarjana Pendidikan Degree in The Education Program of

required to practice their writing skills in order to be able to make descriptive texts correctly. Because without guidance, students cannot write well.

Furthermore, writing is linked to other skills. Very interesting. Harmer says “Writing spurs students to focus on using appropriate language, because they think when they write, it interferes with language development when they solve problems that are written into their minds.”

The reality is that some students in Indonesia are faced with difficulties in writing texts and are unable to develop their minds, students are not enthusiastic about the subject matter, and have difficulty with language composition. When students write English texts, grammar should be an important consideration so that their writing can be understood. Therefore, some English texts prioritize different tenses, so that students are able to explore several tenses that fit the text they are going to write.⁸

Teachers must introduce interesting teaching methods to students so that the teaching atmosphere can be fun, not tense, and of course easy to understand about learning materials, especially in writing skills. Therefore, the authors took the initiative to determine the problems that often occur and the purpose of this study is so that researchers can determine students' abilities in writing descriptive texts.

The researcher takes entitled of this research “An Analysis of Students’ Ability in Writing Descriptive Text at The Second Grade of MA DDI Kulo Kab. Sidrap.

Teacher Training and Education Faculty Muhammadiyah University of Purworejo, Purworejo, August 2017, p.3

⁸ Siti Masitoh & Dasep Suprijadi. “Improving Students’ Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at The Eight Grade Students of SMP Islam Terpadu Fitrah Insani”. *ELTIN Journal*, Vol 3/1, April 2015, p.39

B. Research Question

According to the problem formulation above, the researcher will formulate the problem statement as follows:

1. How is the ability of students in writing descriptive text at the second grade of MA DDI Kulo?

C. Objective of the Research

According to the problem formulation above, the main objective of this research:

1. To find the students ability in writing descriptive text at the second grade of MA DDI Kulo.

D. Significance of The Research

The significance of the research is divided into two benefits for theory and practice describe as follows:

1. Theoretically

The benefit of these researches is an analysis students' ability in writing descriptive text which are to be used as an effort to analysis student's ability in writing descriptive text.

- a. For the teachers

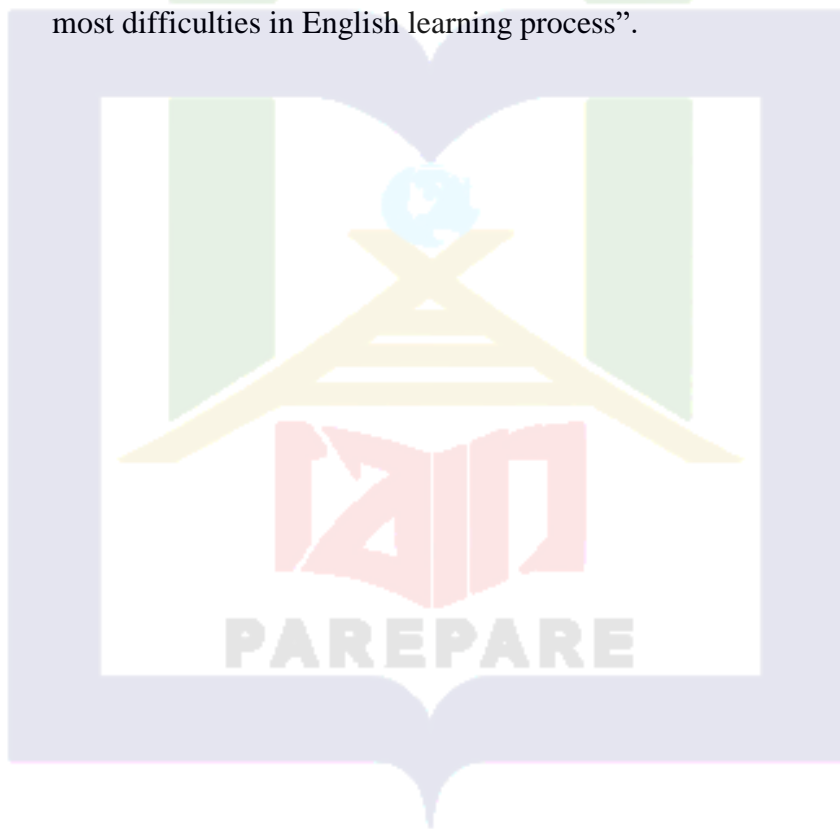
This research is estimate to be uses by English Teachers as an alternative strategy when they teaching and learning process. So that they can develop their knowledge and their teaching skills. And give the teachers a discussion about how to solve the student's problem in analysis of student's ability in writing descriptive text, then can help the teachers to correct and feedback their students in finding the wise solution in writing descriptive text.

b. For the government

“Help the government to developing various strategy it that can be used in teaching learning process, especially in teaching English is a foreign language taught to students. So that educational goals can be achieved and increasing”.

c. For the researcher

“Hoping the results of this study can be used as information or references for the other researchers who want to develop new strategies that can encourage and help students improve their abilities and find out most difficulties in English learning process”.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding of Writing

The findings of previous studies are used to support the arguments in the study. There are several researchers who have done research on writing namely: First, by Muhammad Hanafi about his research on the Analysis of the Difficulties of Class XI Students in Writing Descriptive Texts at Mama Ni'matul Aziz Jelapat 1 Barito Kuala found that the researcher took 10 students in grade eleven A, 10 students in grade eleven B, and 10 students in grade XI. eleventh grade C at Mama Ni'matul Aziz Jelapat 1 Barito Kuala. The results of the analysis show that students find obstacles in all assessment points, the highest percentage is 83% of students have difficulties in language goodbye, the second percentage is 80% of students have problems in customized structure vocabulary and 80% of students have problems in mechanics. , the third percentage 70% of students have problems in content, and the last percentage is 67% students have problems in organizing. while the factors causing the difficulties of class XI students in mastering writing descriptive texts were the students' background (80.2%), teaching techniques (49.5%), and the student's environment (52.8%).

The second is from Gert Rijlaarsdam by his research on "Learning and Teaching Effective Writing Handbooks of Writing in Education". Found that the main theme in pedagogical research on writing is from the expositions of the basic organization of writing. The result of written test is thought, preparation and revision. The compositional nature of writing must result in writing pedagogy that focus of students on bringing up ideas, how to control them coherently, how to function discourse markers and rhetorical conventions to place them cohesively into written texts, how to correct texts for their true meaning, how to correct texts for goodbye language. appropriate, and how to produce the final product.

And finally by Sharples in his research on *How We Write; Writing as Inventive Plan* explains that “Writing is a moment that allows students to describe something about themselves, examine and teach ideas. Then students will be able to inspire the mindset that is in their minds by arranging them into the correct text so that everyone can know it and be able to think critically.” Mastery of vocabulary and tenses is the key to getting good writing. We have to choose the right vocabulary and arrange individualized organization customized structures into sentences and develop them into paragraphs.

According on the problem above, the researcher found that previous research more or less focus on writing ability. The differences between previous studies from this research are first, to find out the difficulties of students in writing descriptive texts and this study only wanted to know whether the descriptive method could analyze writing skills. Second, from techniques, procedures or expositions and research subjects. And the last difference is, previous research, further research is more how to improve students' writing skills by using effective learning methods while in this study only focus to analyze students' abilities in writing descriptive texts.

B. Some Pertinent Ideas

As is known, there are four general skills in English that all students should master, such as: Listening, speaking, reading and writing. Writing is a communication medium that helps us to interact well, we can express our thoughts, feelings, and opinions through written language. By writing, we are able to improve our thinking and skills in English such as grammar and vocabulary.

According to Pranoto, “writing means putting thoughts into writing or telling something to others through writing. Writing can also be interpreted as an expression of feelings that is expressed in writing. In other words, through the writing process we can communicate indirectly.”

There is some linguistics that states the definition of writing descriptive text. Langan noticed that when you describe a person or thing, you will transfer your thoughts to the reader using the words in a sentence. Descriptive text describes the specifications regarding everything about something accurately. Descriptive is a type of text that describes something in a verbal description. According to Wishon and Burks, "Description reproduces the way things look, smile, taste, feel, or sound, it may also evoke moods, such as happiness, loneliness, or fear. It is used to create visual image of people, places even of unit of time-days, times of days or reasons."

Meanwhile, Oshima and Hogue argue, "Descriptive writing appeals to the senses, so it tells how something looks feels, smells, taste or sound. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind". Descriptive writing has its own generic format and structure. This text has an identification stage in paragraph 1, followed by one or more stages of description features in paragraphs 2-3, and finally the closing stage in paragraph 4 with an estimate of what will be described.⁹

Writing is not only a medium of communication where students are able to impart their knowledge and concepts, because the fact that happened is the initial hope to dominate other language skills. The definition of writing was put forward by Nunan. He argues that writing can be categorized as a series of contrasts, namely physical and mental attitudes that aim to describe and make it more interesting so that the process and object of writing become a medium for interaction between writers and readers. The writing must be able to be understood so that the reader can catch what the researcher means in detail.¹⁰

⁹Sita Ratnaningsih. "Error Analysis in The Descriptive Text Writing of Vocational High School Students." *Dinamika Ilmu*, Vol. 19, No. 1, 2019, p.177

¹⁰Ari Hilman. "The Effectiveness of Using Instagram in Developing Students' Descriptive Text Writing." *Journal of Applied Linguistics and Literacy*, Vol. 3, No. 1, p.33

When we discuss writing activities, the marks are carefully prioritized on the paper made by students, unless we provide creative writing guidance or advanced structure. We nurture students with multiple stages over a long period of time according to their age, curiosity, ability and interest to a free stage where they can write 'texts' or 'essays' on a theme that interests them without committing even the slightest mistake even. Writing must be based on the structural and lexical that has been taught previously as well as listening, speaking and reading.

1. Concept of Writing

a. Definition of Writing

Broadman and Frydenberg say that “writing is a continuous process of thinking and organizing, rethinking and reorganizing. So, writing can be said clearly as the representative of thoughts and ideas of someone in written way.” The goal of all writing, as stated by Palmer et. Al. To write we should generate the ideas then to the reader.

Writing is a means and medium of communication that will continue at any time. According to Deporter and Heracki, “writing is an overall brain activity that places the right brain (emotions) and the left brain (logic). Both are of course used for writing, but the right brain has the best level because it is the position where thoughts and emotions arise.”

The definition of writing is a combination of the process and development of ideas and then pouring it on paper and then the brain will work by itself until the writing is displayed in an attractive way so that everyone who reads it can understand it.

Writing really started a long time ago, much of its chronicles remains minority treatment because even though it is likely humans grow up speaking their first language and then sometimes use a second or third language as something that sometimes happens or is normal which is

usually taught like spoken language to children, acquired directly because it automatically follows, while writing skills must be mastered in a focused manner.

Compared to the three skills, writing is observed to be the most difficult ability to master it. There are many students who have difficulty in writing. Lindstrom in Westwood said that “writing is a complex skill that involves more processes and skills which can cause problems for some students. Writing skills result in the transfer of information from spoken language to written language. It takes careful thought to get a kind and right writing.”

So for that reason, the researcher understands that writing is creating handwriting so that every writer is able to build all aspects of what he thinks and what he feels in his heart. Researchers must be able to understand written language to open their minds about an idea or message. Eric Gould, Robert DiYanni, and William Smith suggested that writing is a creative activity because writing is creative. This is reinforced by the need for ideas and thoughts to translate and impress something: experiences, texts, events.

b. Aspect of the Writing

Based on Gower, writing includes more differences aspects. It's useful to see them under these headings:

a) Handwriting

Concerns about handwriting may seem when so many of the communication is done electronically, in email, or with the social media customized processing software. But there's still plenty of opportunity, even for some people who are computer literate, when it comes to writing by hand. Apart from that, many language texts until

now were created using pen, pencil or spidol and we generally write notes, letters, postcards, updates, journals, and others.

b) Spelling

Is an aspect that is also a priority of the English language, namely in terms of spelling, which is very irregular and unpredictable. Instead of having a one-to-one correspondence between customized organization and sound, what vowel combinations quiped, the consonants can be pronounced differently than they appear.

c) Punctuation

The capitalization and punctuation in English are not general and should probably be taught.

1) Sentence Construction

Construct sentences using the correct language goodbye using the correct order of customized organization.

2) Organize text and Paragraphs

It conduct the information into a paragraphs when starting a new paragraph. It also instructs paragraphs to present logical arguments, tell a story, explain a story, etc.

3) Text Cohesion

Is the proper use of individualiz organization of conjunctions and phrases. So make the text of organization can accurate to the reader.

4) List/style

Style in writing can also be interpreted as a person's method of writing. This is a strategy that a single author uses into his text. It varies despite many authors and depends on syntax, individual organization choices, and lack of one. Even that can be described as the "voice" that readers hear when they read his writing to the reader.

c. Type of Writing

Hall suggests one way to examine the type of writing, namely by the form of the text obtained from the written work. The concept in this book describes the writing style that will be encountered in this book. Another method of studying writing is to examine the audience according to the author's goals. There are some writings that are theoretical in nature, about personal and for yourself. Poetry and journals are usually always theoretical because they are self-paced, theoretical writing is more interesting and open which allows us to learn while writing. On the other hand, some writings have a broad meaning, while others are based on concepts from other people. Extensive writing usually concerns school and scope short stories, thesis papers, while other class-based writing.

When we write extensively, we naturally use a more charismatic tone. Writing mode:

1. Exposition

Exposition is a type of rhetorical discourse, along with argumentation, description and narrative. They are also used when giving a speech. The goal is to create some background and tell the reader about the storyline, characters, setting and theme of a story or film.

2. Argumentation

Argumentations' theory, called persuasion is an interdisciplinary study of how humans should, can and do reach results about the truth of logical reasoning Dates are based on claims, whether or not, on that premise concludes the art and science of civil debate, discourse, conversation, and persuasion . It studies inference rules, logic and rules in artificial or real organizational procedures that have been matched. Arguments involve opinions and then negotiations; this is related to

achieving mutually understandable results. This is also used in law, for example in trials, the purpose of which is to organize and present real arguments to court and to test the authenticity of certain evidence.

3. Description

Description is one of the importance rhetorical types. Which is also referred to as a benchmark in fiction writing to transmit a mental picture or detail of a anecdote. Description as a rhetorical mode, the meaning of describing is to recreate or express something visually of a person, place, event, or action so that the reader can get an idea of what is being explained. Descriptive writing can be found in other rhetorical modes. Description as a mode of writing fiction is a form of narrative; fiction writing also has different forms of expression, or modes, each with its own goals and conventions. Along with exchange, narration, exposition, and summary, description is one of the most well-known modes of fiction writing.

4. Narrative

Narrative is a kind of retelling, often in a customized organization individualized structure (although it is possible to unearth a story), of something that happened (a story). The narrative narrates events, may leave out some events because they are insignificant from some perspectives, and may emphasize others. Narratives thus shape history (the scene, the story of what happened).

d. Writing Process

1. Planning

Before doing any writing or typing activities, they analyze and let go of what they are about to say. When compiling, the writer must also think about three main problems. First, the meaning of writing will affect the type of text that will be produced later, the use of language, and the description must be detailed. Second, the audience will affect

the form of writing (how the writing is structured, how the paragraphs are structured), and the choice of language that seems to not use formal language and seems to use relaxed language. Third, the structure of the content of a work, namely by sorting out the best facts, thoughts, or opinions to be determined included.

2. Drafting

Draft is one of the most important points or the first point of a piece of writing. A number of drafts may be produced in the final or finalized version, therefore the writing process still has to continue with editing in order to produce good and detailed writing.

3. Editing

In this process, the writer must change and replace concepts whose meanings are ambiguous, difficult to understand or create ambiguity by using general meaning and overall structure individual words and grammatical accuracy.

4. Final draft

In this element, the author is stated to be ready to send written texts that have been completed with several important processes so as to create a good and interesting writing to be later delivered and given to the intended audience as a whole. The stages are as shown below in the following ways:

Planning→drafting→editing→final draft

Stages when doing writing activities require several stages. Or in a sense, when students want to write an essay, they must first learn about the stages of writing from the teacher.

b. The Elements of Good Writing

Although stages in writing have been examined in different ways, many teachers would probably agree when identifying common components such as the following:

1. Purpose

When discussing the meaning of a paragraph, then we are talking about the reasons why an author can write an article with a certain paragraph. Of course, in order for writers to stay focused on the topic of their writing, they must be able to understand the real goals they want to achieve. Because the goal is to achieve a writing that is in accordance with the author's expectations.

The three most important goals of academic writing are:

- To provide news to the readers
- To flatter the readers
- To relief the readers

2. Audience

The second point of correct writing is to think of the reader when you are writing a work. Another term for the audience, of course, is directed at the reader. Brilliant writers know what their audience wants when they start writing. Writers will think of the audience when they write each sentence in each paragraph.

3. Clarity

Clarity refers to the ease with which the reader will try to understand what you are writing. An authoritative writer will accurately illuminate the elements. Sentences should be clear and not ambiguous or indirect. They are because the real purpose is to convey the purpose of the feelings that are poured out to the reader using

language that is not long-winded and concise. Below are ways that can be studied carefully:

- Using accurate and detailed descriptive rhetoric
- Using the source of the pronoun

4. Unity

Unity in a paragraph means all sentences that attract each other with the topic, theme and idea that control it. Authoritative writers will still choose the previous topic by believing that each supporting sentence is related to the topic sentence.

5. Coherence

A piece of writing has coherence when all ideas are organized and immediately easy to understand and logical to the next. When a paragraph or essay has coherence, the reader will be able to control the main idea more easily.¹¹ The following is coherence in writing:

- Logical row
- Coronation of key words
- Using of transitional sentences and phrases

2. The Concept of Descriptive Text

a. Definition Of Descriptive Text

Descriptive text is a text that describes people, places, terms, atmospheres, and the like. Artono Wadiman stated that social function is a description of certain people, places, or things. Describing is part of the stage of making visual images and sensory impressions towards sentences, tastes, sounds, aromas and indications of something. Affection is also able to describe sensations such as triumph, panic, loneliness,

¹¹ Richard Walker, Five Elements of Good Writing (Folse, Solomon, Clabeaux, Heinie, 2010)p.40

fading and pleasure. Description supports the reader's imagination to realize an action or someone to understand feelings or emotions.¹²

According to Hall, a description is clearly detailed writing in order to understand an event, character, person, or tempo. If descriptive writing is carried out effectively which examines sensory exposure-such as sight, sound, smell, taste, and physical touch as well as accurate language, figure of speech or comparison, adjectives and adverbs that include pictures of words, objects or something similar to the subject¹³.

According to Harwell and Dorril, another purpose of description is to provide moments and to inscribe the insights and emotions that these things involve, or both are synonymous with adjectives that transmit the senses and subjective form of the data.

There are three important points in the descriptive text:

- a. Identification: has the hope of interpreting, classifying or generalizing about a fact or phenomenon
- b. Aspect: has the aim of describing the symptoms of each nomination about the events that occurred.
- c. Conclusion: aims to shorten the description.

So, based on the statements above, it can be concluded that descriptive text is a text which describe the characteristic of a particular person, place, or thing. It has a some elements: first, generic structure consists of description and identification and the second is language features.

¹² Prasetyo Hariyadi, Wennyta; Nurul Fitri. "An Analysis of Students' Ability in Writing descriptive Text at the Tenth Grade Students of SMAN 11 Jambi Academic Year 2017/2018, Journal of English Language Teaching, Vol. 2, No. 2 Tahun 2018, p.42

¹³ Diani Syahputri & Siti Masita. "An Analysis of The Students' Error in Writing Descriptive Text". Jurnal EduTech, Vol. 4, No. 1 Maret 2018, p.18

The last aspect of descriptive text is lexicons grammatical features. Mendiknas state that lexicons grammatical is things, grammar, vocabulary and connectors that is used. In addition, Mendiknas argues the lexicons grammatical descriptive text features focus on asking students to use the identification method stage or usually use language that is easy to understand and grouping in nominal sets and the most mandatory application of the simple present tense.¹⁴

b. Generic Structure of Descriptive Text

1) Identification

This stage is located in the first paragraph which focuses on detecting an object to be described. Identification has the meaning of launching the reader to the object to be described, for that we need to explain the object in detail in the next paragraph.

2) Description

In this section, located in the second paragraph and so on, contains the properties inherent in something that you introduced to the reader in the first paragraph.

c. Language Features of Descriptive Text

The linguistic features of descriptive text are as follows:

1. The use of individualized organization of certain objects
2. The use of individualized group organization of objects to provide information about the subject
3. The use of various types of individualized organization properties

¹⁴Deni Mardiyah, saunir Saun, Refnaldi, "The second students' ability in writing a descriptive text at SMPN 1 Canduang, Student Ability in Descriptive Text, Vol.1, No.2 Maret 2013, series D, p.282

4. The use of individualized organization of related work to provide information about the subject
5. The use of individualized organization of thinking and feeling to express the author's personal views on the subject or to provide insight into the thoughts and feelings of the subject
6. The use of individualized organization of action to describe the behavior of the subject
7. Use of individualized organization information to provide. More information about this behavior
8. Use of similes, metaphors, and other types of figurative language, especially in literary descriptions.

d. Types of Descriptive Text

As we know that descriptive text is a text to describe something, such as a person, place, or thing. So, it usually takes three forms, namely:

1. Description of people

People are different, and write different people's descriptions. You're probably already aware of some of the complications because you're often asked, "What's so-and-like?" In answering, you may use identification, impressions, or character sketches, depending on the situation. Let's iexamine each one:

a. Identification

While you may provide identification, you may want to go a step further. Used primarily in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (hair, skin, and eye color) and recognizable marks (scars, birthmarks).

b. Different from identification

The impression may not identify a person, but it conveys then overall idea about him or her. Many details may be lost, but the

author provides a little overview of the subject. Although impressions are usually less complete and informative than identification, they may be more effective in capturing and distinguishing striking or distinctive individual traits.

c. Character Sketch

Fuller descriptions of people are usually called character sketches; they can also be referred to as profiles, literary portraits, and biographical sketches. As the name suggests, character sketches depict a person's character, or at least his main personality traits. In the process, it may include identification and impressions, but it will tell more about what people look like or look like: it will show what they look like, Character sketches may be about types rather than individuals, revealing the characteristic common to the members of a group, such as campus jocks cheerleaders, art student, religious fanatics, and television devotes.¹⁵

2. Description of Places

In describing a place for example a room, what should you describe first? The walls? The floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceeds to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or

¹⁵ Liliana Harahap, "An Analysis of Students' Ability in Writing Descriptive Text at The Tenth Grade of Senior High School 1 Tambang", Pekanbaru, 18 Desember 2017,p.182

impression about the place being described. The arrangement of the details in your description depends on your subject and purpose.

3. Description of Things

To write a description about something, the writer must have an good imagination about the thing that will be describes. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verb.

2. The Components of Writing Descriptive Text

a. Developing Idea

The topics that were given to the students. However, in this research there were some students who unable develop their ideas well. It might be because they do not understand how to develop the ideas. The students said that they had studied how to make a good descriptive writing text. However, in practice, they did not succeed in composing a good descriptive text.

b. Organizing Ideas

Reep states that “a paragraph achieves coherence when the sentences proceed in a sequence that supports one point at a time. Transitional, or connecting, words and phrases facilitate coherence by showing the relationship between ideas and by creating a smooth flow of sentences.” In organizing the ideas the students have to use two components of generic structure of writing descriptive, they are identification and description

c. Grammar

Gerot and Wignell state that grammar is a theory of a language, of how language is put together and how it works. This element consists

of the discussion of grammatical form and syntactic pattern. In measuring the writing ability, a teacher tests the sensitivity to the grammatical patterns appropriate to the writing genre. Grammatical features of describing the tense that is frequently used in descriptive text is present tense. The description is form factual point of view.

d. Vocabulary

Writing vocabulary is all the words that can be employed in writing. Many written words did not commonly appear in speech, the writers generally use a limited set of words when communicating. According, Hadfield divides vocabulary into two kinds of vocabulary, there were:

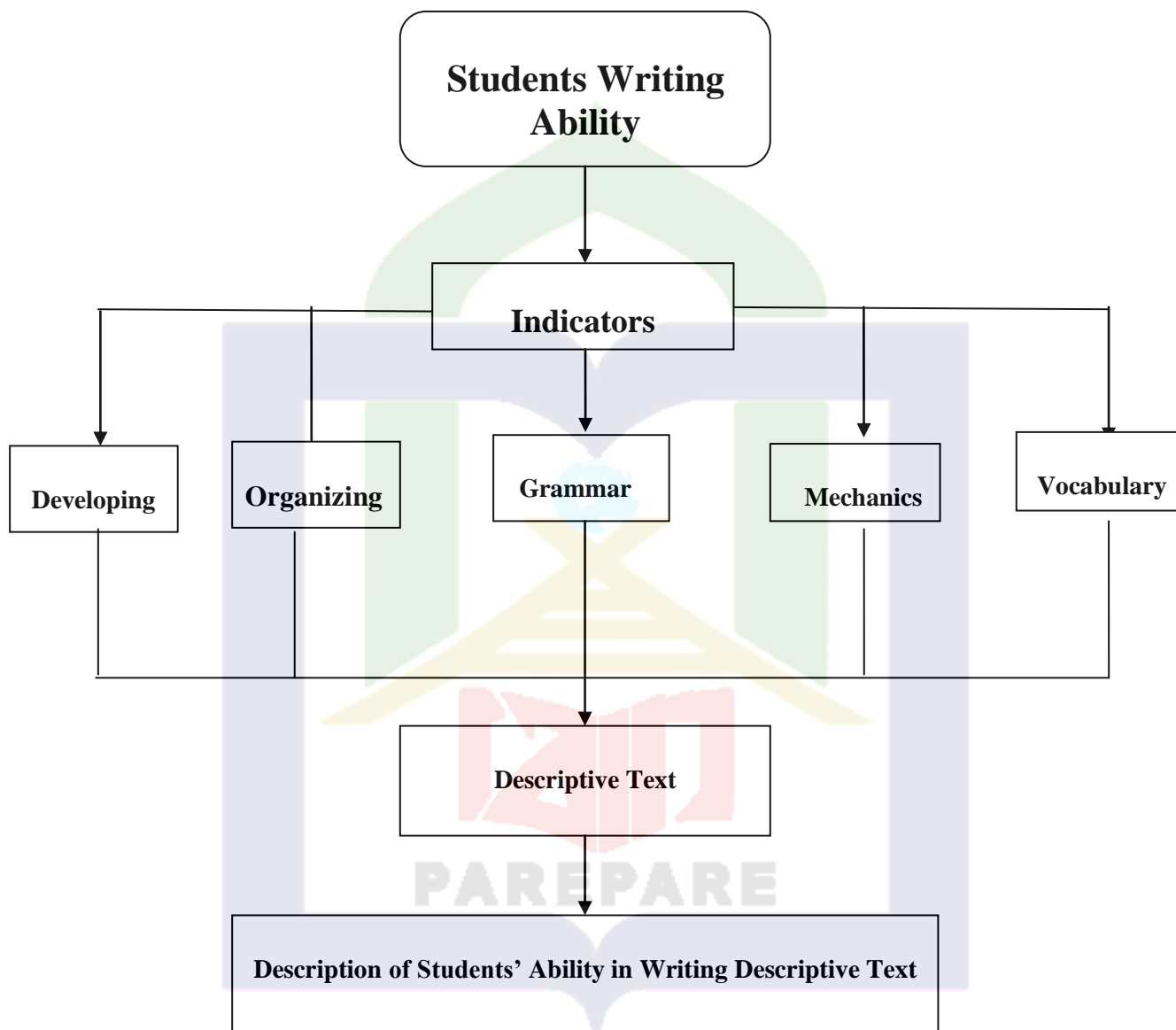
- 1) Productive (active) vocabulary is words that they are able to produce themselves.
- 2) Receptive vocabulary (passive) is words that they understand but may never produce.

e. Mechanics

Mechanics is the use of the graphic conventions of the language. It refers to the appearance of words, to how they are spelled or arranged on paper. The example of mechanics is when writing the first word of a paragraph, it must be intended. The rules of mechanic try to make the writing seem consistent and clear. There is a discussion about punctuation in the mechanic.¹⁶ There are four function of punctuation, those are: Classifying or enclosing, separating, impacting the meaning and connecting.

¹⁶ Jurnal darussalam; Jurnal Pendidikan, Komunikasi dan Pemikiran Hukum Islam Vol. X, No 1: 12-30. September 2018. ISSN: 1978-4767 (cetak), ISSN 2549-4171 (Online) Terakreditasi Nasional. SK. No.21/E/KTP/2018

C. Conceptual Framework



CHAPTER III

METODOLOGY OF THE RESEARCH

In method of the research presents the research design, location and Time, subject of the research, variable and operational definition, population and sample, instrument of the research, procedure of collecting data and technique of data analysis

A. Research Design

The design of this research used qualitative descriptive research. The essence of this research is students as research subjects, which they must be able to understand how to actually write descriptive texts.

According to Creswell, say that “Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, report detailed views of information, and conducts the study in a natural setting”.¹⁷

B. Operational Definition of Variable

Writing skill means a way to express our opinion, ideas, and nation on the paper. There are five components of writing. They are: Grammar, Organization, Vocabulary, Language use and Mechanics. But the researcher only focus on vocabulary and grammar.

Descriptive text is the basic material in increasing students’ ability in writing. Descriptive text is a kind of monolog text that describe the characterization of object with clear detailsto help readers visualize an object is being described. It have a some elements: first, generic structure consist of description and identification and the second is language features.

¹⁷ John W. Creswell., *Educational Research Methodology 4 Edition*, (Boston; Pearson Education, 2011), p.16.

C. Location and Time

This research activity was carried out at MA DDI Kulo, located in Kabupaten Sidenreng Rappang. The focus of the research is in second grade. The time required to conduct the research is approximately 45 days.

The researcher chose the study at MA DDI Kulo because the school has implemented an online learning process which is to find out more about whether the student is able to write descriptive text.

D. Population and Sample

a. Population

Population is a set or collection of all elements possessing one or more attributes of interest.¹⁸ The population of this research was at the second grade students. Based on the research observation there are two classes of the second grade students there. They are class. IPA, IPS. This is the table of the number of the second grade students there:

Table 3.1: The total of the second grade students of MA DDI Kulo

No	Class	Total
1	XI IPA	22
2	XI IPS	22

(Source: Administration of MA DDI Kulo)

¹⁸ Sugiono, Metode Penelitian Kuantitatif Kualitatif and R & D (Bandung: Alfabeta, 2010), p.276

b. Sample

In this research, the researcher use total sampling technique that the one class of the second grade students of MA DDI Kulo took as research XI IPS, because in class XI IPS, they have learned about descriptive text, while in Class XI IPA has not achieved this learning. This is because the difference in the subject matter obtained and the teacher who gives lessons are also different. Therefore, the researcher only took one class (XI IPS) as the population in this research. The total number of sample this research is 22 students.

E. Instrument of the Research

The researcher used Test as the instrument or the way to collect the data of students' writing ability of English descriptive text. Testing writing provides the students with an opportunity to how their ability to perform certain tasks in the language. In order to know the students' achievement in writing, testing writing ability is the best choice.

The tests were analyzed by some steps. First of all, after conducting the test, the paper was collected. The second, the researcher identified mistakes on the students' work, such as spelling, structure, and content. The third, the researcher checked students' writing using identification and description of descriptive text. The last step is scoring. The writer gave the score based on particular criteria.

F. Procedure of Collecting Data

In collecting the data, the researcher came to the classroom and was giving greeting and motivation to the students. Then, the researcher was giving explanation to students about this research. After that, the researcher will explain how to describe descriptive text . The researcher makes some paper and in the paper there is some pictures and students will choose one of the pictures and then they describe it in the paper.

G. Technique of Analyzing Data

The researcher analyzing the data after the data was collected. There are five categories of the problem. They are organizing, developing, grammar, mechanics and vocabulary.

1. Scoring the students' writing.

To compute the result of students writing, the researcher used Brown and Bailey analytical scoring¹⁹, Based on the writing, there are five categories being evaluated. The scoring is follows:

Table 3.2: Scoring Rubric for Writing Assessment

The items to be evaluated	Description	Score
Organizing	Excellent, using appropriate title, effective introductory paragraph, and topic is stated, leads to body: transactional expression used, arrangement of material shows plan (could be outlined by reader), supporting evidence given for generalization, conclusion logical and compares.	20-18

¹⁹ Brown J.D. & Bailey, K.M. (1984), *A categorical instrument for scoring second language writing skills*. *Language Learning* 34, 21-42.

The items to be evaluated	Description	Score
	Good, using adequate title, introduction, and conclusion; body of essay is acceptable.	17-15
	Fair, Medicare or scant introduction or conclusion, problems with the order of ideas in body, generalizations may not be fully supported by the evidence given, problems of organization interfere.	14-12
	Poor, the criteria of this level: Shaky or minimally recognizable introducing, organization can barely be seen, severe problems with ordering of ideas, lack of supporting evidence, conclusion weak or illogical, inadequate effort at organization	11-6
	Very poor level work, absence of introduction or conclusion; no apparent organization of body, severe lack of supporting evidence, writer has not made any effort to organize the composition (could not be outlined by reader).	5-1

The items to be evaluated	Description	Score
Developing	Excellent, essay addresses the assigned topic the ideas are concentrate thoroughly developed; no extraneous material; essay reflects thought.	20-18
	Good, essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.	17-15
	Fair, development of ideas not complete or essay is somewhat off the topic paragraphs aren't divided exactly right.	14-12
	Unacceptable, ideas incomplete; essay does not reflect careful thinking or was hurriedly written; in adequate effort in area of content.	11-6
	Non college-level work, essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic the topic carefully	5-1

The items to be evaluated	Description	Score
Grammar	Excellent, native-like fluency in English grammar, correct use of relative clauses, prepositions, modals, articles. Verb forms, and tense sequencing; no fragments or run on sentences.	20-18
	Good to adequate. Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences.	17-15
	Fair, ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present.	14-12
	Unacceptable, numerous serious grammar problems interfere with communication of the writer's idea; grammar review of some areas clearly needed; difficult to read sentences.	11-6
	Not college level work, several grammar problems interfere greatly with message; reader can't understand what the writer was trying to say; unintelligible sentence structure.	5-1

The items to be evaluated	Description	Score
Mechanics	Excellent, correct use of English writing concision: left and right margins, all needed capital letters, paragraphs, intended, punctuation, and spelling; very neat.	20-18
	Good, some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.	17-15
	Fair, uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.	14-12
	Unacceptable, serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educate readers.	11-6
	Not college level work, complete disregard for English writing conventions; paper illegible; obvious capital letters missing, no margins, severe spelling problems.	5-1

The items to be evaluated	Description	Score
Voabulary	Excellent, practice vocabulary usage; use of parallel structures, concise, register good.	20-18
	Good, attempts variety; good vocabulary, not wordy, register OK; style fairly concise.	17-15
	Fair, some vocabulary misused; lacks awareness of register, may be too wordy.	14-12
	Unacceptable, poor expression of ideas; problems in vocabulary, lacks variety of structure.	11-6
	Not college level work, in appropriate use of vocabulary ; no concept of register of sentence variety.	5-1

2. Classifying the problem based on the category of the problem

There are five categories of the problem. They are organization, content, grammar, mechanic and vocabulary. The students are categorized have problems if the students writing is on fair or poor level in each categories.

3. Computing the data

The researcher computes the percentage of the students' problems in writing descriptive text. In order to compute the percentage of problems made by each student, the researcher uses the percentage descriptive analysis. The researcher uses this formula:

$$\text{Note: } P = \frac{x}{N} \times 100\%$$

P = Percentage

X = Total of each category

N = Total of the problem

4. Discussing problems made by the students.

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings

In the research findings, the researcher analysis of students ability in writing descriptive text and problems in writing descriptive text. The objective is to know the students' ability and the students' problem in writing descriptive text. The researcher findings of this research are described as follows:

1. Score of Student's writing

The data were collected after doing the research on August 31th 2021 towards the second grade students of MA DDI Kulo Kab. Sidrap who become the sample in this research. The researcher only took IPS class, which consisted of 22 students. After giving test, the researcher collected some data concerning the students' writing test result. To compute the scoring of students' writing result, the researcher used Brown and Bailey analytical scoring. Which being used five aspect of writing they are organization, developing, grammar, mechanics and vocabulary.

Table 4.1: XI IPS students' Score in Writing Descriptive Tex

No	Students	Developing	Organizing	Grammar	Vocabulary	Mechanics	Score
1	A. Irsan	14	11	13	12	13	63
2	Akbar	17	17	15	18	15	82
3	A.Pariwu	13	10	14	12	15	64
4	Ardi	14	9	12	12	13	60
5	Inaya	8	9	9	10	9	45
6	Kahar	12	12	10	11	15	60
7	Karma	9	10	9	10	11	49
8	Madinah	15	13	16	18	13	75
9	M.Arjun	14	11	16	14	13	68
10	M.Fauzan	15	16	17	16	13	77
11	M.Hasril	13	13	10	11	14	61
12	M.Reski	17	16	18	15	15	81
13	Musda	14	12	14	13	14	67
14	Nuru	11	11	14	13	12	61
15	Reski	13	11	11	12	14	61
16	Rezky	15	14	12	13	13	67
17	Risma	18	14	13	15	12	72
18	Sami Ali	14	13	11	13	13	64
19	Shamila	13	10	10	13	12	69
20	Suardi	10	9	11	13	10	53
21	Yuni	15	15	15	18	15	78
22	A. Aksa	11	9	11	12	15	58

Total: 1.435
Mean score: 65.22

Table 4.2 The classification of the student's writing ability

Value	Grade	Level of achievement
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fair
<39	E	Poor

Table 4.3 below, the researcher shows the frequency distribution of XI IPS student's score. The table is as follow:

Score	Category	Frequency	Percentage
80-100	Excellent	2	9.09%
66-79	Good	8	36.36%
56-65	Sufficient	9	40.90%
40-55	Fair	3	13.63%
<39	Poor	0	0%

From table 4.3 the researcher concludes that the students who are, included in the first level (excellent) were 2 students. The students who are included in the second level (good) were 8 students. The students who are included in the third level (sufficient) were 9 students. The students who were included in the fourth level were 3 students, and the last students who are included poor level were 0 students.

The researcher concludes that the percentage of the students who belong to highest level (excellent) was 9.09%, for the students who belong to the good level was 36.36%, for the students who belong to the sufficient level was 40.90%, for the students who belong to fair level was 13.63%. And there was no student included into poor level.

2. The classification of problems

After scoring the students' writing, the researcher classified the students' problem based on the item of specifications. There were five classifications of problems, namely organizing, developing, grammar, vocabulary and mechanics. The researcher classified the problem based on Brown and Barley writing assessment. In this research, the students are classified having a problem if they are on fair on poor level.

The classification of student's problem based on Brown and Barley are described as follows:

a. Organizing

- Fair, the major points of the texts are supported less relevant by identification and description. Problems with the order of ideas in paragraph.
- Poor, the major points of the texts are supported by unrelated identification and description.

b. Developing

- Fair, have difficulty in expressing idea, formulating main idea and supporting sentence, and producing small paragraph.

- Poor, the ideas incomplete.

c. Grammar

- Fair, there are frequent grammar problems in using present tense, pronoun, and noun phrase.
- Poor, the paragraph shows that the writer does not master the numerous serious grammar problems interfere with communication of writers ideas.

d. Mechanics

- Fair, used general writing conventions but has errors such as in spelling problems distract reader and punctuation errors interfere with ideas.
- Poor, parts of essay not legible and errors in sentence punctuation

e. Vocabulary

- Fair, some vocabulary misused and lacks awareness, may be too wordy.
- Poor, poor expression of ideas, problems in vocabulary lacks variety of structure.

In this table 4.4 below, the researcher shows the area of students' problem in writing descriptive text.

No	Students	Developing	Organizing	Grammar	Vocabulary	Mechanics
1	A. Irsan	Fair	Poor	Fair	Fair	Fair
2	Akbar	Good	Good	Good	Excellent	Good
3	A.Pariwu	Fair	Poor	Fair	Fair	Fair

4	Ardi	Fair	Poor	Fair	Fair	Fair
5	Inaya	Poor	Poor	Poor	Poor	Fair
6	Kahar	Fair	Fair	Poor	Poor	Good
7	Karma	Poor	Poor	Poor	Poor	Poor
8	Madinah	Good	Fair	Good	Excellent	Fair
9	M.Arjun	Fair	Poor	Good	Fair	Fair
10	M.Fauzan	Good	Good	Good	Good	Fair
11	M.Hasril	Fair	Fair	Poor	Poor	Fair
12	M.Reski	Good	Good	Excellent	Good	Good
13	Musda	Fair	Fair	Fair	Fair	Fair
14	Nurul	Poor	Poor	Fair	Fair	Fair
15	Reski	Fair	Poor	Poor	Fair	Fair
16	Rezky	Good	Fair	Fair	Fair	Fair
17	Risma	Excellent	Fair	Fair	Good	Fair
18	Sami	Fair	Fair	Poor	Fair	Fair
19	Shamila	Fair	Poor	Poor	Fair	Fair
20	Suardi	Poor	Poor	Poor	Fair	Poor
21	Yuni	Good	Good	Good	Excellent	Good
22	A.Aksa	Poor	Poor	Poor	Fair	Good

The table 4.4 above shows that the students who has problem in organizing are 20 students. The students who has problem in developing are 19 students. Because students are less able to develop their ideas on an object that has been described. It could also be due to their lack of knowledge of the objects that are determined according to the instrument images and lack of vocabulary so that the next they do not work on is not too much and some are not detailed. The students who has

problem in grammar are 15 students. The students who has problem in vocabulary are 16 students, and the students who has problem in mechanic are 18 students.

The researcher shows the frequency distribution based on the area of students' problems. The table is as follows:

Table 4.5: Frequency distribution of student's problem

Problem	Total	Percentage
Organizing	15	18.29%
Developing	18	21.95%
Grammar	16	19.51%
Vocabulary	16	19.51%
Mechanic	17	20.73%
Total	82	100%

The table 4.5 shows the problems made by the students. The students made problem in organizing, developing, grammar, mechanics and vocabulary in different percentage. Based on the table above, it was clear that the grammar and vocabulary has the same percentage 19.51%

The next is Mechanic with the percentage 20.73%. It happens because they did not know how to use punctuation; capitalist and they make a big problem in spelling.

The next problems made was on vocabulary. The percentage of problem in organizing was 18.29%. It was on the last rank. It happens because most of the students had miss understanding when they make a sentences. They can not organize well sentence in writing descriptive text. It means that the students should

be know about organizing in writing to make their ability in writing increased especially for writing descriptive text.

B. Discussion

After showing the research finding, the researcher is going to discuss about the result of students' writing ability and problems analysis. The discussion of students' writing ability and problem analysis are described as follows:

1. Analysis of Students' Writing Ability

In this section, the researcher discusses the students' writing ability in writing descriptive text by analyzing the students' written test. Based on research finding, the mean score of XI IPS students' writing was 65.22. It means that the students were on sufficient level. The interval score of sufficient level is 56-65. The discussions of students' ability in detail are as follows:

a. Excellent level

In the class XI IPS, there are two students who in excellent level.

b. Good Level

There were eight students who in good level. Those students have a quite good understanding and can develop their ideas in written test, even there are still few grammar problems in simple present tense, pronoun and noun phrase.

c. Sufficient Level

There were nine students who in sufficient level. Most of students who were in sufficient level have one good level in aspect of writing.

d. Fair level

There were three students in fair level. All of the students in fair level got three or four points their writing.

2. Analysis of Students problem

In this section, the researcher discusses the students' problem. The researcher takes the problem from the students writing test. The following is the example of students writing which has problem in aspects of writing. To specify the students problem that the students made in writing descriptive text, the problems classified into five aspect of writing, namely organizing, developing, grammar, mechanics and vocabulary. The analysis of the students' problem based on the aspect of writing is presented as follows:

a. Organizing

• Interpretation of the Identification Analysis

Based on the students writing, the identification analysis of students' works in writing descriptive text has poor understanding about writing in the identification. Almost the students did not understand how to write the identification correctly. The example can be seen from the example below:

I have many sparrow birds. My sparrows are small bird. they have stout body, covered with brown, black and white feathers. Their wings are rounded. They are omnivorous birds that eats seeds, barriers, fruits and insect. Sparrows are very social and they live in colonies called flocks. I build a nest for them in my back yard. (Text 1)

A crow is common black bird that found everywhere. It has brown eyes, black legs, and a short tail. Today, I saw it near my house. It eats fruits in the tree. It has very harsh voice, it caws loudly. The voice scares me. (Text 2)

At the zoo, there is a peacok. The peacock is a very beautiful bird. It has a long beautiful neck and crest on its head. Its long feathers have moon-like spots. The colour of peacock is dark greenish blue. The peacock eats fruits, seeds, grains, worms and insects, etc. (Text 3)

All paragraph above show that the students has difficulty in distinguishing between identification and description in writing correct sentences. Therefore, he made a mistake in his written test, where he directly explained or described the object without introducing the object first. The students wrote the description from the very first paragraph.

- **Interpretation of Description Analysis**

In this part, the description analysis of students' works in writing descriptive text is quite understand. Most of students can develop their idea in describing the object. It is shown in the example below:

I have flowers that are colorful and varied. there are red, pink, white, and yellow. and some kinds of flowers suns as flowers, roses, trains, suns, orchids, and others. Flowers have several parts, namely roots, stems, and leaves. Usually planted in pots or in the ground Every day i ater them to make the bloom and beautiful. (Text 1)

My school has more 51 buildings consisting of 39 classrooms, a teacher room, a science lab a language lab, a library, 10 toilets, a multimedia room, a mosque, and a big corridor. (Text 2)

The example show that the students has succesfully understand to write the description in writing descriptive text. Different with the

identification structure, they succeed to describe the object clearly in the second structure.

Based on the paragraph above, it can be concluded that the student still makes a mistake in organizing descriptive text. Almost all the students are on a fair level. It is because students' writing is not clear, like the title, identification and description.

b. Developing

Based on the students' writing, the development of students' works in writing descriptive text has a quite understanding. Almost all the students can develop their ideas in writing descriptive text. The example can be seen from below:

My school has a very clean environment with a very large parking lot and ceremonial grounds. My school has 5 main buildings for students learning, namely buildings A, B, C, D and E. My school is located in the middle of rice fields, so the atmosphere of the school is protected from the noise of vehicles and looks fresh and cool.

My school has a large hall which is usually used for events such as graduation, sports, and other activities. In addition, my school also has a fairly large computer laboratory room. The yellow color with the green combination becomes the dominant color that is very striking at my school.

(Text 1)

Roses are one of the flower plants that have special characteristics that are seen from several forms and plant characteristics. Roses are usually used as ornamental plants because they have beautiful shapes and colors. Roses are a group of plants, roses have taproot. Stems and roots have cambium so that they can enlarge. As a closed seed plant, rose plants are also referred to as higher order plants.

The special characteristics of rose plants can be seen from the flowers. The flower crown consists of 5 crown leaves. Rose also have various colors. The ovaries are located in the crown and petals the characteristics of roses is that there are sharp thorns on the stem. With smooth skin on the stem and can reproduce by cutting. Roses will produce fruit is smooth roses hips.
(Text 2)

From the students' writing above, we know that the student has a quite understanding to develop the idea but still has difficulty to create an effective paragraph. The student's writing also shows in idea organization. The students' organization of idea is good. They develop their idea sequentially. The students' uses descriptive adjective to describe their school.

c. Grammar

Grammar become one of the components of writing descriptive text that have difficulties in writing descriptive text. The description of grammar problem are in simple present tense, pronoun, and noun phrase. The problem explained as follows:

- **Problem in Simple present tense**

The problem in this case was related to the use of to be was/were, auxiliary verbs, regular, irregular verbs etc. These are the following examples of present tense problem:

- (a) My father was a strong man
=My father is a strong man
- (b) I is climb to the mountain
= I am climb to the mountain

- (c) My house was very big and wide
=My house is very big and wide.
- (d) She was beautiful
=She is beautiful
- (e) There teache'r classroom
= There are teachers' classroom

From the sentences above, the students failed to understand the use of auxiliary in their sentences. In the first sentences, she should have used “is” after subject “My father” based on the simple present tense form S + to be. The second sentences, the students should use “am” after subject “I”. The third sentences, the students should use “is” after subject “My house” and same like the last sentences, the students should use “is” after subject “she”. and “There teacher” should use “There are”.

- **Problem in Pronoun**

These are the following examples of pronoun problem:

- (a) She hobby is singing and dancing
= Her hobby is singing and dancing.

From the sentences above, the students are failed to use appropriate pronoun in their sentences. The word “She” should be changed into “her”.

- **Problem in Noun phrase**

Noun phrase is a group of two or more headed by a noun that includes modifiers (the, a, of them, with her,etc) A noun phrase plays the role of a

noun. In a noun phrase, the modifiers can come before or after the noun.

These are the following examples of noun phrase problem:

(a) There are green forest, the clean water, the clean river and beauty animals.

= There are green forest and the river has clean water and beauty animal.

(b) When the peacock spreads its the tail, the tail look like

=When the peacock spreads its tail. The tail look like

Based on the sentences above, the students' grammar is still poor. The students uses wrong pronoun and the students are failed to use appropriate noun phrase in their sentences. The first sentences, it is about there are so many articles "The". Just use one "The" in the sentences. In the second sentences, also use many "The" in the sentences. So, the researcher can conclude that the students should only use one "The" in the sentences.

d. Vocabulary

The descriptions of vocabulary problem in fair level are some vocabulary misused, style wordy and concise. The problem explained as follows:

- **Some vocabulary misused**

The following examples of misused of vocabulary are the ones in underline typed taken from some text, for instance:

(a) I Have a job to paint a school

= I Have a job to painting the school wall.

(b) There are IPA, IPS, and other

= There are IPA class, IPS class and other

- (c) My house is very big and wide. Near from sawah.
 = My house is very big and wide. Close to rice field.
- (d) Like carrier, climbing's shoes, nesting and fortable gas
 = Like carrier, hiking shoes, nesting and portable stoves

Based on the sentences above, the students still have difficulties to choose appropriate vocabulary. It means, the vocabulary they have is still very lacking so that in some words there are sentences that are still in Indonesian. In addition, many words are unclear and some words have different meanings from the English language.

- Style wordy and not concise

The following examples of style wordy and not concise are the ones in underline typed taken from some text, for instance:

- (a) There are basketball courts, volleyball courts, and futsal courts.
 = There are a basketball, volleyball and soccer fields.
- (b) Has the shape of a yang very beautiful and has thorns yang very tagm.
 = Has a very beautiful shape and sharp thorns.
- (c) Some kinds of flowers suns as flowers, roses, trains, suns, orchids, and others
 = Several types of flowers, such as roses, trains, suns, orchids and others.

Based on the paragraph above, the students wrote their writing too wordy and not concise because there are many repetition words used. And the students still have difficulty in attempting variety good vocabulary, not wordy, and concise. So, it can be conclude that the students were on fair level and have a problem vocabulary.

e. Mechanics

The description of mechanic problem is in punctuation, capitalist, spelling and indent. The problem explained as follows:

- **Problem in Punctuation**

These are the following examples of punctuation problem the ones in underline typed taken form some text, for instance:

- (a) A science lab a language lab
= A science lab, a language lab.
- (b) Such as snakes bird, spiders, millipedes.
= Such as snakes, bird, spiders, millipedes.
- (c) Pet crows have even learned to mimic, or imitate, human speech
= Pet crows have even learned to mimic, or imitate human speech.
- (d) There teache'r classroom
= There teacher's classroom

Based on the paragraph above, the students failed to states the punctuation. In All paragraph, the punctution “comma” should be use to connect one owrd to another so that the sentences is clear and there are no misunderstanding.

- **Problem in Capitalist**

These are the following examples of capitalist problem the ones in underline typed taken form some text, for instance:

- (a) Clean and comfortable. althought not very large.
= Clean and comfortable. Althought tot very large.
- (b) Colorful and varied. there are red, pink, white, and yellow. and some kinds of flowers

= Colorful and varied. There are red, pink, white, and yellow. And some kinds of flowers

Based on the paragraph above, we can see that there is an error in capital letters. Should be after the point, the next word must use capital letters, not lowercase.

- Problem in Spelling

These are the following examples of capitalist problem the ones in underline typed taken form some text, for instance:

- (a) I Have many sparow birds. My sparrows are small
= I Have many sparrow birds. My sparrow are small.
- (b) Mawor flowers have very strong colors
= Mawar flowers have strong colours
- (c) My school has a large cateen.
=My school has a large canteen.
- (d) At the zoo, there is a peacock
= At the zoo, there is a peacock
- (e) It is a national bid of India
= It is a national bird of India

Based on the paragraph above, the students has problem in spelling. The first paragraph, the word “Sparow” should be changed into “Sparrow”. In the second paragraph, the word “Mawor” should be changed into “Mawar” and the last sentences, the word “Cateen” should be changed into “Canteen”. The word “Pecock” should be changed into “Peacock”. “Bid” should be changed into “Bird”.

3. Analyzing Students Difficulties in Writing Descriptive Text

The result of the text shows the difficulties that most of the students' do not completely the element of writing:

- a. The students did not master grammar the tenses well and noun phrase
- b. The students were lack of vocabulary
- c. The students still different in mechanics especially in punctuation, capitalization, and spelling.
- d. The students difficulties in generic structure

The researcher found another difficulties in writing descriptive text. There are some of the students have difficulties in generic structure, the data were shown below:

My Flowers

I have flowers that are colorful and varied. There are red, pink, white, and yellow. And some kindsof flowers suns as flowers, roses, trains, suns, orchids, amdothers. Flowers have several parts, such as namely roots, stems, and leaves. Usually planted in pots or in the ground everyday I water them to make them bloom and beautiful.

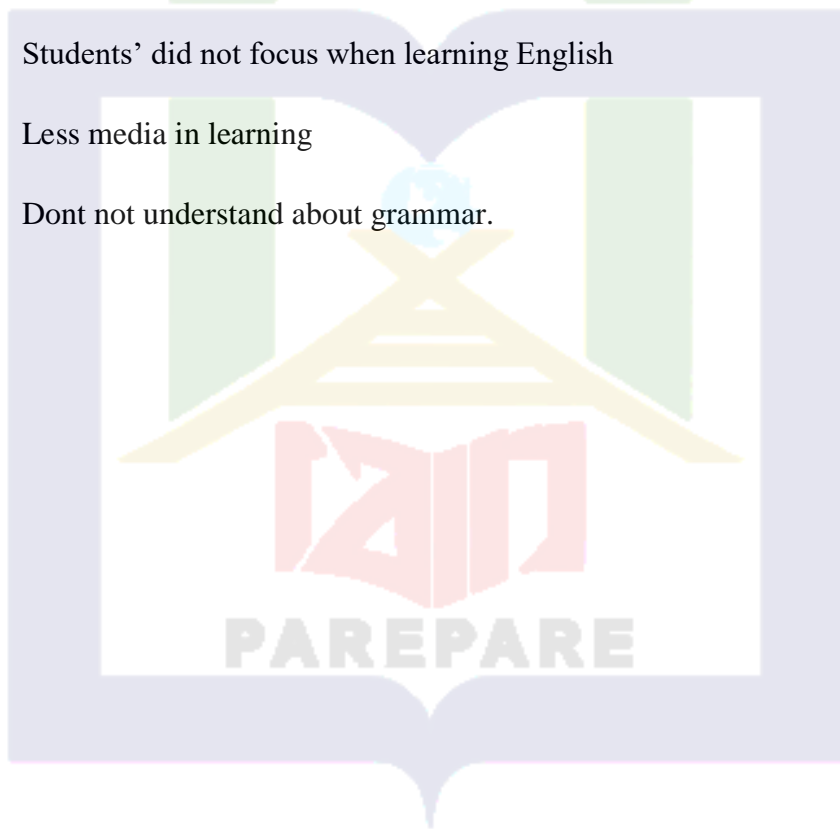
From the text above, the students wrote a descriptive text about My flowers. They described where is Beautiful flowers, and what they do in the flowers's beauty. The researcher found that the students had difficulties in generic structure. The generic structure of descriptive text consisted of two paragraphs, it was identification and description. But the students just made one paragraph. In the first paragraph case, the topic is My flowers, but they

immediatly described about the object without introducing or identifying the object.

4. The factors causing the difficulties writing descriptive text

The result of text the second grade of MA DDI Kulo, the researcher found that the factors causing difficulties in writing descriptive text. Were shown below:

- a. Lack of interest in learning English
- b. Students' did not focus when learning English
- c. Less media in learning
- d. Dont not understand about grammar.



CHAPTER V

CONCLUSION AND SUGGESTION

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

A. CONCLUSSION

As already mentioned in the first chapter, the aim of this study are to describe students' ability in writing descriptive text at the second grade of MA DDI Kulo. The researcher would like to conclude the data obtained in this chapter. There are some results to be concluded in this chapter:

1. This study has shown that majority of the students at MA DDI Kulo are still low in writing descriptive text. It was shown by the test for XI IPS with the mean score 65.22. The score showed that the students are still have a lot of error in their writing. As the result, the students got sufficient score.
2. The students also showed that have some difficulties in writing descriptive text. The students' difficulties in developing, organizing, grammar, vocabulary and mechanics. In addition, majority of the students are difficult to create the sentences and write correct spelling words. Moreover, lack of vocabulary makes them write a lot of repitition word in their writing.
3. Students are more active in speaking than writing. The most students able to identify structure organization and language features of descriptive text, but they are difficult in writing descriptive text. In addition, the students are active in learning descriptive text, but they have less creativity in developing idea to describe something.
4. Classroom environment in the second grade of MA DDI Kulo is very comfort for teaching learning process especially for written test. In addition, interaction between teacher and students or interaction among students is

5. good enough. However, lack of attention on grammar material and students' vocabulary as the result, the students are difficult to write a text.

B. SUGGESTION

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

1. The researcher suggests that the students write a sentences, paragraph or text as often as possible to improve their writing. In addition, memorizing a lot of vocabulary and reading grammar book for deducting difficulties in writing.
2. The researcher had observed that the strategy and material in learning writing descriptive text is good enough. However, the teacher are suggested to give more attention to grammar material and students' vocabulary in writing descriptive text.
3. The researcher suggest to the further researcher to analyze more deeply about the other type of students writing text. the further researcher can also use the result of this study as reference to other researcher with different skills or subject.

REFERENCES

- Ade Dwi Jayanti, “*Students’ Writing Ability On English Descriptive Text at Grade VII in SMPN 33 Padang*”. ENGLISH FRANCA: Academic Journal of English Language and Education. Vol.3 No. 1, 2019, IAIN Curup,p.2.
- Afza Himmaturrijal ismail. “*An Analysis of Students’ Ability in Writing Descriptive Text: A Case Study of The Eight Grade Students of SMPN 2 Selong*”. Submitted as the Partial of The Requirement for Sarjana Pendidikan (S.Pd) Degree in English Education Program faculty of Teacher Training and Education Mataram University, Mataram,2017-2018,p.6
- Ari Hilman. “*The Effectiveness of Using Instagram in Developing Students’ Descriptive Text Writing*.”Journal of Applied Linguistics and Literacy,Vol. 3,No. 1,p.33
- Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (NY; Mc Graw Hill, 2006), p.98
- Deni Mardiyah, saunir Saun, Refnaldi,”*The second students’ ability in writing a descriptive text at SMPN 1 Canduang, Student Ability in Descriptive Text*,Vol.1,No.2Maret 2013,series D,p.282
- Diani Syahputri & Siti Masita. “*An Analysis of The Students’ Error in Writing Descriptive Text*”.Jurnal EduTech,Vol. 4,No. 1 Maret 2018,p.17
- Gay, L.R, *Educational Research: Competencies for Analysis and Aplication*. London: Merril Publishing Company,1987,p.225
- Gert Rijaarsdam, et. al, *Effective Learning And Teaching of Writing A Handbook Of Writing in Education 2nd Edition*, (Boston: Kluwer Academic Publisher, 2005), p. 163.
- Hanafi, M., 2018.*An Analysis of Eleventh Graders’ Difficulties in Writing Descriptive Text at MA Ni’matul Aziz Jelapat I Bario Kuala Academic Year 2017/2018*.
- Isna Wahyuni. “*An Analysis of Students Ability and Difficulties in Writing Descriptive Text (A Study at Second Grade of SMPN 3 Bontonompo)*”.Makassar,2018,p.10

- Isrina Fitri, “*An Analysis of The Students’ Skill in Writing Descriptive Text at The Eight Grade of SMPN 7 Tambusai Utara*, English Study Program Faculty of Teacher Training and Education University of Pasir Pengaraian 2017,p.3
- Jeremy Harmer, *How to Teach Writing*,(England: Person Education Limited, 2004), p.3
- John W. Creswell., *Educational Research Methodology 4 Edition*, (Boston; Pearson Education, 2011), p.16
- Jurnal darussalam; Jurnal *Pendidikan, Komunikasi dan Pemikiran Hukum Islam* Vol. X, No 1: 12-30. September 2018. ISSN: 1978-4767 (cetak), ISSN 2549-4171 (Online) Terakreditasi Nasional. SK. No.21/E/KTP/2018
- Leny Sails Rahmah. “*Improving Students’Score in Writing Descriptive Text Through Think Talk Write Strategy*”,International Journal of English and Education,Vol. 6,No. 4 October 2017,p.182
- Liana Fiatun Nikmah, “*An Analysis of the Students’ Ability in Writing Descriptive Text on the Eight Grade at MTsN Bandung in the Academic Year of*”. State Islamic Institute of Tulungagung in Partial Fulfillment of the Requirments For the Degree of Sarjana Pendidikan Islam in English Education,2015/2016,p.1
- Liliana harahap,”*An Analysis of Students’ Ability in Writing descriptive text at The Tenth Grade of Senior High School 1 Tambang*”.Pekanbaru, Rabiul Awal,No.December 18,2017M,p.18
- Lilis Kurniawati. “*The Analysis of Students’ Problems in Writing Descriptive Text at The Tenth Grade Students of SMAN 1 Petanahan*”. Submitted as a Partial Fulfillment of The Requirement To Acquire Sarjana Pendidikan Degree in The Education Program of Teacher Training and Education Faculty Muhammadiyah University of Purworejo,Purworejo, August 2017,p.3
- Mei Setya Chairena. “*The Use of Pictures to Teach Writing Descriptive Text*.”Submitted in Partial Fulfillment of The Requirements For The Degree of Sarjana Pendidikan in English.Semarang, Maret 2007,p.14
- Prasetyo Hariyadi, Wennyta; Nurul Fitri.”*An Analysis of Students’ Ability in Writing descriptive Text at the Tenth Grade Students of SMAN 11 Jambi Academic Year 2017/2018*,Journal of English Language Teaching,Vol. 2,No. 2 Tahun 2018,p.42

- Puri Eka Yoandita, “*An Analysis Of Students’ Ability And Difficulties In Writing Descriptive Text*”. Jurnal JOEPALLT. Vol.7 No. 01, Maret 2019, p. 2.
- Richard Walker, *Five Elements of Good Writing (Folse, Solomon, Clabeaux, Heinie, 2010)*p.40
- Sharples, M. (1999). *How We Write; Writing as Creative Design*. London: Routledge.
- Sihab lapoto Ade Potradinata. “*An Analysis of Student’s descriptive Text Writing in Systematic Functional Linguistic (SFL) Perspectives*. International Journal of Language, Literature and Linguistic, Vol. 4, No. 2, June 2018, p.125
- Sita Ratnaningsih. “*Error Analysis in The Descriptive Text Writing of Vocational High School Students.*” *Dinamika Ilmu*, Vol. 19, No. 1, 2019, p.177
- Siti Masitoh & Dasep Suprijadi. “*Improving Students’ Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at The Eight Grade Students of SMP Islam Terpadu Fitrah Insani*”. *ELTIN Journal*, Vol 3/1, April 2015, p.39
- Sri Rahmadani Siregar dan Nursahara Dongoran. “*Students’ Ability in Writing Descriptive Text*”. *English Journal for Teaching and Learning*, Vol. 08 No. 01 June 2020, p.82
- Sugiono, *Metode Penelitian Kuantitatif Kualitatif and R & D* (Bandung: Alfabeta, 2010), p.276
- Yuyun Azizah, “*The Correlation Between Students’ Vocabulary Mastery and Their Writing Ability in Descriptive Text (A Study For The Seventh Grade Students of SMP Islam Sudirman 1 Bancak Semarang District in The Academic Year 2016/2017)*”, in English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN Salatiga), p.2
- Zubair Muhammad Kamal, at all. 2020. *PEDOMAN PENULISAN KARYA ILMIAH IAIN PAREPARE*. IAIN Parepare Nusantara.

Appendices 1 Instrument tes

Nama Siswa :

Kelas :

Nim :



1. Choose one of the pictures above and make a title for the sentence that you will make according to the picture you have chosen!
2. Describe the picture you have chosen on the paper according to the grammar and vocabulary you know!

3. Appendices 2 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan pendidikan	: MA DDI Kulo
Mata pelajaran	: Bahasa Inggris
Materi pokok	: Descriptive text
Kelas/semester	: XI / 1
Alokasi Waktu	: 4 X 55 Menit

A. KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Memahami, menerapkan, dan menganalisis pengetahuan faktual , konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
3. Menjelaskan unsur kebahasaan beberapa teks deskriptif lisan dan tulisan dengan pembelajaran memberi dan meminta informasi terkait dengan deskripsi sekolah, bunga, hewan dan dan gunung.
4. Mengolah, menalar, dan mengkaji dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipeljarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR & INDIKATOR

	Kompetensi Dasar	Indikator Pencapaian Kompetensi
	Membedakan fungsi sosial, struktur, dan unsur-unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberikan dan meminta informasi terkait sekolah, bunga, hewan dan gunung.	<ol style="list-style-type: none"> 1. Siswa dapat mengidentifikasi fungsi social, struktur teks deskriptif terkait sekolah, bunga, hewan dan gunung. 2. Siswa dapat membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif terkait sekolah, bunga, hewan dan gunung.
	4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, terkait sekolah, bunga, hewan dan gunung.	<ol style="list-style-type: none"> 1. Siswa dapat menjawab beberapa pertanyaan secara lisan terkait teks deskriptif yang telah ditulis. 2. Siswa dapat memahami makna teks deskriptif tulisan sederhana.
	4.4.2 Menyusun teks deskriptif lisan dan tulis, terkait sekolah, bunga, hewan, dan gunung dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara besar dan sesuai konteks.	<ol style="list-style-type: none"> 1. Siswa dapat menganalisis teks deskriptif lisan sederhana, tentang Siswa dapat menganalisis teks tulisan sederhana, tentang sekolah, bunga, hewan dan gunung.

C. TUJUAN PEMBELAJARAN

1. Siswa dapat menunjukkan kesungguhan belajar bahasa Inggris terkait teks descriptive sederhana tentang sekolah, bunga, hewan dan gunung.
2. Siswa dapat menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks descriptive tentang sekolah, bunga, hewan dan gunung.
3. Siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks descriptive sederhana tentang sekolah, bunga, hewan dan gunung.
4. Siswa dapat merespon makna dalam teks deskriptif, lisan dan tulis sederhana tentang sekolah, bunga, hewan dan gunung.
5. Siswa dapat menyusun teks deskriptif lisan dan tulis sederhana tentang sekolah, bunga, hewan dan gunung.

D. MATERI PEMBELAJARAN

Descriptive Text

E. METODE PEMBELAJARAN

Materi pembelajaran: Memberikan atau membagikan teks dengan menggunakan media gambar descriptive.

F. TEHNIK PEMBELAJARAN

Memilih salah satu gambar untuk kemudian di deskripsikan berdasarkan organizing, developing, grammar, vocabulary dan mechanic.

Langkah-Langkah Kegiatan Pembelajaran :

Pertemuan 1

No	Kegiatan Guru	Kegiatan Siswa	Alokasi waktu
1.	<p>Kegiatan Awal:</p> <ul style="list-style-type: none">• Mengucapkan salam pembuka dan menanyakan kabar ‘‘How are you’’?• Memperkenalkan diri pada siswa• Siswa diberi kesempatan untuk bertanya• Menanyakan kehadiran peserta didik <p>‘‘Who absent today?’’</p>	<ul style="list-style-type: none">• Menjawab salam dan menjawab kabar ‘‘I’am Fine’’.• Peserta didik berhak menanyakan hal apa saja yang terkait dengan identitas guru• Menyebutkan nama peserta didik yang tidak hadir	10 menit
2.	<p>Kegiatan Inti:</p> <ul style="list-style-type: none">• Memberikan penjelasan mengenai gambaran teks deskriptif kepada peserta didik agar peserta didik mendapat sedikit pengetahuan mengenai hal	<ul style="list-style-type: none">• Menyimak dan memperhatikan guru.• Menanyakan hal-hal yang kurang	40 menit

No	Kegiatan Guru	Kegiatan Siswa	Alokasi waktu
	<p>yang akan di kerjakan selanjutnya .</p> <ul style="list-style-type: none"> • Memberikan lembaran soal yang berupa gambar tentang sekolah, bunga, hewan dan gunung yang akan dikerjakan selama proses pembelajaran berlangsung. • Memberikan satu atau dua contoh tentang deskriptif teks kepada peserta didik diatas papan tulis 	<p>dipahami.</p> <ul style="list-style-type: none"> • Menerima soal teks berupa gambar dari guru 	
3.	<p>Kegiatan Penutup:</p> <ul style="list-style-type: none"> • Menutup pelajaran dan mengucapkan salam 	<ul style="list-style-type: none"> • Menjawab salam 	5 menit

Pertemuan 2

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
1	<p>Kegiatan Awal:</p> <ul style="list-style-type: none"> • Mengucapkan salam 	<ul style="list-style-type: none"> • Menjawab salam dan menyatakan 	10 menit

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	<p>pembuka dan menanyakan kabar ‘‘How are you’’?</p> <ul style="list-style-type: none"> • Memperkenallkan diri pada siswa • Siswa diberi kesempatan untuk bertanya • Menanyakan kehadiran peserta didik <p>‘‘Who absent today?’’</p>	<p>kabar ‘‘I’am Fine’’.</p> <ul style="list-style-type: none"> • Peserta didik berhak menanyakan hal apa saja yang terkait dengan identitas guru • Menyebutkan nama peserta didik yang tidak hadir 	
2	<p>Kegiatan inti:</p> <ul style="list-style-type: none"> • Memberikan penjelasan ulang mengenai langkah-langkah dalam mengerjakan teks deskriptif berupa gambar yang telah diberikan sebelumnya. • Langkah-langkah pembelajarannya adalah: <ol style="list-style-type: none"> 1. <i>Developig (Mengembangkan)</i> <ul style="list-style-type: none"> - Mengembangkan ide atau wawasan peserta 	<ul style="list-style-type: none"> • Memperhatikan penjelasan mengenai langkah-langkah dalam mengerjakan teks deskriptif yang baik dan benar 	40 Menit

	<p>didik terhadap empat gambar yang telah disediakan. Peserta didik harus memilih salah satu yang menurut mereka kuasai</p> <p>2. Organizing (Mengorganisasi)</p> <ul style="list-style-type: none"> - Peserta didik harus mengerjakan teks deskriptif dengan susunan paragraf yang benar sesuai dengan unsur identification dan description <p>3. Grammar (Tata Bahasa)</p> <ul style="list-style-type: none"> - Menyusun teks deskriptif sesuai dengan grammar yang baik dan benar. <p>4. Vocabulary (Kosa kata)</p> <ul style="list-style-type: none"> - Menulis setiap katanya dengan kosa kata yang benar dalam bahasa inggris <p>5. Mechanics (Mekanika)</p> <ul style="list-style-type: none"> - Menulis teks deskriptif dengan memperhatikan 		
--	--	--	--

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	segala aspek dalam mekanika seperti capitalist, spelling dan punctuation.		
3	<p>Kegiatan Penutup:</p> <ul style="list-style-type: none"> • Menutup pelajaran dan mengucapkan salam 	<ul style="list-style-type: none"> • Menjawab salam 	5 menit

Pertemuan 3

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
1.	<p>Kegiatan Awal:</p> <ul style="list-style-type: none"> • Mengucapkan salam pembuka dan menanyakan kabar ‘‘how are you?’’ • Menanyakan kehadiran peserta didik “who absent today?” 	<ul style="list-style-type: none"> • Menjawab salam dan menyatakan kabar ‘‘I‘am Fine’’. • Memberitahu siswa yang tidak hadir kepada peserta didik 	10 menit

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
2.	<p>Kegiatan Inti:</p> <p>Membagikan teks berupa</p>	<ul style="list-style-type: none"> • Menerima teks 	40 menit
	<p>gambar kepada peserta didik.</p> <ul style="list-style-type: none"> • Mempersilahkan peserta didik untuk menanyakan bagian-bagian yang kurang dipahami terkait teks yang sudah dibagikan. • Menunjuk salah satu peserta didik untuk memberikan contoh teks deskriptif tentang sekolah, bunga, hewan dan gunung (sesuai gambar yang ada dalam teks) di atas papan tulis • Mengamati peserta didik dalam mengerjakan teks yang telah dibagikan sembari mengulang hal-hal penting yang harus 	<p>yang berupa</p> <ul style="list-style-type: none"> • gambar. • Memperhatikan peserta didik yang memberikan contoh deskriptif teks • Mempertanyakan hal hal yang kurang dipahami dan kosakata dalam bahasa inggris yang tidak diketahui. 	

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	diperhatikan peserta didik dalam mengerjakan teks		
3.	Kegiatan Penutup: <ul style="list-style-type: none"> • Mentup pembelajaran dan mengucapkan salam 	<ul style="list-style-type: none"> • Menjawab salam 	5 menit

Pertemuan 4

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
1.	Kegiatan Awal: <ul style="list-style-type: none"> • Mengucapkan sala pembuka dan menanyakan kabar “How are you?” • Menanyakan kehadiran peserta didik <p>Who absen today?”</p>	<ul style="list-style-type: none"> • Menjawab salam dan menanyakan kaabar. “How about you?” • Menyebutkan nama peserta didik yang tidak hadir 	10 menit

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
2	<p>Kegiatan Inti:</p> <ul style="list-style-type: none"> • Membagikan teks berupa gambar kepada peserta didik. • Memberi penjelasan mengenai langkah-langkah pembelajarannya dalam suatu teks. (contoh teks terlampir) <p>Langkah-langkah pembelajarannya adalah:</p> <ol style="list-style-type: none"> 1. Developig (Mengembangkan) Mengembangkan ide atau wawasan peserta didik terhadap empat gambar yang telah disediakan. Peserta didik harus memilih salah satu yang menurut mereka kuasai 2. Organizing (Mengorganisasi) Peserta didik harus mengerjakan teks deskriptif dengan 	<ul style="list-style-type: none"> • Menerima teks berupa gambar yang telah dibagikan • Memperhatikan Memperhatikan dan bertanya • Memperhatikan penjelasan mengenai langkah-langkah pembelajaran dalam menulis deskriptif teks. • Melaksanakan langkah-langkah pembelajaran dalam menulis deskriptif teks dengan memperhatikan semua aspek penting dari 	40 menit

	<p>susunan paragraf yang benar sesuai dengan unsur identification dan description</p> <p>3. Grammar (Tata Bahasa) Menyusun teks deskriptif sesuai dengan grammar yang baik dan benar.</p> <p>4. Vocabulary (Kosa kata) Menulis setiap katanya dengan kosa kata yang benar dalam bahasa inggris</p> <p>5. Mechanics (Mekanika) Menulis teks deskriptif dengan memperhatikan segala aspek dalam mekanika seperti capitalist, spelling dan punctuation</p> <ul style="list-style-type: none"> • Meminta peserta didik mempelajari semua hal pokok yang terdapat dalam menulis deskriptif teks Seperti contoh yang sudah dijelaskan langkah-langkah pembelajaran • Guru mengelilingi kelas, mengecek pekerjaan peserta didik 	<p>organizing, developing, grammar, vocabulary and mechanics</p> <ul style="list-style-type: none"> • Satu peserta didik maju kedepankelas untuk membacakan hasil tulisannya. • Memperhatikan kesalahan dari poin-poin penting dalam teks deskriptif yang telah dikerjakan. 	
--	---	---	--

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	<ul style="list-style-type: none"> • Meminta satu perwakilan peserta didik untuk maju kedepan kelas membacakan hasil tulisannya • Mengoreksi beberapa hasil tulisan yang telah dikerjakan oleh peserta didik jika terdapat kesalahan 		
3.	<p>Kegiatan penutup</p> <ul style="list-style-type: none"> • Meminta peserta didik untuk mengumpulkan lembar pengerjaannya • membuat kesimpulan peserta didik tentang teks yang telah dikerjakan • Menutup pembelajaran dan sekaligus salam perpisahan kepada peserta didik serta mengucapkan salam 	<ul style="list-style-type: none"> • Mengumpulkan lembar pengerjaan kepada guru • Menjawab teks kesimpulan dari teks yang dipelajari • Menjawab salam perpisahan dari guru. 	5 Menit

G. Penilaian:

Tehnik : Tes Tulis

Bentuk : Tulisan

Instrumen : Writing Text

Parepare, 10 January 2022

Mengetahui

Peneliti

Nurul Asyikin Binti Mohd.Noh

Nim. 17.1300.113



Appendices 3 The Students' test



Nama Siswa : *Madinah*

Kelas : *XI IPS*

Nis



1. Choose one of the pictures above and make a title for the sentence that you will make according to the picture you have chosen!
2. Describe the picture you have chosen on the paper according to the grammar and vocabulary you know!

1, my garden flowers

2, Rose are one of the flower plants that have special characteristics that are seen from several forms and plant characteristics. Rose are usually used as ornamental plants because they have beautiful shapes and colors. Rose are a group of plants in the form of tree seeds with stems. As a dicotyledonous plant, roses have taproot. stems and roots have cambium so that they can enlarge. As a closed seed plant, rose plants are also referred to as higher order plants.

The special characteristics of rose plants can be seen from the flowers. The flower crown consists of 5 crown leaves. Rose also have various colors. The ovaries are located in the crown and petals the characteristic of roses is that there are sharp thorns on the stem. with smooth skin on the stem and can reproduce by cuttings. Roses will produce fruit that is smooth roses hips.

D → 15
 O → 13
 G → 16
 V → 18
 M → 13
 75

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jln. AmalBakti No. 8 Sorang, Kota Parepare 91132 Telpun (0421) 21307, Fax (0421) 24404 PO Box 909 Parepare 91100, website : www.iainpare.ac.id, email : mail@iainpare.ac.id</p> <p>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</p>
--	--

Nama Siswa : ~~XXXXXXXXXX~~ karma

Kelas : XI. Iqg

Nis :



1. Choose one of the pictures above and make a title for the sentence that you will make according to the picture you have chosen!
2. Describe the picture you have chosen on the paper according to the grammar and vocabulary you know!

Answers :

1. Bird : owl
2. The owl has beautiful and sharp round eyes, its ears are also distinctive upwards, its feathers are patterned and its neck can rotate up to 360 degrees oh don't forget the owl also has a scary but funny face Haha

Poor developing and organizing

D → 9

O → 10

G → 9

V → 10

M → 4
45



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Jln. AmalBakti No. 8 Sorasang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Nama Siswa : *Rismawati*

Kelas : *IX IPS*

Nis : *—*



1. Choose one of the pictures above and make a title for the sentence that you will make according to the picture you have chosen!
2. Describe the picture you have chosen on the paper according to the grammar and vocabulary you know!

1. Mountain

2. Mount Bromo is one of the ~~Best~~ Mountains that is a favorite natural tourist destination in East Java. It is located between four regencies namely Probolinggo, Lumajang, Pasuruan, and Malang. The height of ~~Bromo~~ Mount Bromo is about 2,329 meters. There is a crater in the middle of this mountain.

good grammar

To climb the mountain ~~and~~ and see the crater, ~~visitors~~ visitors have to go through the desert. During the day, the weather will be hot but the ~~day~~, ~~the weather~~ air is still cold. sand is often flying. when there is a strong wind but at dawn or in the morning the air very cold.

Capitalist

Good Developing

PAREPARE

D → 18
 O → 14
 g → 13
 v → 65
 M → 12

 72

Appendices 4 Documentation





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Amal Saleh No. 08 Sumpang Parepare 91132 telp 0421 21937 Fax 24404
PO Box 909 Parepare 91100 website : www.iainparepare.ac.id email : mail@iainparepare.ac.id

Nomor : B.2243/In.39.5.1/PP.00 9/08/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Sidrap
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kab. Sidrap

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Nurul Asyikin
Tempat/Tgl. Lahir : Kulo, 15 Februari 2000
NIM : 17.1300.113
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : Kulo, Kec. Kulo, Kab. Sidrap

Bermaksud akan mengadakan penelitian di wilayah Kab. Sidrap dalam rangka penyusunan skripsi yang berjudul:

"An Anlysis Of Students' Ability In Writing Descriptive Text At The Second Grade Of MA DDI Kulo Kab. Sidrap"

Pelaksanaan penelitian ini direncanakan pada bulan Agustus sampai bulan September Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 27 Agustus 2021

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN SIDENRENG RAPPANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
JL. HARAPAN BARU KOMPLEKS SKPD BLOK A NO. 5 KABUPATEN SIDENRENG RAPPANG
PROVINSI SULAWESI SELATAN

Telepon (0421) - 3590005 Email : ptp_sidrap@yahoo.co.id Kode Pos : 91611

IZIN PENELITIAN

Nomor : 320/IP/DPMPTSP/8/2021

- DASAR 1. Peraturan Bupati Sidenreng Rappang No. 1 Tahun 2017 Tentang Pendelegasian Kewenangan di Bidang Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Sidenreng Rappang
2. Surat Permohonan **NURUL ASYIKIN BINTI MOHD. N** Tanggal **30-08-2021**
3. Berita Acara Telaah Administrasi / Telaah Lapangan dan Tim Teknis
INSTITUT AGAMA ISLAM NEGERI PAREPARE
Nomor **B.2243/In.39.5.1/PP.00.9/08/2021** Tanggal **27-08-2021**

MENGIZINKAN

KEPADA

NAMA : **NURUL ASYIKIN BINTI MOHD. NOH**

ALAMAT : **TIPPULU KABOE, DESA KULO, KEC. KULO**

UNTUK : melaksanakan Penelitian dalam Kabupaten Sidenreng Rappang dengan keterangan sebagai berikut :

NAMA LEMBAGA / : **INSTITUT AGAMA ISLAM NEGERI PAREPARE**
UNIVERSITAS

JUDUL PENELITIAN : **" AN ANALYSIS OF STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT THE SECOND GRADE OF MA DDI KULO KAB.SIDRAP "**

LOKASI PENELITIAN : **MA DDI KULO KAB.SIDRAP**

JENIS PENELITIAN : **KUALITATIF**

LAMA PENELITIAN : **31 Agustus 2021 s.d 14 Oktober 2021**

Izin Penelitian berlaku selama penelitian berlangsung

Dikeluarkan di : **Pangkajene Sidenreng**

Pada Tanggal : **30-08-2021**



Biaya : **Rp. 0.00**

Tembusan :

- MA DDI KULO KAB SIDRAP
- FAKULTAS TARBIYAH IAIN PAREPARE
- PERTINGGAL



MADRASAH ALIYAH SWASTA
DARUD DA'WAH WAL-IRSYAD (DDI)
KECAMATAN KULO KAB. SIDRAP
Jalan : Pangeran Diponegoro Nomor 07 Kode Pos 91653 Kulo

SURAT KETERANGAN

Nomor : 62 /Ma.21.18.02/PP.00.6/10/2021

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah DDI Kulo menerangkan bahwa :

Nama : NURUL ASYIKIN BINTI MOHD. NOH
Tempat/tgl Lahir : Kulo, 15 Februari 2000
Jenis kelamin : Perempuan
Pekerjaan : Mahasiswa
Alamat : Tippulu kaboe, Desa Kulo, Kec. Kulo

Bahwa nama yang tersebut diatas benar telah melakukan penelitian di Madrasah Aliyah Swasta DDI Kulo mulai pada tanggal 31 Agustus 2021 s/d 14 Oktober 2021 untuk pembuatan skripsi dengan judul "**AN ANALYSIS OF STUDENT'S ABILITY IN WRITING DESCRIPTIVE TEXT AT THE SECOND GRADE OF MA DDI KULO KAB. SIDRAP**".

Demikian surat keterangan ini kami buat untuk di pergunakan sebagaimana mestinya.

Kulo, 14 Oktober 2021
Kepala Madrasah



[Signature]
Drs. Kamaruddin
NUPJK/263774865020002

BIBLIOGRAPHY



Nurul Asyikin, the writer was born on February 15th 2000 in Sidrap, South Sulawesi. She is the only child in her family, her father's name is Muhd Akid Bin Abdullah. And her mother's name is Rasdiana and Nanong. She is a students of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her educational background, she began her study on 2004 at SDN 8 Kulo and graduated on 2010. While at the same year she study at MTs DDI Kulo and finish on 2013, the continue her study at MA DDI Kulo and graduated on 2016, then on 2017 continue her study at Tarbiyah Faculty of IAIN Parepare and complete her study with the title "An Analysis of Students' Ability in Writing Descriptive Text at The Second Grade of MA DDI Kulo Kab. Sidrap".