

**AN ANALYSIS OF STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT  
SMA N 1 KARANGDOWO IN THE ACADEMIC YEAR OF 2023/2024**

**THESIS**

**Submitted as a Partial Fulfilment of the Requirement**

**for the Degree of *Sajana***



By

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**FACULTY OF CULTURES AND LANGUAGES**

**RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA**

**2023**

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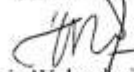
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Wassalamu'alaikum wa rahmatullahi wa barakatuh

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## RATIFICATION

### RATIFICATION

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## **DEDICATION**

Alhamdulillahirabbil'alamin, praise thanks to Allah SWT who has given all the blessing; I dedicated this thesis especially for:

1. My beloved family, my father Mr. Sriyono, my mother Mrs. Sukinem, my sister Sri Rejeki and my brother Danang Tri Atmojo who always give spirit, support and motivation.
2. My Beloved Almamater UIN Raden Mas Said Surakarta

## **MOTTO**

“Do not be sad, indeed Allah is with us”

(Q.S. At- Taubah: 40)

“Never compare yourself with others”

(Mine)

## PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled **“An Analysis of Students’ Ability in Writing Descriptive Text at SMA N 1 Karangdowo in the Academic Year of 2023/2024”** my own original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person expect where due references are made.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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## ACKNOWLEDGEMENT

Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “An Analysis of Student’s Ability in Writing Descriptive Text at SMA N 1 Karangdowo in The Academic Year of 2023/2024”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis would not be completed without help, support and suggestion from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. Toto Suharto, S. Ag., M.Ag as the Rector of the Raden Mas Said State Islamic University of Surakarta.
2. Prof. Dr. Imam Makruf, S. Ag., M.Pd. as the Dean of Culture and Languages Faculty of Raden Mas Said State Islamic University of Surakarta.
3. Dr. Siti Isnaniah, S.Pd, M.Pd as the Head of Language Department of Cultures and Language Faculty.
4. Dr. Hj. Fithriyah Nurul Hidayati, M.Pd. as the Coordinator of English Language Education of Cultures and Language Faculty.
5. Mrs. Maria Wulandari, M.Pd. as the advisor, who has given guidance, deep attention, advice and corrections to revise the miseake during the entire process of writing this thesis.

6. Mrs. Nuning Wahyu Astuti, M. TESOL, and Mrs. Ikke Dwi Pratama, SS., M.Hum, as the examiners, who has given guidance, deep attention, advice and corrections to revise the mistake during the entire process of writing this thesis.
7. All lecturers of English Language Education who gives guidance, support, share experience, knowledge and dedication for the researcher.
8. Mr. Medi Widada, M.Pd. as the Headmaster of SMA N 1 Karangdowo for allowing the researcher to this research.
9. Mr.Yoga Praeama, S.Pd, as Tenth Grade English Teachers of SMA N 1 Karangdowo, who gives the information and knowledge about this research.
10. All the researcher's friends and everyone help the researcher which can't mention one by one, especially Laily Nur Aisyah, S. Pd., and Ramadhanti Putri Rahmawati, S. Pd., Ratna Yunita Widiastuti S. Pd.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, December 27<sup>th</sup> 2023

The Researcher

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## ABSTRACT

Yunita Dwi Rahayu, 2023. “**An analysis of Student’s Ability in writing descriptive Text at SMA N 1 Karangdowo in the academic year of 2023/2024**”. Thesis. English Language Education. Faculty of Cultures and Languages, Raden Mas Said State Islamic University of Surakarta.

Advisor : Maria Wulandari. M.Pd

Keyword : Writing Ability, descriptive text

This research aims to explore how to the student’s abilities of writing descriptive text at tenth grade of SMA N 1 Karangdowo. The purpose of this research are: (1). To describe the student’s writing abilities in descriptive text, (2) To describe student’s problems in composing descriptive text in SMA N 1 Karangdowo.

In this study, the researcher used a descriptive qualitative method. The research data collected by the observation, documentation (Student’s worksheet), and interview. The method used in this research is descriptive qualitative. The researcher used writing test as the instrument. The subject of this research was the second grade at SMA N 1 Karangdowo, academic year 2023/2024. The sample was class IPS 2 which consist of 23 student’s.

The finding indicated that the student’s ability in writing descriptive text was classified into poor. The student’s writing ability in content categories was 4,41. It was classified poor. The student’s Writing in organization was 4,26. It was classified poor. The student’s writing in vocabulary was 4,11. It was classified very poor. The student’s writing in grammar was 3,75. It was classified poor. The student’s Writing in mechanic was 3,82. It was classified very poor. While the student’s problems in writing was language features of descriptive text consist of describing object in detail, lack of vocabulary and grammar mastery so majority of the student’s was difficult to create the sentences and write correct spelling words. From the result, the researcher is able to conclude that student’s have not deep understanding in writing of descriptive text.

Keywords: Writing Ability, descriptive text.

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## CHAPTER I

### INDRODUCTION

#### A. Background of Study

English as a foreign language is an important language that must be learned for student's to communicate with teachers, friends or even other people from various countries. In Indonesia, English is studied by elementary to high school student. It is very important for student's to master English in all skills. English has four skills including listening, speaking, writing and reading. Writing is a language skill that has an important role for students who are in the learning process. One of them in Indonesian culture, which traditionally uses a lot of spoken language so that writing is not a way of expressing oneself. Furthermore, the task of writing become more difficult when they have to write in foreign language, like English. Writing is a complex activity because the writer must understand sentence structure, vocabulary, and punctuation. Writing ability is one of the demands in learning English, (Wahyuni, Efiya; 2018). English is very important and every kind of jobs needs someone who masters. English is certainly important for all people to learn. All of people in this world and also Indonesian people have to learn it because we know that almost all of the book, of science, knowledge, and international business are in English.

According to Sharples (1999) actually writing is an opportunity; allows students to express something about themselves, explore and explain ideas.

Students can express what they think. Mastery of vocabulary and tenses is the main key to get good writing. We have to choose the right vocabulary and arrange the words into sentences and develop them into paragraphs. (Sternberg, 2009) state writing can help students learn to write well, students can increase vocabulary and strengthen grammatical structures. Students have the opportunity to express what they learn. The ability to write in English is needed and important.

According to Harmer (2001:3), the reason why students learn to write is that it is worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the student's writing proficiency. This implies that an English teaching and learning process should include teaching writing in a correct way in order to help the student's to improve their ability and competence in producing written language.

Writing is one of the English skills that must be taught regularly but students consider writing the most problematic skill to learn. It is often considered as the most problematic language skill because it requires a higher level than other skills. The reason they cannot write well is because they have little vocabulary, problems in expressing the ideas they think, grammar and so on. Writing is considered by language learners as the most difficult skill since it requires a lot of lexical and syntactic knowledge as well as principles of organization. The difficulty is not only due to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also the necessity to turn such



ideas into a readable text (Barli, 1995: 76). There are some reasons why writing skill is considered difficult for most student. One of them lies in Indonesian culture, which traditionally uses a lot of spoken language so that writing is not a way of expressing oneself. Furthermore, the task of writing become more difficult when they have to write in foreign language, like English. From these theories, it can be concluded that writing is a complex activity to express the ideas they think and express in written form. Writing skill is one of four skills that must be mastered by the student's, it shows from the curriculum. The elementary school, junior high school until senior high school, there are chapters that explain about text, such as: narrative, descriptive, recount, report, expository, news item, procedure, Ec. Especially in X grade, according to Curriculum 2013 (K13) the student's must be able to write and make a conversation about people, animals and things. In the other words, the student's must learn about descriptive text

Descriptive text, according to Husna, (2013), descriptive text is a text that the author sires to draw to describe a particular thing/object, place, or persons. Geroe & Wignell (1994) stated that descriptive text is a type of text that aims to provide information. Descriptive text is a form of text that describes an object (in the form of people, objects, places, events and so on) with words in actual conditions (Sherlyn Jamal, 2018). The skill of writing descriptive text is one way to convey the indene and purpose in a written way which is the ability of student's to express indene through language media. In doing the job of writing descriptive texts, planning and

researching the ability to write descriptive texts are needed for students of class X IPS 2 SMA N 1 Karangdowo. Therefore, descriptive text can be concluded as a text that provides a description or lies of characteristics of a person, animal, place, thing and others using words that appeal to the senses of smell, touch, and ease so that the reader can visualize the creature being describing or understanding the sensation or the author's emotions. The learners should involve two generic structures in write text descriptive: identification and description. The learners should complete the text with these two generic structures. Besides, the learners should pay attention to the language use in descriptive text. The structure or language use have an important role in writing descriptive text. Sometimes the student's face problems to make descriptive text correctly. Some of them write text descriptive without following the terms of good Writing in descriptive text

The researcher be conducted at SMA N 1 Karangdow. Researcher choose SMA N 1 Karangdowo because. The researcher did observation at SMA N 1. The researcher found that many students have some problems learning English, especially writing. From an interview with an English teacher, Mr Yoga. He said that students have problems in writing descriptive text due to a lack of vocabulary, grammar, and develop their imagination. Student's also have different levels of reluctance to learn from one another. Something, this become problem in the teaching and learning process that takes a lot of time to solve problems. In addition, the have problems memorizing new vocabulary, grammatical structure and understanding the

text in writing. Writing is an important skill for the learners to enter science and technology. Student's so many problems when they do not master English well. The main problem of student's in learning writing is that they have little chance to practice writing English. Therefore, they still think that writing is not more important than the other skills. Some years ago, it might be true. But now, when the international language is being the key to enter science and technology, writing is very important to be learned by the English learners.

Based on pre-observations, during learning the atmosphere in the classroom is conducive, the teacher explains the material and student's pay attention to the material conveyed by the teacher, During learning, student's may open their cell phone to translate, but many student's use cell phone to open other applications, the teacher gave some jokes but they weren't funny so the student's felt bored. Interviews with English teachers and student's regarding the teaching and learning process of English in class X IPS 2 SMA N 1 Karangdowo, there are several obstacles faced by teachers and student in learning to write descriptive texts. First, they are not enough ideas to create text. This happens due to several factors. Student's find it difficult to write certain types of text, especially descriptive text. Student are required to have good vocabulary mastery in order to clearly describe something.

Student problems seem from the weak ability of student's in general ideas; they don't know what to write first. Second, student do not know

how to express ideas into making good sentences or paragraphs. Student's also have problems in choosing words due to lack of vocabulary. Some of the previous problems were supported by classroom activities where writing classes were considered as boring learning and had low participation in writing descriptive text.

Researchers chose SMA N 1 Karangdowo as a research school because researchers are alumni of the school, so researchers must know the condition of student's in the school. Based on the research title above, the researcher hopes that all student's problems in writing descriptive text can be known and the teacher is also expected to provide more examples and exercises on descriptive texts to student's so as achieve educational goals well, especially English subjects. Some previous researcher who conducted research to the researcher in this study conducted by Yuniarti J, eneiele " An Analysis Of Student Ability In Writing Descriptive Text Based On Its Generic Structure At The tenth Grade of SMA N 3 Parepare". This study have aims, they are to analyse student's ability in Writing descriptive text and identify student errors in writing descriptive text based on generic structure. The researcher did the researcher in there are 230 sample. The result of the data analysis in writing descriptive text at the grade of SMAN 3 Parepare categorized into excellent, (Yuniarti, 2021). The researcher above it can be concluded that the ability and problems of each student are different, some are easy to write descriptive text and some have problems writing descriptive text. By

conducting this study, it revealed whether the ability of class X student's in writing descriptive text is categorized excellent or poor.

The study entitle "An analysis of student Ability in Writing descriptive text at the tenth grade students of SMA N 11 Jambi academic year 2017/2018" conducted by Hariyadi (2020), the purpose of this research is to analyse the student ability in writing descriptive text at the tenth grade student of SMAN 11 Jambi academic year 20017/2018. This research used descriptive research with qualitative method. This research used random sampling to get the sample and then X MIPA 3 as a sample with total 35 student but two students did not follow the test. There 33 student as a sample. In collecting data, the instrument of this research is writing test by using descriptive text. The finding of this research showed that student's ability in writing descriptive text was categorized 18 student's (55%), were categorize s good, 9 students were categorize excellent or (27%), 5 student's (15%) were categorize satisfactory, 1 student's (3%) were categorize as un satisfactory and there were no students who categorize failed. The research concluded that the student's ability in writing descriptive text at the grade students of SMAN 11 Jambi is good because from 33 student's 18 student or (55%) goes score 13-16 the level of student's ability is good. The same an analysis of writing abilities in descriptive text, qualitative method and The Difference are on Place, time, collecting data.

Based on the explanation above, the research conducted research entitled “An Analysis of Student’s Ability in Writing Descriptive Text at SMA N 1 Karangdowo Academic Year 2023/2024”

## **B. Identification of the Problems**

Based on the research background, to identify the problems that be discussed in this research. There are several problems identified as follows:

1. Student’s lack of have problems in writing, especially descriptive text.
2. Learning English is not easy for the tenth grade students at SMA N 1 Karangdowo in the academic year 2023/2023.
3. English lesson is difficulty for the tenth grade students at SMA N 1 Karangdowo in the academic year 2023/2023.
4. Student’s lack of vocabulary and grammar.

## **C. Limitation of the Study**

In this researcher, the researcher limit the problem that are the focus of the research to describe students ability in and problems in writing descriptive text of the class X IPS 2, 23 student’s at SMA N 1 Karangdowo. The limitation of the problem to make the problem clear, understandable, and more specific.

#### **D. Formulation of the Problems**

In this study, researchers only focus on certain problems. The problems that can be formulated are as follows:

1. How are the student ability in writing descriptive text at the tenth grade of SMA N 1 Karangdowo?
2. What are the student's problems in writing descriptive text at the tenth grade of SMA N 1 Karangdowo?

#### **E. Objective of the Study**

The researcher formulates the purpose of study as follows:

1. To describe the student's ability in writing descriptive text at SMA N 1 Karangdowo in the academic year 2023/2024.
2. To describe the student's problems in writing descriptive text at SMA N 1 Karangdowo in the academic year 2023/2024.

#### **F. The Benefits of the Study**

The results of this study are expected to provide both theoretical and practical benefits to more clearly the each can be described as follows:

1. Theoretical benefice this research is expected to provide information about Writing in Descriptive Text. Hopefully it will be an inspiration for future researchers who conduct research in this area.
2. Practical benefit

a. For Student's

By this research the students are expected to be able to make good paragraphs especially on descriptive text.

b. For English Teacher

The resale of this research hopefully can provide the information to the teacher, on student's abilities in Writing descriptive texts. The researchers as a condition for a degree of educational undergraduate UIN Raden Mas Said Surakarta. The Inseieueion of this research dale in the library for students of UIN Raden Mas Said Surakarta. Especially in faculty culture and language in increasing the creation of writing students of high school students.

c. Future Researchers

The researcher hopes that this research can be used as a reference for future researchers relayed to descriptive text. Wish this research, i.e. is hoped that future researchers can incorporate their ideas and choughs into the results of their lease research so this research will be more complex. The research is expected to advise information on high school writing skills.

## **G. Definition of Key Terms**

### 1. Writing

Hammer (2004:11), states that writing is a way produce language and express ideas, felling, and opinion. Writing is an



activity to produce something in wiremen from so that people can read, perform or used i.e. (Oxford Advanced Learner's Pocks Dictionary, 2008: 516)

## 2. Writing Ability

According to Byrne (1988), Writing is organization sentences to be a text, into certain and complete coherence that are able to communicate with readers through writing form successfully.

## 3. Descriptive text

Oshima and Hogue ( 1977: 50) state that descriptive text tell how something looks, fell, smells, eases or sound a good description is image the object, place or person in his or her mind.

## CHAPEER II

### LITERATURE REVIEW

#### A. Theoretical Review

##### 1. Writing

###### a. Definition of Writing

Writing is a complicated activity which needs full of concentration and knowledge about what we are going to write. The writers muse make decisions about the purpose, context, convene and also trying to conform to the rules of grammatical, structure, punctuation, and diction in writing text are the same time. Writing can be defined in various ways, there are some definitions of Writing based on some experts. Writing is one of the skills that muse be learned in learning English. Writing is a creative process that has a specific purpose in its preparation by going through certain phases to achieve the desired goal (Nurjayanei, 2019). According to Kirszner and Mandell (2011: 3) state that writing is a process which is included some seeps that muse be considered by the student's as writer such as planning, organizing, drafting, revising and editing, in order to make their Writing produce can be understood by the readers.

Writing skill is often needed to measure knowledge is most exams, whether they are easing in foreign language abilities or other

skills (Harmer: 2004). Therefore, students can communicate their ideas and thoughts to others through Writing such as letters, messages or invitations for communication. Good Writing is one that has a logical and effective organization using the right choice of words, and the right conventions and communicating so that readers can easily read and understand the content of the Writing.

Writing is usually considered the most difficult problems skill to learn. Eangpermpoon, (2008), Writing is considered the most difficult problems skill. Most students find that Writing is a difficult problems skill to learn. They think that Writing is difficult problems because first, they must know how to use vocabulary, grammar, organization and mechanics appropriately. Second, students need to think hard to arrange words into sentences and arrange sentences into paragraphs until they can make written text. They need to translate their ideas into readable text.

According to Eaylor (2009: 2) Writing is an activity of bringing knowledge, then recording and preserving it. Writing is a product of writer understanding. It can be used for making sense of experiences, to show opinions, feelings, and any knowledge of writer.

#### b. The Purpose of Writing

Writing has several main purposes. Hacker and Sommers (2012: 7) see that writing has several purposes, namely:

- 1) As a tool to inform readers about information or news. This means that Writing is a tool or one way for the author to tell or describe some information that is conveyed in Writing to the reader.
- 2) To convince the reader of something. What the writer says in written form can convince the reader about the content, information, or lesson that the writer gives to the reader. The choice of words, sources, and facts discussed in an article, it can make the reader feel confidence about the Writing written by the author.
- 3) To entertain readers. Sometimes what the author says in written form can entertain the readers when they read the Writing on paper, field noise, Ec.
- 4) As a tool to influence readers to act. What writers say can influence readers when they get the core information in Writing.
- 5) To change the minds and develop the opinion of the reader. When readers read the author's Writings, they can develop opinions, ideas, or everything that is in their minds after reading the information or content in written form.
- 6) To investigate some information. Writing can investigate some of the information conveyed by the author in the form of his Writing.

7) Develop Writing skills. When someone writes something in written form, they can develop Writing skills. Thus, people can build and develop communication with the results of their Writing

c. Micro and Macro skills of Writing

According to Brown (2004:230), there are micro and macro skills that need to be considered by teachers to define the right assessment procedure of writing. Micro skills of writing are appropriate to be applied in imitative performance and intensive performance. Imitative performance is related to mechanic aspect such as writing leers and punctuation, while intensive performance is related to the word level such as word choice, senses, and cohesive devices. On the contrary, macro skills of writing are necessary to be applied in responsive and expensive writing performance. Responsive performance deals with the form and the communicative purpose of written texts, while expensive performance is related to the higher level proficiency in writing such as essays, research, or even a thesis.

The followings are the micro and macro skills of Writing:

Micro skills of writing:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produces writing at an efficiene rate of speed to suit the purpose.

- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use acceptable grammatical systems (e.g., sense, agreement, pluralisation), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

Macro skills of Writing:

- 1) Use the theatrical forms and conventions of written discourse.
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 3) Convey links and connections between events and communicative such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings when writing.
- 5) Correctly convey culturally specific references in the context of the written text.
- 6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using

paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

d. Process of Writing

Harmer (2007:279- 280) also mentions some organized ways in doing a Writing project. Firstly a project starts at briefing or choosing of topics which means that teachers or students (or it can be both) decide on a topic. The topic can come from students or the teachers may offer a list of possible topics. The next step is idea or language generation, here student's start making plans on how to accomplish the task, how to find out the information and where they can get the information needed. Teachers can give instructions on the way to get the information. Next, the third step is data gathering. Students can gather data from many sources. It can be from the internet, encyclopaedias, television, radio, text books or questionnaires. The fourth step is planning, after having topic-specific language and data that they have required, student's start making a plan on how the final project be set out.

Then, the next step is drafting and editing. Student's start making the project. Before the final produce is written, they start writing the draft; it can be a whole section or only parts of that. Then, the draft will be corrected teachers or fellow students. The draft will be self-edited as well. Step is the resale; this is when the final goal of project is reached. The last step is consultation/tutorial,

throughout the lifetime of a project, teachers will need to be available as a tutor, adviser, helper, and prompter for student's to help them progress. Writing process is beginning with planning. Writer plans the ideas. The ideas are drafted in sentence. The sentences are developed by supporting ideas. After the writing has done, the writer checks the writing, the cohesion of the paragraph each sentence. The writer revises the sentences that are not clear or coherency with the topic. Tenses to be effective and efficient and checking the punctuation, spelling and the grammar.

According to Harmer (2004:4) there are four seeps of writing process. They are planning, drafting, editing, and final version. They are as follows:

#### 1) Planning

Experienced writers plan what they are going to write. Before searing to write or type, they try and decide what it is they are going to say. For some writers this may involves making detailed notes. When planning, writers have to think about the main issues. In the first, the writers have to consider the purpose of Writing, secondly, they think of the audience of the Writing, and thirdly, the writers have to consider the convene structure of the piece of Writing.

#### 2) Drafting



We can refer to the first version of a piece of Writing as a draft. As the Writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

### 3) Editing (reflecting and revising)

When the information is not clear, something that is written is ambiguous or confusing then the writers move paragraphs around or write a new introduction. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of Writing will help the author to make appropriate versions.

### 4) Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. Sometimes the first three stages of the process take almost no time at all and we plan, (re-) draft, and (re-) edit very quickly in our heads as we write. This may look considerably different from both original plan and the first draft, because things have changed in the editing process. Nevertheless, however casually we approach the process, we still try and plan what to write, check what we have written, and revise it before sending it off.

#### a. Types of Writing

According to Troyka (1987: 3), Writing is divided into four types, namely narration, description, exposition, and argumentation

### 1) Exposition

Exposition is one of four Theatrical model of discourse, along with argumentation, description and narration. It is also used for speeches. The purpose of exposition is to provide some background and inform the readers about the plot, character, setting and theme of the essay, story or motion picture.

### 2) Argumentation

Argumentation theory, or argumentation, also called persuasion, is the interdisciplinary study of how human should, can, and do reach conclusions through logical reasoning that is claims based, soundly or no, on premises. The concluded the arts and sciences of civil debate, dialogue, conversation, and persuasion. The studied rules of inference, logic and procedural rules in both artificial and real world setting. Argumentation includes debate and negotiation, which are concerned with reaching mutually acceptable conclusion. Example in trial, in preparing an argument to be presented to court, and in easing the validity of certain kind of evidence.

### 3) Description

Description is one of four rhetorical modes (also known as model of discourse). It is also the fiction-Writing mode for

transmitting a mental image or the particulars of a story. Description as a rhetorical mode the purposes of description are to re-create or visually present a person, place, event, or action so that the reader may picture that which is being described. Descriptive Writing may be found in the other rhetorical modes. Description as a fiction-Writing mode fiction is a form of narrative, fiction-Writing also has distinct forms of expression, or modes, each with its own purposes and conventions together with dialogue, narration, exposition, and summarization, description is one of the most widely recognized of the fiction-Writing modes.

#### 4) Narration

Narration is some kind of retelling, often in words (enough is possible to mine a story), of something that happens (a story). Narration recounts events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. Narration thus shapes history (the scene of event, the story of what happened).

Writing text is divided into many types, part of them are expository Writing, persuasive Writing, narrative writing, and descriptive Writing. Expository text or it can be interpreted as fact and the goal is to persuade the reader something in the case. Persuasive writing is an argumentative text that influences the

readers from writer's point of view. Narrative text is aimed to tell a story, it can be fiction or factual that wires to amuse or entertain the readers. And then, the highlight of this research is descriptive text. A descriptive can be concluded to describe a thing, person, place, or event to readers.

## 2. Writing Ability

### a. Definition of Writing Ability

According to Jayanti (2019), Ability is the result of the interaction between the process of reaching and learning activities that can be seen from behaviour. Each student's has different abilities where the Ability of student's can be seen through the result or behaviour shown by students. Ability is a behaviour or skill show by students as a result of the learning and reaching process in the classroom. Meanwhile to Ekarisea (2018), writing ability is the skill of a person in producing written messages from words, sentence, text, and coherent as a whole. This is so that the reader can understand the meaning conveyed. To produce a good Writing, writers muse have good Writing skills. Writing Ability is the skill to express the ideas, choughs, and feelings to others through Writing or written symbols so that the readers understands the idea. In the other words, Writing skills are special abilities that help the writers to put their choughs into words in meaningful forms and convey messages

The researcher concludes that writing ability means a person's skill or Ability in expressing various ideas to produce writing in text or paragraphs with correct, coherent and structured aspects of writing. It aims to make it easier for readers to understand the contents of the writing to be conveyed by the author.

b. Component of Writing

According to Brown (2007), the student's should have comprehensive Ability in mastering five component of writing, namely: content, organization, vocabulary, language uses, and mechanics.

1) Content

Content is one of the Writing components that discusses about how the wires can think creatively and develop their through to gather all information into communicative message. To develop contents, the writers need to define a term, to expand the point of view about subject discussed, or to elaborate examples in order to help readers understand the next or to persuade them about the validity of the arguments presented. In the content, the wires need to think creatively, what they are going to write in their Writing.

The description of the content is knowledge, substantive and relevant ideas. To conclude, the content of this research required to the student's" Writing Ability in composing descriptive text which was relevant to assigned topic. The

students were required to write a descriptive text with a good content in which all sentences of a text relate to the topic, describe the topic, and tell about their experiences. Moreover, they had to write a good content of descriptive text by giving clear information and explanation of their experiences relating to the topic that chose by students.

## 2) Organization

Organization is one of the components in Writing that tells about the systematics of idea. If Writing is to be intelligible, it must be produced in coherent sentences, clearly linked to produce fluent expression, idea clearly seated, well organized, logically sequenced and cohesive. Writing is coherent if is paragraph is woven together or flow into each other.

Organizing the ideas the students have to use two components of generic structure of writing descriptive, they are identification and description. It mean that, in description component, the student have to describe pares, characteristic of the objects and qualities. In organization ideas, the student's also have to pay attention to the chronological order to their text. The organization of Writing descriptive text in this research mean that the student's need to write a descriptive text in good organization. Their Writing had to consist of complete generic structure of descriptive text.

Considering that vocabulary refers to a set of words, Kennedy (2003: 59) clarifies words into eight different words that are familiar for most people. Those words are as follows:

1. Nouns : table, chair, pencil, bag
2. Verbs : work, sleep, swim, study
3. Determiners : this, that, the, any
4. Prepositions : in, on, at, between
5. Adjectives : beautiful, sweet, bad, warm
6. Pronouns : it, they, you, us
7. Conjunctions : and, but, because, or
8. Adverbs : carefully, happily, yesterday, soon

To summarize, this research only focused on the use of nouns, verbs, adverbs, and, adjectives, pronouns and conjunctions appropriately in the sentences written by student's since the language features of descriptive text covers those words.

### 3) Vocabulary

Vocabulary refers to the selection of words that are suitable for the content. It begins with the assumption that the writer wanes to express the ideas clearly and directly. Vocabulary is important in Writing English descriptive text. Student should have many vocabularies to express the idea. The student also be able use appropriate vocabulary. Vocabulary is one of the

language aspects dealing the process of Writing. Vocabulary as one of the requirements of good Writing is always dependent on the effective use of the word. In the personal description, word plays a dual role; to communicate and to evoke the reader to understand and feel.

The researchers always think about putting words into the sentences and putting the sentences into the paragraph unveil they can create a piece of Writing. It is clear now that student's cannot write or express if student do not have vocabulary. Therefore, students cannot understand the Writing passage without having a lot of vocabulary.

#### 4) Grammar

Grammar refers to the patterns or rules which are used to construct the sentences in English correctly and acceptably. Thornbury (1991: 1) states that grammar is the study of the forms or structure which are used in language. In addition, he adds that grammar is the rules which is used as a guidance to form the language sentences.

Harmers (2004: 31) says that when the student's write, they need to focus on the accurate language use. This means that student's cannot ignore using the correct grammar in their Writing. After all, students have to be able to write grammatically correct in order to produce meaningful



sentences. In this research, the student's need to correct the sentences by using simple past tense. Generally Simple past tense indicates an actions that happens in the past. It is also events or actions in different situation. Afterwards, student's also need to know the patterns of simple past tense. The purpose is to guide them in arranging the words into a good sentence. The following explanations are patterns used to construct sentences in the form of simple past tense.

#### 5) Mechanic

This component refers to the letter recognition, letter discrimination, word recognition, and basic rules of spelling, punctuation, and capitalization. In the mechanics, are lease two components should be used, that is spelling and punctuations? Swick (2010: 127) identifies the punctuation marks in Writing including: period (.), question mark (?), exclamation point (!), comma (,), colon (:), semi colon (;), parentheses (()), brackets ([ ]), apostrophe (,), hyphen (-), dash ( \_ ), double quotation marks (“ ”), and single quotation marks ( , , ). This research only focused on the use of some of the punctuations such as period or full stop (.), comma (,), quotation mark (“...”), apostrophe (,) and exclamation point (!). They are the most common punctuation used in the descriptive text. Using spelling and punctuation is very important. The components are content,

organization, vocabulary, language use, and mechanics. All the components cannot separated each other to produce a good Writing. Therefore, to make a good Writing, the student should master all the components.

### 3. The Problems in Writing

#### a. Definition

Learning problems are situations in which student experience obstacles or problems so that they cannot study properly and hinder the learning process, (Nurfadillah, 2023). Learning problems may occur concomitantly with other barriers (such as sensory disturbance, social, and emotional disturbances) and can be from environmental influence and cultural difference, or improper learning process, (Refendi, 2020).

Based on the explanation above it can be concluded that learning problems can occur due to sensory disturbances, social and emotional disturbance, the environmental can also affect the learning process.

#### b. Problems in Writing

There are three heading problems which are caused by Writing according to Byrne (1994: 4-5)

### 1) Psychological problems

Writing is essentially a solitary activity` and the fact that people are required to write on their own draft, without the possibility of interaction or the benefit of feedback, in itself makes the act of Writing difficult. Writers have no immediate feedback to let them know how they are doing and whether they should change their approach. There is no immediate between the producer and the receiver.

### 2) Linguistics problems

Difference from oral communication the language used in written language is either simplified (list, telegram, note, Ec.) or more elaborate, more formal. In a foreign language this process is all the more difficult as there may be interference on a cultural level, not just the linguistics, between mother tongue and the foreign language.

### 3) Cognitive problems

Writing is learned through process of instruction. The written form of the language and certain structures, which are less used in speech, should be mastered and learned the way to organize the ideas is also important for effective communication which has to be learned in Writing. The student write they often confuse what they want to write. The student do no confidence about their write is correct or any mistake, and also pour in the

enough into written form is no easy. There many problems in Writing (Nurgiantoro: 2001).

a) Lack of vocabulary

Vocabulary is an important factor to master the language especially in Writing. We release if we are no mastering the vocabularies well, of course we well get problems in Writing. Most of student faced this problem, because they are no mastering the vocabularies, so they often write sentence which is no communicative. When they want to write something, they usually choose incorrect word in their composition.

b) Grammatical Mistake

When student try to composition, they always confuse whether their sentence are grammatical correct or no. Generally most of beginner student do no master English grammar well. They just stare to learn English so their competence is still week especially in grammar. It. becomes problem then they have to make composition which consist of sentence.

c) Organization idea

The problem usually faced by student in writing composition is about how to organization the idea into sentence. Writing composition student usually write the

content which no suitable with the theme. I.e. happens become student get problems in developing their idea and something they do no describe what they will write.

Based on the explain above, it can conclude that in writing always pays attention are the problem to get a good in Writing result and make the reader understand what the student write.

d) Lack motivation

Motivation influence the success of writing. Motivation also will influence the score of writing. Motivation is an inner energy, the learner process will enhance their study interest from motivation

According to Sumardi (2018). There are several factors faced by student when writing:

a) Fear of Mistake

Fear mistake become one of the main factors of student's reluctance to write in English. Fear is linked to the issue of correction by student fear of being laughed by other student or being criticized by the teacher.

b) Lack confidence

The appearance of a lack of confidence indicate that the abilities possessed are still lacking, usually occurs when students are realize that other students are ready good are

writing in English. Students who lack confidence about themselves and their English inevitably suffer from communication fear. By the explanation above, the teacher should more give attention in building student's confidence when they Writing.

#### c) Writing Anxiety

Anxiety is a felling tension, apprehension and nervousness with the situation of learning foreign language. Anxiety is one of problems that can make the student's do not feel comfortable when they doing Writing. The teacher should make an attempt create a learning atmosphere which give student's more comfortable situation in their learning activity.

Based on the explanation above, it can be concluded that there are several factors that influence student's writing, namely lack vocabulary, grammatical mistake, organization idea, lack of motivation, fear of mistake ,lack of confidence and writing anxiety.

#### c. The Caused Factors in Writing

In learning every student faces their problems especially in Writing. Several factors that cause the problems, according to Ahmadi (2008:78) cause factor of learning problems divided into two groups, they are:

## 1) Internal Factor

### a) Sick

The people who sick, their physical geeing low. So, sensory and motoric never also will low and the effect the stimulus that received through their sensory perception cannot be straight to the brain.

### b) Less of health

The people who less of health, they will face problems in leaning because tired, sleepy, dizzy, and their loss of concentration. Cases they canoe understand the material who give by their teacher maximally.

### c) Aptitude

Aptitude is natural ability carrier since born. Every person have difference aptitude. The student's easy learn based on their aptitude, if they learn out of their aptitude they will get bored and unhappy. That appear when student make noisy in the class, brother their friend and do no wane do their task in order they get low score.

### d) Interest

Interest is the feeling of waiting to give your attention to something or of waiting to be involved with and to be

discover more about something. If the student do not have an interest on lesson, they face the problems in learning that lesson. The existing interest in the student can identify by their way in learning or respond to the lesson.

e) Motivation

Motivation is the drive within a person that spurs that person to do something. This drive is based on the goal to be achieved. If the goal is clear and attractive, then the person will have a strong motivation to do whatever it makes to achieve it. Most educators agree that student who really want to learn will usually succeed, regardless of what textbooks are used, which teachers teach them, or the method.

2) External factor

a) Family factor

Family is the central education for the student because the main and they learn form family first. How the parent educate their children is important, it will influence children learning.

b) Social environment

Friend give more influence to the student learning. If the student's censure with unedited friend, they will be lazy because the life way of educate and uneducated people is



difference. The activities in social environment also influence the student's learning. Example, the student follow some organization and they canoe manage the time to learn, so their learning will be disturb.

### c) Technology

In the global era technology needed by every person. It is as no tertiary needed, but to be second needed moreover as primary needed. Using technology help the people in doing something. Example, computer, laptop, hand phone. In the school need that technology to support their learning and get more information about their lesson, however it will disturb their learning if they use no based on their needed.

Besides that, the teacher important influence to the student's learning. The teacher can be as cause of learning problems if the teacher unqualified, the relationship between the teacher and student's in harmonic, the teacher prosecutes the student higher than their Ability.

The researcher conclude that successful learners no only depend on the internal factor but also affected by external factor. So, it is no depend on the student themselves but also based social factor. Such as the family background, the teacher method, the facilities of the school and others.

Internal factor and external factor go together in influencing student's learning.

#### 4 Descriptive Text

##### a. Definition of Descriptive Text

Writing descriptive text, the writer must try to make it seem as if the reader can see, experience, feel what is being described (Eni, 2017). Description Text is a text in the form of a paragraph which contains an explanation of an object, place, and so on according to the topic of discussion in clear and easy-to-understand language (Stanislaus, 2018).

Descriptive text is a text that describes or describes the shape, characteristics or properties of objects, animals, places, humans or certain special events (Dwi, 2021). The opinion above, it can be concluded that the text contains a detailed description of an object, whether a living being, object, place, or event, so that the reader seems to see, hear, feel, or experience what the author describes himself. Student's must be able to master the generic structure of descriptive text before they write a descriptive text. There are generic structures of descriptive writing: identification, description, and conclusion.

Identification is a part of identifying the phenomenon to be described. Besides, identification is the part of the paragraph that

introduces the character. The description is a part of describing the phenomenon in pears, qualifies, or/and characteristics. The conclusion is the last part of writing a descriptive text.

b. The Purpose of Descriptive Text

As social beings, people want to share their experience, people write to the others to describe things such as vacations, childhood homes, and people encounter. People even used description to persuade others to think or ace in particular ways: advertisers describe produces to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to simulate a desire to see them. Description enables us to entertain, express feelings, relate experience, inform, and persuade.

Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, people have a compelling desire to connect with other people by sharing their experiences. Every type of text has a specific purpose. As we know, descriptive text is a text that describes any object people, places, and things like that in a certain way. Based on that explanation it can be seen that the purpose of descriptive text is to describe, explain any object. According to Barbara (2004:154) there are five purposes of descriptive text, first

to entertain, second to express feelings, third to relate experiences, fourth is to inform and the last is to persuade.

c. Characteristics of Descriptive Text

According to Atiek Indriyaseuei (2021), the characteristics of descriptive text are as follows:

- 1) Descriptive text uses the present tense, for example: go, eat, fly, etc.
- 2) Descriptive text uses various kinds of adjectives that are describing, numbering, and classifying, for example: two strong legs, sharp white fangs, etc.
- 3) Descriptive text uses relating verbs to provide information about the subject, for example: my mum is really cool, it has very thick fur,

Descriptive text uses thinking verbs (verbs to think, such as believe, think.) and feeling verbs (verbs to feel, such as feel) to express the author's personal view on the subject, for example: police believe the suspect is armed, I think it is a clever animal. The characteristics of descriptive writing based on English First (2018) are: 1) Noun: Using specific nouns, such as my cat, my boyfriend, National Monument, besides, often using adjectives to clarify the use of nouns or nouns, such as a big house, a smart student, an

independence woman. 2) Simple present tense: using basic or first form verbs (verb 1) and using verbs that can indicate ownership or setae of an object. The descriptive text uses the simple present tense because the descriptive text tells a fact of the object described, for example my office has 23 floors, ask is prey, and others. 3) Action verbs: Use verbs that indicate an activity or an activity that can be seen, for example sleep, walk, sing, dance, 4) Figurative language: Using language that is figurative or describes something, Usually uses a metaphor to provide illustrations to the reader, for example My love for you is as big as the ocean.

#### d. Kinds of Descriptive Text

Descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms according to Luber (2014:31), they were:

##### 1) Description of People

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked “What’s so-and-like?” In replying, you might resort to identification, an impression, or a character sketch, depending on the situation.

## 2) Description of Place

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed 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 sets an attitude or impression about the place being described. The arrangement of the details in your description depends on your subject and purpose.

## 3) Description of Things

Write a description about something, the writer must have a good imagination about the thing that will be described. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs. The writer concludes that use description of place and description of animal as teaching material on descriptive text.

### e. Generic Structure of Descriptive Text

According to Siregar, (2020) Generic Structure consists of identification to identify phenomena to be described and described:

### 1) Identification

This section, located in the first paragraph, aims to identify an object to be described. Identification serves to introduce the reader to the object that we are going to explain, before we tell about the object in more detail in the next paragraph.

### 2) Description

This section, located in the second paragraph and so on, contains the characteristics in herein in something that you have introduced to the reader in the first paragraph.

#### f. Example of Descriptive Text

##### Borobudur Temple

###### (Identification)

Borobudur is a Buddies temple. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Ceneral Java, Indonesia.

###### (Description)

Borobudur is well-known all over the world. The construction is influenced by the Gupea architecture of India. The temple is constructed on a hill 46 meter high and consists of eight seeps like stone terrace. The first five terraces are square and surrounded by walls adorned with Buddies sculpture in bas-relief. The upper three

are circular. Each of them is with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the general of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

g. The Assessment

There are many categories to score the student's" composition text. They are content, organization, vocabulary, language use, and mechanics. Then, each of the categories has a rate score. According to Hughes, A (2003: 101-102), the scoring of each component is as follows

*Table 2. 1 The Scoring of Writing*

No	Criteria	Score
1	<b>Content</b>	
	- Few (if any) lack of substantive knowledge and Relevant to assigned topic.	5
	- Some lack of knowledge and relevant to assigned Topic but do not impair communication.	4
	- Frequent or lack of knowledge and assigned topic	3

	Very frequent.	
	- Lack of knowledge and assigned topic very frequent, Readers own interpretation is needed.	2



	- Lack of knowledge and assigned topic so severe as to Make communication impaired.	1
2	<b>Organization</b>	
	- Few (if any) organization and link to ideas.	5
	- Some lack of ideas but do not impair communication.	4
	- Lack of organization and link of ideas frequent; Reading is required for clarification ideas.	3
	- Lack of organization and link of ideas frequent; Readers own interpretation is needed.	2
	- Lack of organization and link of ideas so severe as to Make communication impaired.	1
3	<b>Vocabulary</b>	
	- Few (if any) inappropriate words.	5
	- Use some inappropriate words but no interfere Comprehension.	4
	- Use wrong or inappropriate words frequent, Expressing ideas limited.	3
	- Use wrong or inappropriate words very frequent, rears Own interpretation is needed.	2
	- Many inappropriate words, so limited as to make Comprehension impossible.	1

4	<b>Grammar</b>	
	- Few (if many) errors of grammar or word order.	5
	- Some errors of grammar or word order but do no interface comprehension.	4
	- Errors of grammar or word order fairly frequent; re-reading is necessary for full comprehension.	3
	- Errors of grammar or word order very frequent; readers own interpretation is in needed.	2
	- Errors of grammar or word order so severe as to make comprehension virtually impossible or no enough to evaluate.	1
5	<b>Mechanic</b>	
	- Few (if any) wrong spelling, punctuation, and capitalization.	5
	- Some misspelling, capitalization, and punctuations but Do no interfere comprehension.	4
	- Frequent misspelling, punctuation, and capitalization; Re-reading is necessary for full comprehension.	3
	- Wrong spelling, capitalization, and punctuation very Frequent; readers own interpretation is needed.	2
	- Wrong spelling, capitalization, and punctuation so severe as to make comprehension virtually impossible Or no enough to evaluate.	1

*Table 2. 2 The Student's Score level*

No	Score	Criteria
1	81-100	Excellent
2	61-80	Good
3	41-60	Average
4	21-40	Fair
5	0-20	Poor

## **B. Previous Related Studies**

The writer has found three relevance studies which related to this research. The first study entitled "Improving The Eighth Grade Students' Ability In Writing Narrative Texts Through The Use Of Picture Word Inductive Model At Smp N 3 Mlati In The Academic Year Of 2014/2015 conducted by Nur (2016).the actions conducted in two cycles, the use of the PWIM improved the students' writing ability as justified in the following result. First, PWIM helps students to generate and organize ideas in identifying and labeling the picture step. Second, it enriches the students' vocabulary in reading and reviewing the picture word chart step. Third, it improves the students' grammar mastery by practicing the steps of generating words into sentences and paragraphs. Fourth, reading and reviewing the sentences and paragraph step allow the students to pay more attention on mechanical aspects such as spelling and punctuation. In reference to the students' writing scores, the gain scores of the content aspect was 3.17, organization aspect was 3.3, language use aspect was 5.13, vocabulary aspect was 4.62, and mechanic aspect was 0.57.

The second, The Study Entitled “Improving Student’s Ability in Writing Descriptive Text by Using Picture (A Classroom Action Research at Seventh Grade of SMP Plus AZ Zahro Pegandon In The Academic Year Of 2014/2015)”. Conducted by Siti Kuroeun, Walisongo State Islamic University Semarang. Analysis of Student’s Ability in Writing Descriptive Text Based on ies Generic Structure at The tenth Grade of SMAN 3 Parepare in the Academic Year of 2021” was conduceed by Yuniarti (2021). The purposes of this study were to describe the implementation of using picture to improve the student’s ability in writing descriptive text and to identify the improvement of the student’s ability in writing descriptive text after being taught using picture. This research was conducted at seventh grade of SMP Plus Az-zahro Pegandon. The research design was classroom action research that consisted of three cycles. Documentation, observation and ease were used to collect the data. The result of the study showed that there was improvement of student’s; Ability in writing descriptive texts after being though using picture. It could be seen from the result of the ease and observation from the first cycle to third cycle. The student’s participate in the whole teaching learning process goes improvement in every cycle. The lowest score of student’s participate was 53, 33% in pre cycle. The highest score of student’s participate was 73, 33% in third cycle. Finally the research of this study showed that the implementation of using picture to teach writing skill could improve student’s Ability in writing descriptive texts that was indicated by their improvements of each ease result. This research aims to find out the

Ability of the student's writing descriptive text with vocabulary, mechanics and organization. The population of this research was the Eighth Grade of SMP Unismuh Makassar. The sample was VIII B2 taken by purposive sampling technique which consisted of 17 student's.

The participants of this study were There are 30 samples from 155 (15 male and 15 female). Student's in six classes; she also used eases as the instrument for collecting the data. The percentage male students are 20% and female 73.3%. This previous research is similar to this research which is both about an analysis of student's Ability in writing descriptive. In this study, the difference between research and previous research are research design, subject and technique. She focuses on the structure generic. Meanwhile, the researcher focuses on writing ability and problems in writing descriptive text.

The third, the study entitled "Improving The Eighth Grade Students' Ability In Writing Narrative Texts Through The Use Of Picture Word Inductive Model At Smp N 3 Mlati In The Academic Year Of 2014/2015 conducted by Nur (2016).the actions conducted in two cycles, the use of the PWIM improved the students' writing ability as justified in the following result. First, PWIM helps students to generate and organize ideas in identifying and labeling the picture step. Second, it enriches the students' vocabulary in reading and reviewing the picture word chart step. Third, it improves the students' grammar mastery by practicing the steps of generating words into sentences and paragraphs. Fourth, reading and reviewing the sentences and paragraph step allow the students to pay more

attention on mechanical aspects such as spelling and punctuation. In reference to the students' writing scores, the gain scores of the content aspect was 3.17, organization aspect was 3.3, language use aspect was 5.13, vocabulary aspect was 4.62, and mechanic aspect was 0.57.

The four, the study entitle "An analysis of student's problems in Writing descriptive text" was carried out by Ismayanti (2020)). This researcher aims to describe the student's problems in writing descriptive text. And to find out the causes of student difficulty in writing descriptive text. This research uses qualitative descriptive method .this research subject are X MIPA 6 students of SMAN 1 Sukodadi who had difficulty when writing descriptive text, the data of this research are the result of student worksheet and the student's answer in interview. This research used documentation and interview to collect the data. Data reduction, data display, and drawing conclusion was use to analyse the data. The result of this research shows that the student of X MIPA 6 have difficulty in writing descriptive in spelling. While the factors that cause the student's difficulty in writing descriptive text are lack of proficiency in the production skills. Lack of knowledge relaying to subject contents of the script to be written and lack of interest in learning English.

The five, the study entitle "An analysis of student Ability in Writing descriptive text at the tenth grade students of SMA N 11 Jambi academic year 2017/2018" conducted by Hariyadi (2018), the purpose of this research is to analyse the student ability in Writing descriptive text at the tenth grade student of SMAN 11 Jambi academic year 20017/2018. This research used

descriptive research with qualitative method. This research used random sampling to get the sample and then goes X MIPA 3 as a sample while total 35 students but two students did not follow the ease. There 33 student as a sample. In collecting data, the instrument of this research is writing ease by using descriptive text. The finding of this research showed that student's Ability in Writing descriptive text was categorized 18 student's (55%), were categorize s good, 9 students were categorize excellence or (27%), 5 student's (15%) were categorize satisfactory, 1 student's (3%) were categorize as un satisfactory and there were no students who categorize failed. The research concluded that the student's ability in writing descriptive text at the grade students of SMAN 11 Jambi is good because from 33 studnt's 18 student's or (55%) goes score 13-16 the level of student's ability is good.

Table 2. 3 Previous Related Study

No	Name	Affiliation	Title	Similarities	Differences
1	Dewi Purnamasari (2021)	UIN Syarif Hidayatullah Jakarta	An Analysis of Student's writing Skill on English Descriptive Text	The same, an analysis of student's Writing	The difference are on objective, place, time , research design
2	Siti Kurotun (2015)	Walisongo State Islmaic Universiey Semarang	Improving Student's Ability in Writing Descriptive text by using picture ( a classroom action research at seventh grade of SMP Plus Az-zahroh Pengandan in the academic year of 2014/2015	The same to this study in Writing Ability in writing descriptive text	The difference are on place, time , collecting data

3	Anindita Nur Indra (2016)	Yogyakarta state university	Improving the eighth grade students' ability in writing narrative texts through the use of picture word inductive model at smp n 3 mlati in the academic year of 2014/2015	The quantitative data were collected from writing tests.	The difference are on place, time , collecting data,
4	Eni Ismayanti (2020)	Universitas Islam Lamongan	An analysis of student's problems writing descriptive text	The same writing descriptive text	The difference are time , place, objective
5	Prastyo Hariyadi (2018)	Journal of English Language Teaching vol. 2 No. 2	An Analysis of student's Ability in Writing descriptive Text the tenth Grade Students of SMA N 11 Jambi Academic Year 2017/2018	The same an analysis of Writing abilities in descriptive text, qualitative method	The Difference are on Place, time , collecting data,



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This study employs qualitative research. The Researcher try to analyse the ability in problems of student in writing descriptive text, where student's often have problems in understanding English text especially for descriptive text. Arikunto (2010) state that qualitative research conduced in natural seting and in natural situation in which the condition is no manipulated.

Description is a label used in qualitative research for descriptive studies and is widely used to describe socially related phenomena. The purpose of this study is to obtain information about the phenomenon to describe the conditions that exist in the field. In this study, the researcher focused on the student's ability to write descriptive text on vocabulary, mechanics and organization.

#### B. Research Setting

##### 1. Place

This research conducted in class X IPS 2 SMA N 1 Karangdowo. This school is located, JL. Sentono Karangdowo, Sentono, Kecamatan Karangdowo, Kabupaeen Klaten, Jawa Tengah.

## 2. Time

This research conducted in September 2023 to December 2023. Researcher conducted interviews when the teaching and learning process was carried out on that day. Seating from pre-study finding some data to drawing conclusions. To make study time shore.

Table 3 1 Research Schedule

No	Activity	Sep 2023	Oct 2023	Jan 2023	Feb 2023	Jul 2023	August 2023	Sept 2023	Dec 2023
1	Pre-Observation								
2	Proposal draft and consultation								
3	Proposal draft Seminar								
4	Observation								
5	Analysing the data								
6	Munaqosah								

## C. Research Subject

### 1. Research Subject

The subject of the study is tenth grade students at SMA N 1 Karangdowo in the academic of year 2023/2024, that class consists of 23 student.

## 2. Source Data

According to Arikunto (2006:129), is the source of the data in the study is the subject of where the data can be obtained. The data of this research is taken from student's worksheet of evened grade student's at SMA N 1 Karangdowo in the academic of year 2023/2023.

### **D. Research Instruments**

Arikunto (2002:160) argues that research instrument is a facility used by the researcher to collect the data accurately, complexly, systematically and easy to be analyse. The definition above, it can be concluded that the instrument in a research is very importance in order to accurate data. For this research, the researcher acted as the main instrument. To collect data, researchers conduce document analysis and interview. Interview is an activity involving interviewer and interview in which the interviewer gives some question to be answered by the interviewer. This interview to understand the data about student's problems in writing descriptive text.

### **E. Techniques of Collecting the Data**

There are form of data collected the research used the research as follow:

#### 1. Observation

The purpose of observation is collect the information during teaching learning process in the class. The classroom observation is

to allow a teacher to feedback. In this research, the researcher used observation shut which it is mean for the student's manner during teaching learning in the class. This observation shut is to see how students ask in the class, how students give the idea in the class and also whether student's complete assignments on time

## 2. Interview

Sugiyono (2008) states that an interview is a two-person meeting to exchange and answer information and ideas that leads to communication and mutual building of meaning on a particular topic. Interview can be viewed as a way to collect data through unilateral and systematic questions and answers based on the purpose of the survey. There are kinds of interview, namely (a) unstructured interview. In this type, the interviewer conduces the interview with no systematic plan of question, (b) structured interview. The interview were conducted using a pre-prepared catalo of questions, (c) semi structured interview. The interview was done with the English teacher. The interview was done after finished the teaching and learning process. This interview were conducted to gain a spoken respond from the participants. The functions of interview in this research were to cross check the data and to make sure that the data from the observation were really valid. The researcher gives some question to the six student about the problems in writing descriptive text. Then, the write also

interview English teacher about process of teaching learning student's in descriptive text.

### 3. Document Analysis

Document means something either wiremen of film research does no prepare before or researcher does no take a role (Moltong, 2004:216-217). In this research the researcher took the main data from the student worksites of writing descriptive text from the evened grade student's at SMA N 1 Karangdowo in the academic year of 2023/2023. The researcher took 23 student's worksheet. The topic of student's worksheet about favourite place. Documentation is used to show the teaching and learning process by using photos. Researchers take pictures as they study. This can indicate whether they are serious or no in the teaching and learning process and document this research.

### **F. Trustworthiness of Data**

The researcher has to gain the validity of the findings, the meaning that the researcher determines the credibility of the findings to make sure the findings and interprtions are accurate through several strategies such as triangulation (Creswell, 2012). Moltong (2007: 330) states that there four kinds of triangulation: Source triangulation, method triangulation, thtories triangulation, and inveseigator triangulation. Based on the explanation, the researcher used triangulation with method triangulation, where the researcher marched the validity of the data using all available sources, such as document analysis and interviews

## **G. Techniques of Analysis the Data**

The researcher use Miles & Huberman Data Analysis. There are 3 seep of Miles & Huberman, (2014) as follows:

### **1. Data Reduction**

Data condensation is the process of selecting, concentrating, simplifying, abstracting or transforming the data from structured interviews, field notes, transcribes, documents and other empirical information. The researcher selects data obtained at the time of research regarding the kinds of assessment are used by the teachers in teaching English learning process and how the teachers used the assessment for their evaluation, and then the researcher would made summary from main points arranging and categorizing data base on it classification

### **2. Data Display**

Data display is an organized, condensed process of information gathering that allows us to draw conclusions and actions. The data display tells you what to do. In this seep, the researcher would described and discusses the findings of researcher in the form systematically. Therefore, it is easy to be analysed. Display the data means to present data into organization

### **3. Drawing and Verifying Conclusion**

Drawing and verifying conclusion is a brief explanation, including a brief explanation that returns you to the field notes. Alternatively, you can use lengthy discussions and reviews to

explain it thoroughly and in detail. The last step, the researcher would make conclusion and suggestion based on the data analysis.

## CHAPEER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

In this chapter, the researcher describes the data obtained about student's Writing abilities in writing descriptive texts. Data taken from the tenth grades of SMA N 1 Karangdowo. The activity of writing descriptive text has five mandatory aspects attention, namely aspects of content or ideas, organization, vocabulary, grammar, and mechanic.

##### 1. Observation

###### Observation 1

The teaching and learning process was carried out on July 10 2023. There were 23 students in class X IPS 2. The teaching and learning process sears at 07.00 and at 08.30, what day is the material being eagle today? (Content in witing). The teacher begins the lesson by saying hello and praying together. Then the teacher checks where the students are. Afire that the teacher explains the material about what day is it today? (Content in Writing). When explaining the material, the teacher always asks student's whether they understand the learning material that is eking place. The teacher also asked the student's whether during the blended learning process anyone had difficulty understanding the lesson. Then the student's answered that they had liable difficulty in understanding the learning during



the development process. Meanwhile, even though there are some problems, students are still active in providing feedback during the learning process. The lesson prepared by the teacher, the teacher closes the lesson by saying hamdallah and saying "Thank you for your attention, see you Wassalamu'alaikum.

#### Observation 2

The teaching and learning process was carried out on July 13, 2023. There were 23 students in class X IPS 2. The teaching and learning process starts at 08.30 and ends at 10.00, what day is the material being taught today? (Vocabulary). The teacher begins the lesson by saying hello and praying together. Then the teacher checks where the students are. After that the teacher explains the material about what day is it today? Vocabulary when explaining the material, the teacher always asks students whether they understand the learning material that is vocabulary. The teacher also asked the students whether during the blended learning process anyone had difficulty understanding the lesson. Then the students answered that they had little difficulty in understanding the learning during the development process. Meanwhile, even though there are some problems, students are still active in providing feedback during the learning process. The lesson prepared by the teacher writer's vocabulary on blackboard for students to write and memorize, after that the teacher points randomly and the students point to friends

and so on. The bell rings the teacher closes the lesson by saying hamdallah and saying "Thank you for your attention, see you Wassalamu'alaikum"

### Observation 3

The teaching and learning process was carried out on July 17 2023. There were 23 students in class X IPS 2. The teaching and learning process starts at 07.00 and finishes at 08.30. The material taught is "The material about vocabulary in descriptive text". The teacher begins the lesson by saying hello and praying together. Then the teacher checks the student's attendance. After that, the teacher reviews the material to the student's and asks whether the students have understood the learning material. Every time the learning process is carried out, the teacher always prepares the material through educational design. After that, the teacher applies the material to students seriously according to the educational plan that has been made. During the learning process, students can follow the ongoing learning material. Student's also actively ask and answer when the teacher provides material. Teachers also provide feedback to student's when students ask questions about the material. After giving the material to students, the teacher asks student's questions and student's also provide feedback. Once finished, the questions are immediately corrected together. Then close the lesson by praying together and greetings.

#### Observation 4

The teaching and learning process was carried out on August 7 2023. There were 23 students in class X IPS 2. The teaching and learning process starts at 08.30 and ends at 10.00. The material taught is "The material about language use". The teacher begins the lesson by saying hello and praying together. Then the teacher asks the students about this material, namely "The material questions about grammar". Then the teacher explains and reviews the material using learning media (LCD and whiteboard). After the teacher has finished explaining the material to the students, the teacher asks whether the students have understood the material explained by the teacher. Then the teacher asks students to make "The material about grammar" in groups. After that, group representatives were asked to come forward to read their Writing. After completion, the teacher reviews the material "The material about grammar, at the end of the lesson the teacher gives students questions in the form of paragraphs in which students have to determine the correct. They are given 30 minutes to collect them. Then the teacher closes the lesson. by saying hamdallah and saying thank you for your attention Wassalamu'alaikum"

#### Observation 5

The teaching and learning process was carried out on August 10 2023. There were 23 students in. The teaching and learning process starts at 08.30 and finishes at 10.00. The material taught is about "mechanics in Writing". The teacher begins the lesson by saying hello and praying together. Then the teacher checks the student's attendance. After that, the teacher reviews the material to the student's and asks whether the student's have understood the learning material. Because none of the student's asked about obstacles or learning problems in the material "mechanics", the teacher asked the student's orally and randomly about the material that day. Then the teacher conducted an oral assessment on material "mechanics in Writing" and give questions to student's and student's are given 30 minutes to work on these questions. The teacher gives student's 10 questions with answers according to each student's understanding. After the assignment has been submitted. Then the teacher closed the lesson by praying together.

Based on observation, this session was observed by the researcher for five meetings starting on 10, 13, 17 July and 7, 10 August 2023. The researcher conducted research in one class, namely class X IPS2. This data collection session aims to strengthen the data obtained from all the parties observed. The researcher found that the learning materials used had been prepared by the teacher based on the educational design. Teacher makes an educational plan

fires. Once designed, when teaching the teacher provides learning materials in accordance with the educational design that has been made. The teacher also conveys learning material to student's seriously and also when there are students who ask questions about learning material, the teacher always gives good feedback. Age the end of the lesson the teacher always monitors the student's by asking whether the student's understand today's material.

## 2. Interview

Researchers used interviews, documentation and observation to find out the number one research queseion. The researcher conduceed an interview wieh a seveneh grade English teacher who teacher ae SMA N 1 Karangdowo. In this case, the researcher conducted interviews with the English teacher. Because researchers ineend to obtain in-depth information aboue content, organization, vocabulary, grammar and mechanic. The following are some interview transcribes which show student's problems.

Table 4. 1 Interview with Teacher

R: Researcher

E: English Teacher

R: "Selma ini pengajaran seperi apa yang Bapak trepan dale pembelajaran menulis di kelas?"

E: "*Selama ini saya menyuruh anak-anak uneuk mempakae drafte, misalnya*

*dalam menulis descriptive , saya minea mereka uneuk mepakae drafe, dimana dalam pempakaean drafe eersepake saya pancing-pancing dengan pereanyaan, siapa tokohnya, dimana kejadiannya, dan kapan periseiwanya. Seperei ieu, Mbak.”*

*R: “Oh begieu, lalu bagaimana dengan hasil eulisan mereka, Pak?”*

*E: “Ya ini, permasalahannya, uneuk hasil dari eulisan anak-anak ieu ya menurue saya masihkurang memuaskan.”*

*R: “Oh jadi hasilnya kurang memuaskan ya, Pak. Penyebabnya apa?”*

*E: “Banyak ya mbak penyebabnya, seperei kurangnya ide, penguasaan grammar. Penggunaan grammarnya kebanyakan masih salah, kemudian pemilihan kosakaea kadang-kadang kurang pas, kemudian mungkin karena kelamaan mengeluarkan ide ieu ya jadi wakeu yang disediakan eidak efekeif. Disediakan wakeu 1 jam pelajaran misalnya eapi nanei yang dieulis juga masih sedikie, kalau sudah wakeunya saya suruh kumpulin eapi jawaban mereka “nanei Pak, belum selesai, masih mikir, dll.” Yah, saya rasa ieu cuma kurang laeihin saja, mungkin dari dulunya memang kurang laeihin, ini kan masih kelas 1 juga jadi mungkin dari SMP eidak semua sering berlaeih menulis.”*

*R: “Lalu bagaimana mengaeasi kesuliean siswa dalam menulis, Pak?”*

*E: “Yang pernah saya lakukan selama ini ya contohnya saya pernah menyuruh mereka uneuk menulis diary aeau pakku harian, pokoknya apa yang ingin mereka eulis dieuangkan disieu. Saya pernah menyuruh mereka uneuk menyediakan 1 pakah pakku, khusus uneuk menulis, apapun yang ingin dieulis, mulai dari apa yang sedang dialami, lagi sedih, aeau sedang happy. Jadi eujuan saya ya supaya anak ieu agak membiasakan diri berlaeih menulis Bahasa Inggris. Karena dengan memberikan eugas semacam diary kan mereka bebas uneuk mengekspresikan apa yang ingin mereka eulis.*

Sepeember 14<sup>eh</sup> 2023

The results of the interview above, it can be seen that the Ability student’s Writing of descriptive text is still low because there are several obstacles, namely 1) students are still less enthusiastic about eating pare in Writing lessons, 2) student’s often experience problems in

discovering and generating ideas, and 3) teachers have one used optimal learning strategies.

After interview the teachers, researchers also interviewed several student's to obtain information about student's knowledge and abilities in writing descriptive text. The following:

Table 4. 2 Interview with Students

<p>R: Researcher S: Student's</p> <p>R: <i>"Kesulitannya dalam menulis apa, Dik?"</i></p> <p>S: <i>"Kesulitannya ya kata-katanya itu mbak..." (S5) (S15)</i></p> <p>R: <i>"Vocab ya?"</i></p> <p>S: <i>"Iya vocabulary itu, Mbak." (S5) (S15) (S23)</i></p> <p>R: <i>"Selain kosakaea, apalagi yang sulit?"</i></p> <p>S: <i>"Oya grammar juga susah, mbak." (S23)</i></p> <p><i>"Iya, grammar, mbak." (S16) (S5)</i></p> <p><i>"Susah nyambungin kata-katanya jadi kalimat." (S23)</i></p> <p><i>"Nyusun paragrafnya mbak." (S5)</i></p> <p><i>"Sering bingung mau nulis apa, gak punya ide." (S5) (S16) (S21)</i></p> <p style="text-align: right;">Sepeember 15<sup>th</sup>, 2023</p>
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The resules of the interview above, informaeion regarding abilities student's in Writing aceivieies can be concluded that Writing Ability

student's are still low. Student's do not like writing activities because of problems in finding ideas and choosing words, grammar and arranging sentences into paragraphs. Additionally, student's lack of interest in writing skills so that student's have difficulty in writing writing activities.

### 3. Analysis of the Student's Writing Ability in descriptive text

The results of this study showed the results of the student's descriptive writing tests. The results of the student's writing test determine the category of student's descriptive Writing abilities which might be categorized into 5 categories, namely content, organizing ideas, grammar, vocabulary, and mechanics to know the number of percentage each indicator the student's result in Writing descriptive text.

#### a. Content

The result of the test was processed into the table can be seen clearly in the following table:

**Table 4. 3 Student's Ability in content categories in writing descriptive text**

Categories	Mean Score	Criteria
content	4.41	Poor

The data shows that the result of student's Ability in content categories in writing descriptive text was classified as very poor. In content categories, the student's mean score was 4.41 or classified



as poor. They were no show knowledge of subject, non-substantive, or no enough to evaluate.

b. Organization

The result of the test was processed into the table can be seen clearly in the following table:

Table 4. 4 Student's Ability in organization categories in writing descriptive text

Categories	Mean Score	Criteria
Organization	4.11	poor

The data shows that the result of student's Ability in organization categories in writing descriptive text was classified as very poor. In content categories, the student's mean score was 4.11 or classified as poor. They were no communicate, no organization, or no enough to evaluate and they still confused to manage or put their idea into organization.

c. Vocabulary

The result of the test was processed into the table can be seen clearly in the following table:

Table 4. 5 Student's Ability in vocabulary categories in writing descriptive text

Categories	Mean Score	Criteria
Vocabulary	4.26	poor

The data shows that the result of student's Ability in vocabulary categories in writing descriptive text was classified as very poor. In content categories, the student's mean score was 4.26 or classified as poor. It happens because most of the student's had less vocabulary, so they did not know to make a sentence in writing descriptive text. It means that the student's should be memorized more vocabulary to make their Ability in Writing increased especially for writing descriptive text

d. Grammar

The result of the test was processed into the table can be seen clearly in the following table:

Table 4. 6 Student's Ability in grammar categories in writing descriptive text

Categories	Mean Score	Criteria
Grammar	3.75	Poor

The data shows that the result of student's ability in grammar categories in writing descriptive text was classified as poor. In content categories, the student's mean score was 3.75 or classified as poor. The student's was classified poor because most of the student's made grammatical error in writing descriptive text. It happens because they did no mastery

grammar. Most of the student's still confused with using subject and verb. They still used present tense incorrectly.

e. Mechanic

The result of the test was processed into the table can be seen clearly in the following table

Table 4. 7 student's ability in grammar categories in writing descriptive text

Categories	Mean Score	Criteria
Mechanic	3.82	poor

The data shows that the result of student's ability in mechanic categories in writing descriptive text was classified as poor. In content categories, the student's mean score was 3.82 or classified as poor. The student's had classified poor because most of student's were no mastery of conventions, dominated by errors of spelling, punctuation and capitalization especially using capital letter.

4. Student's problems in writing descriptive text

Based on the data analysis, it was found that most of student's goes problems in writing descriptive text. It shows by the result of student's writing test that most of the student's in each categories was classified as poor. It was proven by the data

of mechanic categories, the student's mean score was 3.82 as classified very poor. It has dominated by errors of spelling, function and capitalization. The problems faced by students in writing descriptive text was using grammar. It was proven by the data was 3.75 that means the student's had a very poor ability in using grammar (frequent grammatical for agreement inaccuracies). Because of lack of grammar, students were not able to write their descriptive text in a good form their lack understanding about grammar their writing was difficult to be understanding by readers.

## **B. Discussion**

After analysing all of the data of the research, it is necessary to discuss the result of the study. The aim is to figure out the answer of the research questions. First research question is "How is the ability of student's in writing descriptive text? It can be explained by the result of student's test. Based on the result of the test, the researcher finds out the student's mean score, that is 40.30. This means that the student's Ability was fair and need more efforts to improve. It means, almost all of student's have the problems in writing descriptive text.

The second question is, "How is the problems of student's in writing descriptive text? It can be explained by the result of the student's test that there are some problems in writing descriptive text for students.

The problems were faced by the as description of the text and grammar rules. Moreover, the student's obstacles are vocabulary and spelling words. All of the students have problems in writing descriptive text. In addition, the students were no creative in writing descriptive text, as result their writing is monotonous. In this case, the researcher also discussed about the research finding and compared with two previous studies. The current study compared with Ismayanti (2020). The aimed of his study were to find out the student problems in writing, that makes difference with current study was no only to find out the problems but also the ability of student in writing descriptive text. The classified the student's problems into grammar, vocabulary, mechanic, content and organization. That classification was different with the current study, the researcher also classified identification aspect in student's Ability in writing descriptive text, but to find out the student's problems, the researcher analysed the student's writing test and conduced interview to know the information about the cause of problems experienced by the student's in writing descriptive text

Second, the current study compared with Hariyadi (2018). The aimed of his research were to know the student's ability in using noun phrase in writing descriptive text. It was different with the currenesstudy that the researcher classified the student's Ability in content, organization, identification, grammar, vocabulary and mechanic aspect. The similarities of the previous study with the current

study was both researches classified the student's ability as an excellence, good, average, and poor criteria.

Based on the different and similarities that was compared with the two previous study above, the researcher concludes that both the previous study and current study try to find out the student's ability and problems in writing descriptive text.

## CHAPEER V

### CONCLUSIONS AND SUGGESEIONS

#### A. Conclusions

As already mentioned in the first chapter, the aim of this study are to analysed student's ability in Writing descriptive text and their problems in Writing descriptive text at SMA N 1 Karangdowo. There searcher would like to conclude the data obtained in this chapter. There are some results to be concluded in this chapter:

1. Based on the analysis of the student's ability in writing descriptive, the mean score of the student's was 40.30. It means that the student's Ability in writing descriptive text was classified as fair. The mean score of the student's Writing Ability in content categories was 4.41. It was classified poor. The mean score of the student's in organization was 4.26. It was classified poor. The mean score of the student's in vocabulary was 4.11. It was classified poor. The mean score of the student's in grammar was 3.75. It was classified poor. And the mean score of the student's in mechanic was 3.85. It was classified poor.
2. The result of the student's test showed that all of the student's goes problems in writing descriptive text. The student's problems in writing descriptive text concise of describing object in detail and grammar mastery such as simple present tense. In addition, majority of the students are difficult to create the sentences and write correct spelling

words. Moreover, lack of vocabulary makes them write a lot of repetition word in their writing.

## **B. Suggestions**

After analysing the data and making conclusion, the researcher has some suggestions for teacher, students, and the next researchers, as follows:

### 1. For the English Teachers

- a. The teacher should be more creative in teaching, and using media when He teaching.
- b. The English teacher is suggested to give the student's more practice in writing in order to improve the student's writing ability.

### 2. For the Student's

- a. Students should also read books, magazines or anything else. The student's after reading, they should write down the new vocabularies they have fond, then develop them into sentences, and paragraphs.
- b. They need to improve their Ability in grammar, mechanic, and vocabulary and always very to improve their abilities, especially in Writing skill by searing to write. Students may write everything, it may be shore stories.

### 3. For the Next Researchers

The result of this research can be used as additional reference for the research. They are able to conduce other research relating to the



student's ability it in writing descriptive texts in order that the student's ability in writing descriptive text can be improved.

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# APPENDICES

Appendix 1: rencana pelaksanaan pembelajaran

*RENCANA PELAKSANAAN PEMBELAJARAN*

(RPP)

Saeuan Pendidikan : SMAN 1 Karangdowo

Materi Pembelajaran : Bahasa Inggris

Kelas/Semeseer : X/1

Materi Pokok : Text descriptive

Alokasi Waktu : 2x 45menit

A. KOMPETNSI INTI (KI)

KI : Menghayati dan mengamalkan ajaran agama yang dianutnya

K2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya teneang 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

K4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

#### B. KOMPETENSI DASAR DAN INDIKATOR NO KOMPETENSI DASAR

NO	Komptensi Dasar	Indikator
1	Mensyukuri kesempatan dapae mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	
2	Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	
3	Menunjukkan perilaku jujur, disiplin, percaya diri, dan bereanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman	Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok Mengakui ketika membuat kesalahan 1 tidak menyalahkan orang lain atas tindakannya sendiri Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
4	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan	



5	<p>komunikasi fungsional</p> <p>Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal dengan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks</p>	<p>Menyampaikan teks deskriptif secara tulis tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>

### C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik :

1. Mampu menuliskan kosa kata tentang describing people setelah diberikan contoh dari guru.
2. Mengidentifikasi fungsi sosial, structure tesk dan unsur kebahasaan pada teks deskriptif sederhana tentang seseorang
3. Mampu menuliskan teks deskriptif dengan memperhatikan fungsi sosial, serukeur teks, dan unsur kebahasaan yang sesuai dengan konteks

### D. MATERI PEMBELAJARAN

#### 1. Fungsi Sosial

Menggambarkan suatu objek (orang, benda, tempat ) dengan terperinci dan mendetail

#### 2. Generic Structure Descriptive Text

Katia menulis descriptive text, ada beberapa susunan umum / generic structure (sebenarnya tidak wajib) agar tulisan kita dianggap benar. Susunan tersebut adalah:

a) Identification

- Identifying the phenomenon to be described
- Siemen that describe the object that we will describe generally.
- Statement must be interesting, so the readers will be interested to read completely
- Using the adjective or degree of comparison

b) Description

- O Giving description about the object that we described
- O Describing the phenomenon in pares, qualifies, or/and characteristic
- O Using grammatical pattern, such as sense s(present tense/present perfect tense), verb (be, have, linking verbs ), and using the adjectives that used for describing the condition of object.

□ Tujuan teks deskriptif

- •Untuk menggambarkan orang, benda atau tempae secara spesifik
- Untuk menggambarkan orang, benda, atau tempae tertentu.

□ Unsur Kebahasaan

1. Menggunakan simple presene eenses

a. Kalimae Verbal

Formulal

(+) S + (Verb -s/-es ) + object

(-) S + Do/does + Noe + Verb + objece

(?) Do/Does + S + Verb + Objece +?

## b. Nominal sentence

Formula:

(+) S + to be (is/am/are) + Complement (adjective/adverb/noun)
(-) S + to be (is/am/are) + Not + Complement (adjective/adverb/noun)
(?) To be (is/am/are) + S + Complement (adjective/adverb/noun)

2. Menggunakan Singular dan Plural Nouns
3. Menggunakan possessive pronoun seperti my, your, our, her, his
4. Menggunakan action verb yang berhubungan dengan Simple Present tense seperti have, be, work, live
5. Menggunakan adjectives dan compound adjectives seperti brownskinned, long hair, attractive and beautiful

## E. METODE PEMBELAJARAN

Pendekatan : Scientific Approach

Strategi : Pengamatan, dan mempraktekkan.

## F. MEDIA PEMBELAJARAN

Media : Papan tulis

## G. SUMBER BELAJAR

Buku SMA kelas X yang relevan, internet, kamus

## H. LANGKAH-LANGKAH PEMBELAJARAN

## 1. Kegiatan Pendahuluan

- a. Guru memberi salam
- b. Berdoa bersama-sama sebelum pelajaran dimulai
- c. Guru memeriksa kehadiran siswanya.

- d. Guru memberi motivasi belajar siswa sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.
- e. Guru mengajukan pertanyaan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.
- f. Guru menjelaskan tujuan pembelajaran dan kompetensi dasar yang akan dicapai.

## 2. Kegiatan Inti

### a.) Mengamati (Observing)

- 1) Peserta didik mengamati gambar yang disajikan oleh guru
- 2) Dengan bimbingan dan arahan guru, peserta didik mengidentifikasi isi gambar dan menghubungkannya dengan *Descriptive things*

### b.) Menanya (Questioning)

- 1.) Dengan pengarahannya guru, peserta didik menanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari *Descriptive things*
- 2.) Peserta didik memperoleh pengetahuan tambahan tentang *Descriptive things*, fungsi sosial, struktur teks, dan unsur kebahasaan.

### c.) Mencoba (Exploring)

- 1.) Peserta didik menjawab pertanyaan dari teks *Descriptive Things*.
- 2.) Peserta didik juga diharapkan bisa membuat kalimat *Descriptive things*

### d.) Menalar (Associating)

- 1.) Dengan bimbingan guru, peserta didik menjawab pertanyaan terkait isi teks *descriptive things*.

2.) Peserea didik mendapae balikan (feedback) dari guru atau teman yang lainnya teteang siap yang dia sampaikan dalam diskusi.

e.) Mengkomunikasikan (communicaeing)

1.) Peserea didik memprensnetisikan hasil dari pekerjaan menjawab teks Descriptive things tersebut.

2.) Peserea didik memperoleh balikan (feedback) dari guru dan teman teneang hasil pekerjaan yang telah dipreseneasikan.

### 3. Penutup

a. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;

b. Guru bersama –sama dengan peserea didik menyimpulkan pembelajaran

### D. Penilaian,

#### Rubrik penilaian menulis

ASPEK	KETERANGAN	SKOR
<b>Isi</b>	• Menuliskan 5 kalimat	4
	• Menuliskan 4 kalimat	3
	• Menuliskan 3 kalimat	2
	• Menuliskan 2 kalimat	1
<b>Tata bahasa</b>	• Menuliskan 5 kalimat denga tata bahasa yang benar (Verb 1 +s/es)	4
	• Menuliskan 4 kalimat dengan tata bahasa yang benar (Verb 1 +s/es)	3
	• Menuliskan 3 kalimat dengan eaea bahasa yang benar (Verb 1 +s/es)	2
	• Menuliskan 2 kalimat dengan tata bahasa yang benar (Verb 1 +s/es)	1

<b>Ejaan</b>	<ul style="list-style-type: none"> <li>• Menuliskan 5 kalimat dengan ejaan yang benar</li> <li>• Menuliskan 4 kalimat dengan ejaan yang benar</li> <li>• Menuliskan 3 kalimat dengan ejaan yang benar</li> <li>• Menuliskan 2 kalimat dengan ejaan yang benar</li> </ul>	4 3 2 1
<b>ASPEK</b>	<b>KEERANGAN</b>	<b>SKOR</b>
<b>Isi</b>	<ul style="list-style-type: none"> <li>• Menuliskan 5 kalimat</li> <li>• Menuliskan 4 kalimat</li> <li>• Menuliskan 3 kalimat</li> <li>• Menuliskan 2 kalimat</li> </ul>	4 3 2 1
<b>Tata bahasa</b>	<ul style="list-style-type: none"> <li>• Menuliskan 5 kalimat dengan tata bahasa yang benar (Verb 1 +s/es)</li> <li>• Menuliskan 4 kalimat dengan tata bahasa yang benar (Verb 1 +s/es)</li> <li>• Menuliskan 3 kalimat dengan tata bahasa yang benar (Verb 1 +s/es)</li> <li>• Menuliskan 2 kalimat dengan tata bahasa yang benar (Verb 1 +s/es)</li> </ul>	4 3 2 1
<b>Ejaan</b>	<ul style="list-style-type: none"> <li>• Menuliskan 5 kalimat dengan ejaan yang benar</li> <li>• Menuliskan 4 kalimat dengan ejaan yang benar</li> <li>• Menuliskan 3 kalimat dengan ejaan yang benar</li> <li>• Menuliskan 2 kalimat dengan ejaan yang benar</li> </ul>	4 3 2 1

## SKOR PEEROLEHAN

$$\text{SKOR} = \text{-----} \times 100$$

## SKOR MAKSIMAL

Mengeahui,  
Kepala Sekolah

Karangdowo, 18 Sepeember 2023  
Guru Bahasa Inggris

Medi Widada M.Pd  
NIP. 196305241988031006

Yoga Pratama

## Appendix 2 field note

### FIELD NOTE

#### Observation 1

The teaching and learning process was carried out on July 10 2023. There were 23 students in class X IPS 2. The teaching and learning process starts at 07.00 and ends at 08.30, what day is the material being taught today? (Content in Writing). The teacher begins the lesson by saying hello and praying together. Then the teacher checks where the students are. After that the teacher explains the material about what day is it today? (Content in writing). When explaining the material, the teacher always asks students whether they understand the learning material that is taking place. The teacher also asked the students whether during the blended learning process anyone had difficulty understanding the lesson. Then the students answered that they had little difficulty in understanding the learning during the development process. Meanwhile, even though there are some problems, students are still active in providing feedback during the learning process. At the end of the lesson prepared by the teacher, the teacher closes the lesson by saying hamdallah and saying "Thank you for your attention, see you Wassalamu'alaikum.

#### Observation 2

The teaching and learning process was carried out on July 13 2023. There were 23 students in class X IPS 2. The teaching and learning process starts at 07.30 and ends at 09.00, what day is the material being taught today? (Vocabulary). The teacher begins the lesson by saying hello and praying together. Then the teacher checks where the students are. After that the teacher explains the material about what day is it today? Vocabulary when explaining the material, the teacher always asks students whether they understand the learning material that is vocabulary. The teacher also asked the students whether during the blended learning process anyone had difficulty understanding the lesson. Then the students answered that they had little difficulty in understanding the learning during the development process. Meanwhile, even though there are some problems, students are still active in providing feedback during the learning process. At the end of

the lesson prepared by the teacher writer's vocabulary on blackboard for student's to write and memorize, after that the teacher ponies randomly and the student's ponies to friend and so on. The bell rings the teacher closes the lesson by saying hamdallah and saying "Ehank you for your aeeneion, see you Wassalamu'alaikum.

#### Observation 3

The teaching and learning process was carried out on July 17 2023. There were 23 students in class X IPS 2. The teaching and learning process sears at 07.00 and finishes at 08.30. The material laughed is "The material about vocabulary in descriptive text". The teacher begins the lesson by saying hello and praying together. Then the teacher checks the student's attendance. After that, the teacher reviews the material to the student's and asks whether the students have understood the learning material. Every time the learning process is carried out, the teacher always prepares the material through educational design. After that, the teacher applies the material to students seriously according to the educational plan that has been made. During the learning process, students can follow the ongoing learning material. Student's also actively ask and answer when the teacher provides material. Teachers also provide feedback to student's when students ask questions about the material. After giving the material to students, the teacher asks student's questions and student's also provide feedback. Once finished, the questions are immediately corrected together. Then close the lesson by praying together and greetings.

#### Observation 4

The teaching and learning process was carried out on August 7 2023. There were 23 students in class X IPS 2. The teaching and learning process sears at 08.30 and ends at 10.00. The material laughed is "The material about language use". The teacher begins the lesson by saying hello and praying together. Then the teacher asks the student's about the last material, namely "The material questions about language use". Then the teacher explains and reviews the material using learning media (LCD and whiteboard). After the teacher has finished explaining the material to the student's, the teacher asks whether the students have understood the material explained by the teacher. Then the teacher asks student's to make "The material about language use" in groups. After that, group representatives were asked to come forward to read their Writing. After completion, the teacher reviews



the material "The material about vocabulary, age the end of the lesson the teacher gives student's questions in the form of paragraphs in which students have to determine the correct. They are given 30 minutes to collect them. Then the teacher closes the lesson. by saying hamdallah and saying thank you for your attention Wassalamu'alaikum"

#### Observation 5

The teaching and learning process was carried out on August 10, 2023. There were 23 students in. The teaching and learning process starts at 08.30 and finishes at 10.00. The material taught is about "mechanics in writing". The teacher begins the lesson by saying hello and praying together. Then the teacher checks the student's attendance. After that, the teacher reviews the material to the student's and asks whether the student's have understood the learning material. Because none of the student's asked about obstacles or learning problems in the material "mechanics", the teacher asked the student's orally and randomly about the material that day. Then the teacher conducted an oral assessment test on material "mechanics in writing" and give questions to student's and student's are given 30 minutes to work on these questions. The teacher gives student's 10 questions with answers according to each student's understanding. After the assignment has been submitted. Then the teacher closed the lesson by praying together.

### **Appendix 3 Interview Guidelines**

#### **INTERVIEW GUIDELINES**

##### **a. Wawancara dengan Guru Bahasa Inggris**

1. Bagaimana pembelajaran Bahasa Inggris secara umum di SMA N 1 Karangdowo ini, pak?
2. Apakah kondisi sekolah ini mendukung proses pembelajaran Bahasa Inggris, misalnya fasilitas-fasilitas apakah tersedia dengan baik?
3. Dari tempat skill; membaca, menulis, berbicara dan mendengarkan, skill mana yang sering bapak ajarkan kepada siswa?
4. Bagaimana kemampuan Bahasa Inggris mereka, pak?
5. Kesulitan secara umum dalam pembelajaran Bahasa Inggris ini apa, pak?
6. Bagaimana potensi anak-anak di kelas X. IPS 2, pak?
7. Apakah Bapak menggunakan media pada saat mengajar?
8. Apakah para siswa diwajibkan membawa kamus saat pelajaran bahasa Inggris?
9. Selama ini pengajaran seperti apa yang Bapak terapkan dalam pembelajaran menulis di kelas?
10. Bagaimana dengan kemampuan menulis anak-anak, pak? Apakah sudah sesuai dengan harapan?

b. Wawancara dengan Siswa

1. Apakah adik-adik suka dengan pelajaran bahasa Inggris?
2. Kesulitan apa yang adik-adik hadapi dalam belajar bahasa inggris?
3. Apakah selama ini adik-adik mengerti dengan penjelasan guru?
4. Apakah guru memakai media saat mengajar?
5. Apakah adik-adik diharuskan membawa kamus?
6. Diantara keempat keterampilan, yang mana yang adik-adik suka?
7. Apakah adik-adik suka menulis dalam bahasa Inggris?
8. Apakah adik-adik menemui kesulitan dalam menulis?
9. Kesulitan seperti apa yang adik-adik hadapi dalam menulis?
10. Apa yang adik-adik lakukan bila menemui kesulitan dalam menulis?

## Appendix 4 interview transcripe

**INTERVIEW TRASCRIPT****Interview 1****Monday, September 12<sup>th</sup> 2023****time: 09.00 am****R: Researcher****E: Teacher**

R: “Selamat pagi, pak”.

E: “Ya, selamat pagi, ada apa ya?”

R: “Perkenalkan, nama saya Yunita, mahasiswa jurusan Pendidikan Bahasa Inggris dari Surakarta, yang akan melakukan penelitian di sekolah ini. Jika diizinkan, dan bapak juga menyetujui, saya beniat untuk mengambil data di sini.”

E: “Oh bisa mbak, silahkan saja.” Skillnya apa ya?”

R: “Writing, pak .”

E: “Oh skillnya Writing, ya. Untuk kelas berapa?”

R: “Iya, pak. Iya untuk kelas X. Disini kelas X ada berapa kelas ya, pak?”

E: “Ada 4 kelas mbak.”

R: “Kira-kira kelas X yang kemampuan menulisnya masih kurang kelas X berapa ya, pak?”

E: “Sebenarnya sih tiap kelas muridnya heterogen, dari nilai yang mereka dapat ada yang tinggi dan ada juga yang rendah” Jadi, tiap kelas begitu mbak, gak ada kelas yang didominasi sm anak yang keseluruhannya pintar atau sebaliknya. Kelas X. IPS 2 saja gimana?”

R: “Oh, begieau ya, bu. Kalau begieau saya mau observasi kelas X IPA. Jadwalnya kapan ya, pak?”

- E: “Setiap hari senin dan kamis. Ini mbaknya bisa liat jadwalnya atau foto copy juga boleh.”
- R: “Setiap senin jam 07.00- 08.30 dan kamis jam 08.30-10.00, ya pak?”
- E: “Iya, mbak.”
- R: “Kalau begitu nanti hari senin saya mau observasi di kelas X IPS 2 ”
- E: “Ya mbak, silahkan saja.”

**Interview 2****Wednesday, September 14<sup>th</sup> 2023****Time: 10.30 am****R: Researcher****E: Teacher**

R: “Menurut bapak bagaimana pembelajaran Bahasa Inggris secara umum di SMA N 1 Karagdowo ini, pak?”

E: “Secara umum berjalan dengan baik walaupun masih banyak siswa yang mengalami kesulitan. Ada yang kemampuannya tinggi dan ada juga yang rendah.”

R: “Apakah kondisi sekolah ini mendukung proses pembelajaran Bahasa Inggris, misalnya fasilitas-fasilitas apakah eersedia dengan baik?”

E: “Ya, fasilitas-fasilitas di sekolah ini mendukung, apa yang diperlukan anak-anak itu sudah cukup, seperti misalnya buku-buku di perpustakaan cukup lengkap, akses internet, kemudian bacaan bahasa inggris seperti Jakarta pose dan majalah remaja Bahasa Inggris ”Use Speak.”

R: “Termasuk fasilitas laboratorium Bahasa ya, pak?”

E: “Ya, mbak.”

R: “Dari empat skill; membaca, menulis, berbicara dan mendengarkan, skill mana yang sering bapak ajarkan kepada siswa?”

E: “Saya khusus mengampu skill reading dan writing dan ada satu lagi guru yang mengampu skill speaking dan listening. Jadi ada 2 guru, begitu mbak.”

R: “Oh, begitu. Lalu bagaimana dengan kemampuan menulis siswa, pak?”

E: “Kalau kemampuan menulis mereka ya ada yang baik ada juga yang kurang.”

R: “Apakah bapak menggunakan media saat mengajar?”

E: “Saya kadang-kadang menggunakan LCD mbak untuk menampilkan soal dari sumber lain.”

R: “Adakah maeri pembelajaran lain, pak? Kalau ada, inputnya diambil dari mana saja, Pak?”

E: “Ada, Saya menggunakan BSE, hanya saja anak-anak kan tidak punya, jadi ya kalau saya menemukan teks dari sit saya klik kemudian saya print, dan sekolah nanti yang menggandakan, karena kalau anak tidak punya pakkunya, maka saya bagikan lembaran itu.”

R: “Apakah anak-anak diwajibkan membawa kamus pada saae pelajaran Bahasa Inggris?”

- E: “Sejak awal dari kelas 1 untuk pembelajaran Bahasa Inggris, mereka harus membawa kamus. Tapi yang namanya anak sekarang Teu ya mbak, ada yang alasannya berat, mereka sudah cukup percaya diri dengan membawa Handphone yang bisa mendukung untuk mencari kata-kata yang sulit, ada yang cukup praktis membawa alfa link, laptop. Sebenarnya sebagian siswa ada juga yang rajin membawa kamus, sedangkan yang lain lebih suka membawa kamus elekeronik.”
- R: “Selama ini pengajaran seperti apa yang bapak terapkan dalam pembelajaran menulis di kelas?”
- E: “Selama ini saya menyuruh anak-anak unek mempaka draft, misalnya dalam menulis Narraeive, saya minta mereka untuk mempakat draft, dimana dalam pemakaian draft tersampaikan saya pancing-pancing dengan pertanyaan, siapa tokohnya, dimana kejadiannya, dan kapan peristiwanya. Seperti itu, Mbak.”
- R: “Oh begitu, lalu bagaimana dengan hasil tulisan mereka, Pak?”
- E: “Ya ini, permasalahannya, untuk hasil dari tulisan anak-anak itu ya menurut saya masih jauh dari harapan.”
- R: “Oh jadi hasilnya kurang memuaskan ya, Pak. Penyebabnya apa?”
- E: “Banyak ya mbak penyebabnya, seperti kurangnya ide, penguasaan grammar. Penggunaan grammarnya kebanyakan masih salah, kemudian pemilihan kosakata kadang-kadang kurang pas, kemudian mungkin karena kelamaan mengeluarkan ide itu ya jadi waktu yang disediakan tidak efekeif. Disediakan waktu 1 jam pelajaran misalnya tapi nanti yang ditulis juga masih sedikit, kalau sudah waktunya saya suruh kumpulin tapi jawaban mereka “nanti Pak, belum selesai, masih mikir, dll.” Yah, saya rasa itu cuma kurang latihan saja, mungkin dari dulunya memang kurang latihan, ini kan masih kelas 1 juga jadi mungkin dari SMP tidak semua sering berlatih menulis.”
- R: “terus menurut Bapak bagaimana motivasi anak-anak tamrsepaikan dalam pembelajaran menulis?”
- E: “Menurut saya motivasi anak-anak sudah cukup bagus. Ya, itu terganeung juga sih ada anak yang senang kalau dilatih menulis, ada juga yang tidak.”
- R: “Lalu bagaimana mengatasi kesulitan siswa dalam menulis, Pak?”
- E: “Yang pernah saya lakukan selama ini ya contohnya saya pernah menyuruh mereka untuk menulis diary atau pakku harian, pokoknya apa yang ingin mereka tulis dituangkan disitu. Saya pernah menyuruh mereka untuk menyediakan 1 buku, khusus uteuk menulis, apapun yang ingin ditulis, mulai dari apa yang sedang dialami, lagi sedih, atau sedang happy. Jadi tujuan saya ya supaya anak itu agak membiasakan diri berlatih menulis Bahasa Inggris. Karena dengan memberikan tugas semacam diarykan mereka bebas untuk mengekspresikan apa yang ingin mereka tulis. Cuma

ya kendalanya wakeu ngoreksinya ini, mbak gak ada. Karena saya juga sibuk.”

R: “Selain masalah dari siswa, adakah masalah lain yang Bapak hadapi?”

E: “Mungkin dalam pemilihan materi yang tepat buat siswa agar mereka bisa lebih tertarik dalam pembelajaran menulis, sehingga mereka bisa berlatih untuk menuangkan ide. Karena selama ini walaupun saya sudah terapkan judul untuk menulis, tapi mereka maunya yang bebas sesuai selera mereka. Saya sebenarnya ingin meneneukan eema apa yang sesuai, eapi kebanyakan mereka lebih suka eema yang bebas.”

R: ”Terima kasih, Pak. Oya kemudian untuk ke depan, pembelajaran seperti apa yang Bapak harapkan?”

E: “Saya berharap pengajaran Bahasa Inggris bisa lebih baik lagi khususnya dalam menulis, anak-anak lebih termotivasi untuk belajar, kemampuan mereka bisa meningkat sesuai harapan, dan sebagai guru saya ingin sekali bisa mengaeasi kendala aeau kesuliean yang mereka hadapi.



### Interview 3

Monday, September 15<sup>th</sup>, 2023

Place: Class X IPS 2

R: Researcher

S(s): Student's

R: "Hai Dek, mbak mau ngobrol nih sama kalian, mo tanya-tanya aja, gak papa?"

Ss: Ya, gak papa mbak. (S4, S7, S5, S23, S16)

R: "Apa kalian suka sama pelajaran Bahasa Inggris?"

Ss: "Suka." (S4)

"Aku suka kalau ngajarnya asik." (S5, S13)

"Kadang-kadang mbak, gak eperlalu." (S16)

"Gak begitu suka, mbak hehe." (S7)

R: "Jadi alasannya karena gak asik nih jadinya gak suka?"

Ss: "Saya suka karena bahasa Inggris penting, mbak." (S15)

R: "Kalau yang lainnya?"

Ss: "Iya mbak kalo asik aja sukanya, hehe. (S4, S7, S23, S16)

R: "Kesulitan apa yang kalian alami dalam belajar bahasa Inggris?"

"Kosakata, terus grammar." (S4, S15, S16)

"Semuanya mbak, masalahnya nggak ngerti, hthe." (S7, S23)

R: "Selama ini apa kalian mengerti dengan penjelasan guru?"

Ss: "Lumayan ngerti mbak." (S15, S16)

"Kadang ngerti, kadang nggak, mbak. (S4, S7, S23)

R: "Kalau dalam kegiatan Menulis, gurunya mengajar pake media apa? Misalnya dengan menggunakan Projector, atau alat peraga gitu."

R: "Apakah adik-adik diharuskan membawa kamus?"

Ss: "Gak tuh, mbak." (S4, S7, 13)

"Gak mbak, tapi ada juga 1 atau 2 orang yang bawa. (S5)

"Gak diharuskan kok, mbak." (S16)

R: "Diantara 4 kerampilan, kerampilan mana yang adik suka?"

“Speaking.” (S15)

“Yang mana ya mbak? Susah semua e hehe.” (S7, S23)

“Membaca.” (S6)

“Listening karna di lab belajarnya hehe.” (S15)

R: “Kalo kerampilan menulis gimana? Suka gak?”

Ss: “Hmmm ya lumayan suka juga, tapi susah mbak hehe.” (S4)

“tergantung sih mbak, kalo asik ngajarnya ya saya suka.”(S15)

“Saya ga terlalu suka, sulit mbak.” (S7)

“Gak terlalu suka.” (S23, S6)

R: “Kok banyak yang gak begitu suka? Kesulitannya dimana?”

Ss: “Penggunaan eenses, eerus kaea-kaeanya mbak, kalau disuruh nulis kadang bingung nggak punya ide.” (S15)

“Semuanya susah mbak. Bosen masalahnya. (S4, S7)

”Bingung mau nulisnya, nggak punya ide.” (S23)

“Bingung apa yang mau dieulis, terus grammar sama kosa katanya juga susah.” (S26)

R: “terus kalo udah nemuin kesulitan, apa yang kalian lakukan?”

Ss: “Eanya eeman yang pineer.” (S15)

“Iya mbak, tanya-tanya teman.” (S4, S23)

“Baca penjelasan dibuku, tapi ya kadang juga nggak ngerti-ngerti banget.” (S7, S6)

R: “Ok, makasih ya adik-adik.”

Ss: “Ya, sama-sama, mbak.”

#### Interview 4

Tuesday, September 15<sup>th</sup>, 2023

Place: Class X IPS 2

R: Researcher

Ss: Student's

R: "Kesulitannya dalam menulis apa, Dik?"

Ss: "Kesulitannya ya kata-katanya itu, Mbak." (S5) (S5)

R: "Vocab ya?"

Ss: "Iya vocabulary itu, Mbak." (S5) (S15) (S23)

R: "Selain kosa kata, apalagi yang sulit?"

Ss: "Oya grammar juga susah, mbak." (S23)

"Iya, grammar, mbak" (S16) (S5)

"Susah nyambungin kata-katanya jadi kalimat." (S23)

"Nyusun paragrafnya mbak." (S5)

"Sering bingung mau nulis apa, gak punya ide." (S5) (S16) (S21) (S15)

R: "Oh begitu ya. Terus kalo pelajaran tadi gimana?" "Ada kesulitan nggak?"

Ss: "Ya yang seperti kubilang tadi, nulis tu banyak susahnya." (S5) (S23) (S5)

"Gak menarik sih, bosenin jadinya." (S11) (S16)

R: "Jadi menurut kalian yang paling susah tu writing ya? Nah, menurut kalian kalau menulisnya nanti pake tahapan gimana?"

Ss: "Setuju, mbak. Kalo pake gambar terus kunjungan ke suatu tempae kan pasti seru." (S23) (S16) (S15)

"Dibikin yang menarik biar nulisnya nggak kerasa susah." (S5) (S21)

## Appendix 5 students score writing

## STUDENT'S SCORE IN WRITING

No	Students	score										score
		C		O		V		G		M		
		A1	A2	A1	A2	A1	A2	A1	A2	A1	A2	
1	S1	5	5	4	4	4	4	4	4	4	4	42
2	S2	4	4	4	4	5	5	3	3	3	3	38
3	S3	4	4	5	3	5	3	3	3		3	33
4	S4	4	4	3	3	2	2	3	3	4	4	32
5	S5	5	5	5	4	4	4	4	4	4	4	43
6	S6	5	5	5	5	5	5	4	4	5	4	42
7	S7	3	3	4	4	2	2	3	3	3	3	30
8	S8	5	5	3	3	4	4	3	3	4	4	38
9	S9	4	4	4	5	4	4	4	4	4	4	41
10	S10	4	4	4	4	5	5	3	3	3	3	38
11	S11	5	5	5	5	4	4	4	4	4	4	44
12	S12	5	5	5	5	4	4	4	4	4	4	44
13	S13	4	4	5	5	4	4	4	4	5	4	43
14	S14	4	4	4	4	5	5	3	3	3	3	38
15	S15	5	5	5	5	4	4	3	3	5	3	42
16	S16	5	5	5	4	5	5	4	4	4	4	45
17	S17	4	4	4	4	4	3	4	4	4	5	40
18	S18	4	4	4	4	5	5	5	5	4	4	44
19	S19	4	4	5	5	5	5	5	4	4	4	45
20	S20	5	4	5	5	5	5	5	5	4	4	47
21	S21	4	4	4	4	3	4	4	4	3	3	37
22	S22	5	5	5	4	4	4	4	4	4	4	43
23	S23	5	5	3	3	4	4	3	3	4	4	38
Score		203		196		185		171		172		927
Mean		4.41		4.26		4.11		3.72		3.82		40.30

C: content O: organization V: vocabulary G: grammar M: mechanic

Nama: Lina Febi L  
 Kelas: X. no 2  
 My father  
 Febriana Surisika  
 Febriana Surisika is a young talented singer, cooking.  
 The late lady was born in Bogor on 27 february 1999 she is short but  
 good looking, she has brown skin, pink nose and her smile her chubby cheeks  
 makes her face is easy to remember.  
 Her father's is Jarak, the mother's name is Surisika  
 Febri is friends in Bogor, she is a student of SMA Tarumanegara Cakalege

C : 4	C : 4
O : 4	O : 4
V : 4	V : 5
S : 3	S : 3
M : 3	M : 3

Score =  $\frac{19}{25} \times 100 = 76$   
 Jumlah =  $(76 + 76) : 2 = 76$

Nama: Lina Febi L  
 Kelas: X. no 2  
 My father  
 Febriana Surisika  
 Febriana Surisika is a young talented singer, cooking.  
 The late lady was born in Bogor on 27 february 1999 she is short but  
 good looking, she has brown skin, pink nose and her smile her chubby cheeks  
 makes her face is easy to remember.  
 Her father's is Jarak, the mother's name is Surisika  
 Febri is friends in Bogor, she is a student of SMA Tarumanegara Cakalege

C : 5	C : 5
O : 5	O : 5
V : 4	V : 4
S : 3	S : 3
M : 5	M : 5

Score =  $\frac{22}{25} \times 100 = 88$   
 Jumlah =  $(88 + 88) : 2 = 88$

Muhammad. Arang Mauluf  
 Writing Niagara falls  
 Niagara falls is the collective name for three waterfalls  
 that cross the international border between the Canadian  
 province of Ontario and the USA state of New York,  
 they form the southern end of the Niagara Gorge.  
 from the largest to the smallest, the three  
 waterfalls are the horseshoe falls, the  
 american falls and the Bida val falls

C : 4	C : 4
O : 4	O : 4
V : 5	V : 5
S : 5	S : 5
M : 4	M : 4

Score =  $\frac{22}{25} \times 100 = 88$   
 Jumlah =  $(88 + 88) : 2 = 88$

Nama: AMPO DANIEL MARDE  
 TIC : X IPS  
 Borobudur temple  
 Borobudur is Hindu Buddhist temple was build the ninth century under  
 Sailendra dynasty of ancient Mataram kingdom. Borobudur is located  
 in Magelang central Java Indonesia. Borobudur is well known as one  
 of the largest monuments in the world.  
 The temple is now located on a hill 126 m high and can see as eight  
 clear blue glass terraces

C : 4	C : 5
O : 4	O : 4
V : 4	V : 4
S : 4	S : 4
M : 4	M : 4

Score =  $\frac{20}{25} \times 100 = 80$   
 Jumlah =  $(80 + 80) : 2 = 80$

Wahyuni Amelia (Mahasiswa)  
X IPS 2

Khusnul Khotimah

Khusnul Khotimah is student of IAIN Surakarta.  
She put direction English language.

The little lady was born in Boyolali... She is short but good looking. She has white skin, flat nose and nice smile. Her chubby cheek makes her face and beautiful.

Khusnul Khotimah come to MAN 2 Boyolali in simo. She come to MAN 2 english teacher language. She is My teacher favorite because in english teacher language. She happiness or contented.

C : 5	C : 5
O : 3	O : 3
V : 4	V : 3
G : 3	G : 4
M : 2	M : 3
<hr/>	<hr/>
19	15
score: $\frac{19}{25} \times 100$	score: $\frac{15}{25} \times 100$
= 76	= 60

Jumlah:  $(76+60): 2$   
= 68

Nama: Usman Chasrah  
Kelas: X IPS 2

My friends

Winda Puri Pembayun is my best friend girl. she have body fat. she have pointed nose, long hair and short.

she is can my friends. she is smart when school. she is introduce and my friends in ways. Sam momen go caitin.

C : 4	C : 4
O : 4	O : 5
V : 4	V : 4
G : 4	G : 4
M : 4	M : 4
<hr/>	<hr/>
20	21
score: $\frac{20}{25} \times 100$	score: $\frac{21}{25} \times 100$
= 80	= 84

Jumlah:  $(84+80): 2$   
= 82

Fudina

Mr Ben friend

Zaini Moarif is my friend. He is student of class one. He is born in bevonih 27 July 2001. Her people live Pontian. Fatinia food is hair long.

C : 3	C : 3
O : 4	O : 4
V : 2	V : 2
G : 3	G : 3
M : 3	M : 3
<hr/>	<hr/>
15	15
score: $\frac{15}{25} \times 100$	score: $\frac{15}{25} \times 100$
= 60	= 60

Jumlah:  $(60+60): 2$   
= 60

Dina Septika son  
X. IPS 2  
06

I have a younger sister Laita. She was brown in Surakarta 26 July 2009. She white son. pointed nose. Hobbies she's playing. She like eat Bakso. she tall and cute. She essay angry but essay smile. Her father is agus sriyanto. Her mother is Laili Hidayati. Her younger brother Hamman. Laita resides in south Terik waring, Surakarta. She is student of "Tik Atiyah Surakarta".

C : 5	C : 5
O : 5	O : 4
V : 4	V : 4
G : 4	G : 4
M : 4	M : 4
<hr/>	<hr/>
27	21
score: $\frac{27}{25} \times 100$	score: $\frac{21}{25} \times 100$
= 88	= 84

Jumlah:  $(88+84): 2$   
= 86

Justin Ramadhani  
X IPS 2

My friend

I have friend, she's name is NAWA MAWARA, she is school in IMAN 1 WAGO. Now she's class X IPS 2 with me but I am school in IMAN 2 BOGOR. After that she is in Pekanbaru, Pekanbaru, Pekanbaru. she's was born in Bogor on November 2001. I think she must be friend from four year. I think she very best.

That's friends like she nice, her open, and like. Physical appearance name is R. Berupa: very nice, Black hair, slim face, pale nose, fatty and big body.

Personality characteristic: nervous, Active, humorous and generous.

C : 4	C : 4
O : 5	O : 5
U : 5	U : 5
G : 5	G : 4
M : 4	M : 4
<hr/>	<hr/>
23	22

Score :  $\frac{23}{25} \times 100 = 92$

Score :  $\frac{22}{25} \times 100 = 88$

Jumlah :  $(92 + 88) : 2 = 90$

10. JAWAB: BUKU JURNAL NEMO  
KLS : X IPS 2

Amobalan Nemo

Nemo adalah seekor ikan yang hidup di dalam akuarium. Nemo adalah seekor ikan yang hidup di dalam akuarium. Nemo adalah seekor ikan yang hidup di dalam akuarium.

The Nemo is very colorful on white, blue and red color of eight. It is like a clown fish.

C : 4	C : 5
O : 4	O : 4
U : 4	U : 4
G : 4	G : 4
M : 4	M : 4
<hr/>	<hr/>
20	21

Score :  $\frac{20}{25} \times 100 = 80$

Score :  $\frac{21}{25} \times 100 = 84$

Jumlah :  $(80 + 84) : 2 = 82$

Nama : LIA RATNA DEWI  
No : 13  
Kelas : X IPS 2

My Friend

Dina Setijah Sari

Dina Setijah Sari is student she lives in Bogor. She was born in Bogor on 20 September 2001. She is short but good looking.

She always to attend school with motorcycle. She has brown skin, pointed nose, and wavy hair. Her father's name is Setijah. Her younger brother is Hani.

Dina resides in South Bogor, Duren Tiga, Bogor. She is a student of SMA Negeri 2 Bogor.

C : 5	C : 4
O : 5	O : 5
U : 5	U : 5
G : 5	G : 5
M : 4	M : 4
<hr/>	<hr/>
24	23

Score :  $\frac{24}{25} \times 100 = 96$

Score :  $\frac{23}{25} \times 100 = 92$

Jumlah :  $(96 + 92) : 2 = 94$

Hanna Gisela 2'pm  
X IPS 1

Com

I have older brother. His name is Dicky. He is a student in SMA Negeri 1 Bogor. He was born in 18 October 1999. He is tall and handsome. He has black hair, pointed nose, and curly hair.

His father's name is Dicky. His mother's name is Dicky. He has one brother. His old brother's name is Dicky. He is a student in SMA Negeri 1 Bogor.

He likes swimming, football, and reading. He is very smart and very kind.

That's my friend. He is very nice.

C : 5	C : 5
O : 5	O : 5
U : 5	U : 5
G : 4	G : 4
M : 4	M : 4
<hr/>	<hr/>
24	23

Score :  $\frac{24}{25} \times 100 = 96$

Score :  $\frac{23}{25} \times 100 = 92$

Jumlah :  $(96 + 92) : 2 = 94$

Shahab  
My friend

Zaini Murid

Zaini Murid is studying the smart. The tall boy and bald = smart at 21  
December 2000. She is her long fine hair. City chair. She always is  
deflate skin with multiple.

Her father's name is outside her mother's name is her name not might  
Her name is Ali Zaini Rizki = Jember Plojo, Jember, Jember, Jember.  
She is a student of SMA 2 Muhammadiyah.

C : 5	C : 5
O : 4	O : 4
V : 4	V : 4
S : 4	S : 4
M : 4	M : 4
21	21

score =  $\frac{21}{25} \times 100$   
= 84

score =  $\frac{21}{25} \times 100$   
= 84

Jumlah =  $(84+84) : 2$   
= 84

Nama : Fulli Rahmawati  
AO : 21  
KIS : X IPS

My friend

My friend name is niha yetu khuma. She is a student. She school  
in SMA Muhammadiyah of Sims. She live in Kotagede, Mangrove,  
Kotagede 491 3 Juli 2001. She like reading books. She wishing  
finished teacher and she is good. She is beautiful. She have  
brown skin and black hair. She is food hobby if watching  
TV and she smart.

C : 4	C : 4
O : 5	O : 5
V : 4	V : 4
S : 4	S : 4
M : 4	M : 4
21	21

score =  $\frac{21}{25} \times 100$   
= 88

score =  $\frac{21}{25} \times 100$   
= 88

Jumlah =  $(88+84) : 2$   
= 86

Nama : Alif Nurroddin  
Alif : 11  
KIS : X IPS

My Teacher

My friend

Yuthelma is student. She clever the little boy was born in Jakarta on  
14 February 2002. She is smart. Chen black. Funny.  
She always to demote each with respect. Her equal's name  
is .... her father's name is .... her younger's brother is ....  
Yuthelma read in South meyo, Kotagede, kab. bogor. She is  
a student of SMA 2 Muhammadiyah.

C : 4	C : 4
O : 4	O : 4
V : 4	V : 3
S : 4	S : 4
M : 5	M : 5
21	20

score =  $\frac{21}{25} \times 100$   
= 84

score =  $\frac{20}{25} \times 100$   
= 80

Jumlah =  $(84+80) : 2$   
= 82

Nama : Anan Ali S

My Teacher

My teacher name is Kurnandi. It a hope. She has good son. Good son.  
"Gimana" force in Kotagede, Mangrove, Simo, Simo, Simo, Simo in Simo.

C : 4	C : 4
O : 3	O : 3
V : 2	V : 2
S : 3	S : 3
M : 4	M : 4
16	16

score =  $\frac{16}{25} \times 100$   
= 64

score =  $\frac{16}{25} \times 100$   
= 64

Jumlah =  $(64+64) : 2$   
= 64