AN ANALYSIS OF ABILITY IN WRITING DESCRIPTIVE TEXT AT THEFIRST YEAR STUDENTS OF SMAN 2 PANGKALAN KERINCI

A THESIS

Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in English Language Teaching and Education
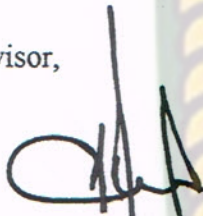
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ENGLISH LANGUAGE EDUCATION

FACULTY OF TEACHERS TRAINING AND EDUCATION

UNIVERSITAS ISLAM RIAU

PEKANBARU

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THESIS APPROVAL

AN ANALYSIS OF ABILITY IN WRITING DESCRIPTIVE TEXT AT THE FIRST YEAR STUDENTS OF SMAN 2 PANGKALAN KERINCI
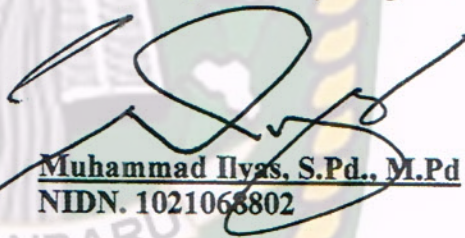
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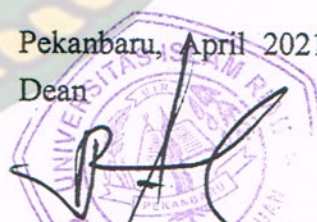Head of English Study Program

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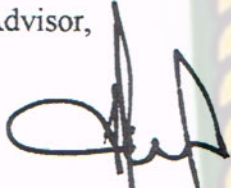## AN ANALYSIS OF ABILITY IN WRITING DESCRIPTIVE TEXT AT THE FIRST YEAR STUDENTS OF SMAN 2 PANGKALAN KERINCI

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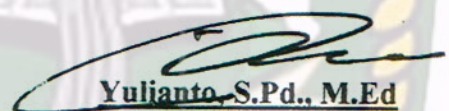Has been completely written a thesis which entitled:

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Judul Tugas Akhir : Analisis Kemampuan Menulis Teks Deskriptif pada siswa kelas Satu SMAN 2 Pangkalan Kerinci

Judul Tugas Akhir : An Analysis of Ability In Writing Descriptive Text at the First Year Students at
(Bahasa Inggris) SMAN 2 Pangkalan Kerinci

Lembar Ke : 1.................................

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	13-04-2019	Acc judul	Judul diterima	
2	28-05-2019	Bimbingan Bab 1 dan Bab 2	Merubah research question	
3	22-10-2019	Revisi Bab I dan	Perbaiki format dan tambah teori	
4	20-12-2019	Disetujui ikut ujian seminar proposal	Buat Persiapan untuk ujian	
5	06-04-2020	Ganti judul	Judul Jadi Analisis	
6	08-03-2021	Bimbingan Bab I, Bab II, Bab III, Bab IV dan Bab V	Perbaiki format ..	
7	15-03-2021	Revisi Bab IV	Lengkapi data	
8	22-03-2021	Disetujui untuk ujian	Buat Persiapan untuk ujian	

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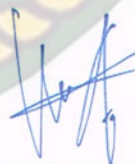
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I declare that this thesis is the result of my own work, to best of my knowledge; this thesis does not contain material written by other people except for certain section which I adopted as a reference by following the usual procedures and ethics of writing scientific paper.

Pekanbaru, April 2021

The researcher,

AMIR FAHRIZAL

156311202

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Alhamdulillahirobbil'alamin first of all I want to extend my thanks to Allah SWT, for blessing and giving me strength and health to complete this thesis entitled "An Analysis of Ability in Writing Descriptive Text at the First Year Students of SMAN 2 Pangkalan Kerinci". This thesis intended to fulfill one of the requirements of Sarjana Degree in English Language Education, Faculty of Teacher Training and Education, Islamic University of Riau.

The Researcher would like to express his thanks deeply to all people who give many contributions in completing this thesis. The researcher addresses his appreciation and expressed deep gratitude to the following individuals namely:

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Finally, the researcher realizes that this thesis may have several weaknesses. Therefore, supportive feedbacks, suggestions, and comments are really needed for improvements of this research.

Pekanbaru, 21 April 2021
The Researcher

Amir Fahrizal

ii

ABSTRACT

Amir Fahrizal. *2021.An Analysis of Ability in Writing Descriptive Text atThe First Year Students of SMAN 2 Pangkalan Kerinci.* **Final Project. English Language Education, Faculty of teacher Training and Education, Universitas Islam Riau. Advisor: Johari Afrizal, S.Pd., M.Ed.**

Keywords: Descriptive text and Analysis.

This research is a descriptive writing text was carried out at SMAN 2 Pangkalan Kerinci. The main focus of the study is to know the students' ability in writing descriptive text. The researcher analyzed the students' writing result referring to the five aspects. They were content, organization, grammar, vocabulary and mechanics.

This research used descriptive qualitative, which has one variable. The researcherused qualitative method to analyze students' ability in writing descriptive text. The researcher described the students' ability in writing descriptive text by using percentage of the students' ability.

The result of this study show that the total score of the entire students was 1.655 in which the mean score was 82. From the result of the research, it was found that the mean of students' ability in writing descriptive text was categorized as excellent. In this case, there were 16 (80%) students were categorized excellent, there were 4 (20%) studentswere categorized good and there were no categorized low and poor.

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Human is a social being, who always communicate with other people. In a communication we have to be a good communicator so we can share information correctly. In order to be a good communicator we have to master a language.

Language is the most important part in human life. People communicate each other absolutely using a language, which used to express our feeling and thought through a spoken and written language among human being. Also, we know this world consist of many countries with their own language, in this situation English plays as international language to connect people around the world, they use English to communicate with the other people in many cases, for instance, socials, politics, economics, cultures and many more.

Fortunately, our government aware how important of English is, so they made English be one of the subjects which is taught in elementary school, junior high school, senior high school and universities. Indeed, it is also taught in some kindergarten level. Teaching English at any level of education in Indonesia always requires four skills, listening, speaking, reading and writing. All of those skills are connected, it means if ignore one skill it will influence other skills. The four skills must be mastered by the students in order to get good competence in using language.

1

The writer considers that writing is the hardest skill for people who learn English. According to Richard and Renandya (2002) said that there is no doubt that writing is the most difficult skill L2 learners have to master. Writing is the last and most difficult skill students learn the difficulty not only in generating and organizing ideas, but also in translating those ideas into readable texts. It is because in writing process, students will face many difficulties in transferring thought and ideas in writing form. There are some common difficulties in students' writing process, as follows:

Based on observation and communication with the teacher, the descriptive text is one of the texts that is often challenging for students. Therefore, descriptive text is one of the texts taught each year. Since then students still have issues with descriptive text, the issue could be caused by several aspects: the first is the most common problems found by the students in the writing teaching learning process are that students are still uncertain about using the tense in descriptive text and the structure of the text. The second is lack of idea and vocabulary, students do not know what they want to write, and they have no idea to express in writing process.

Then, writing is a skill that must be learned by a person, because to share information or knowledge not only can be done by speaking, by writing we can share more detailed information or knowledge. And then according to Harmer (2007); in writing is seen also as a process includes planning what we're going to write, drafting it, reviewing, and editing what we have written and then producing a final version. So that, teaching writing must be taught maximally by the teacher to the students.

Considering the matter above, the researcher is interested in conducting the research entitle "**AN ANALYSIS OF ABILITY IN WRITING DESCRIPTIVE TEXT AT THE FIRST YEAR STUDENTS OF SMAN 2 PANGKALAN KERINCI".**

1.2. Identification of the Problem

Based on observation, the students should know how to express their ideas and how to deliver their information to the readers. But, some of the students SMAN 2 Pangkalan Kerinci still have many difficulties in writing descriptive text and they can also do not know their weakness and strength in writing. Some reasons why the students have a problem with writing: Firstly, they are not familiar with the genre. Descriptive text is one of the genres that should be taught and the students are hopefully required to be able to make a descriptive text based on the correct generic structure like identification and description.

1.3. Focus of the Problem

To conduct this research, the researcher limited the problems on the standards competencies of writing ability. The researcher would like to limit only to the ability to write descriptive text.

1.4. Research Question

It is important for the problem to be formulated from the identification and limitation of the problem. The researcher has already limited the issue to be discussed

in this research. The researcher's problem in this research is: How is the ability of the first year student at SMAN 2 Pangkalan Kerinci in writing descriptive text at t?

1.5. Objective of the Research

Based on the research question above, the purposes of the study will be to find out the students' ability in writing descriptive.

1.6. Significant of the Research

By conducting this study, it is expected that:

1. The teacher: the result of this study can be used as an overview of students' ability in writing descriptive.

2. The students: the result will give some advantages for students who have a problem with writing, such as; to know their weakness and strength in writing.

1.7. Definition of the Key Term

To prevent any confusion or misinterpretation in writing of this research, It is important for the researcher to clarify the word used in the analysis. They are designed as follows:

1. An analysis is detailed study or analysis of something in order to learn more about it. (Oxford dictionary)

2. Writing

   Writing is practicing skill. Murcia and Elite in Aji (2017) argued that writing is the creation of a written word that results in a text, but that the text must be read and understood in order for communication to take place. It means writing is one of tool communication that using a pen and paper or nowadays we can produce a writing in a computer or any technologies.

3. Descriptive Text

   According to Wishon and Burks in Fitri, et al., (2017) states that Descriptive writing reproduces the way things look, smell, taste or sound; or it may also create moods such as pleasure, depression, or fear.

CHAPTER II

THEORITICAL FRAMEWORK

2.1. Relevance Theories

2.1.1. Definition of Writing

Richard Kern in Huda (2015) writing is a functional communication that enables learners to create imagined worlds of their own design. The students as the writers do not only have to know about what and how to write, but also know for whom that writing. Therefore, the writer needs more imagination and creativity in order to understand and grow his ideas. Then, Westwood (2008) described written language is probably the most difficult of all skills to learn, because its production requires an active integration of many different cognitive, linguistic and psychomotor processes. The object of writing is not the writer himself, but the reader. Therefore, the writers should consider all components in writing, using their own words and sentences to make readers interested in his/her writing.

2.1.2. Writing Process

To make a good writing always follows some steps. Writing as one of productive skills needs a process. This process sues writer to write in sequence steps. Harmer in Tantiya (2011) stated that the writing process is a step that a writer goes through to

produce something (a written text) before it becomes a final draft. Harmer said that there are 4 processes of writing:

1) Planning

   At this point, the writer needs to think about three main issues. These are the purpose, the reader and the content structure.

2) Drafting

   You can continue to the next step (drafting) after you have finished planning. As you write, use the ideas you generated from planning as a guide to the first draft of your paragraph

3) Editing

   It's almost impossible to write a good paragraph on your first try. The first try is considered the first draft. The order of information may not be clear or the discourse marker may be incorrect. The way to review and improve the first draft is called editing.

4) Final

   Once the author has revised and updated the draft and made the changes that considered necessary, he has created the final version.

Based on explanations of the concept of writing above, it can be concluded that to produce a good writing need some steps.

2.1.3. Principles of Teaching Writing

Writing is a composition of texts that require many processes. The teacher needs to provide some techniques to guide students through some steps of writing, such as planning, drafting, editing and final. According to Brown in Kodoatie, L.H.M (2013), there are some principles for designing writing techniques such as incorporate practices of "good" writers, balance process and product, account for literary background, connect reading and writing, provide much authentic writing, frame the process of writing, provide interactive techniques and evaluate the students' writing.

1) Incorporate practices of "good" writers

   The "good" writers focus on goal in writing, spend some time planning to write, easily get the ideas, follow the general organization of the texts, consider the grammar, revise their works and make as many revision as needed.

2) Balance process and product

   Writing needs a process of composing multiple drafts before an effective product is created. Here, the teacher has to guide the students to practice and do some stages in the process of composing, so that the students can see that to create their final writing was worth of the effort.

3) Account for cultural or literary background

   When teaching writing, the teacher has to provide topics that are relevant to the student's background. If the students do not know about the topics because

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Dokumen ini adalah Arsip Milik :

of some apparent contrasts between students' native traditions, the teacher has to help the students to understand them by explaining or comparing to their cultural background.

4) Connect reading and writing

Reading is one of the skills that important to help the students in writing. Through reading a number of different text styles, students can learn important information about how to write as well as about subjects that can become the focus of their learning.

5) Provide much authentic writing

Authentic writing means that the purpose of writing is clear to students, that the audience is specified, and that there is some intention to convey meaning. Displaying and sharing writing are ways to add authenticity. Publishing a class newsletter, writing advertisements or writing a dramatic presentation can be seen as authentic writing.

6) Frame the process of writing

The teacher has to guide the students to follow the steps in writing such as planning, drafting and editing. The planning stage encourages the generation of ideas by skimming or scanning a passage, brainstorming, listing, watching, and discussing a topic. The drafting and revising stages are the main activities in writing. Drafting is exploring ideas and put them into paragraph form. After drafting, the students can edit their work by peer editing or teacher's feedback.

7) Provide interactive techniques

Interactive learning is an effective technique in teaching writing to the students. In learning community, the students can generate ideas, exchange ideas and peer-edit. It can help them to compose texts.

8) Evaluate the students' writing

Writing is an extensive planning stage, so that error treatment can begin in the drafting and revising stages. The teacher must respond to the students' error after the final work is turned in by commenting and the grammatical errors should be indicated.

2.1.4. Purpose of Writing

According to Coffin, et al., (2003), the purposes of writing are; *Assessment*, which is often the main purpose of student writing, students may be required to produce essays, written exams, the main aim of which is to show their mastery (National Committee of Inquiry into Higher Education, 1997). *Learning*, that can help students deal with academic knowledge and develop more general thinking and critical skills (Hilgers, et al., 1999). *Entering particular disciplinary communities*, when they are in university zone, students are thinking to produce text with some particular disciplines.

Meanwhile according to Penny Ur in Andi, et al., (2018) said that "The purpose of writing is, in principle, to express ideas, to convey a message to the reader, so that the ideas themselves should be seen as the most important aspect of writing.

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Dokumen ini adalah Arsip Milik :

In addition, writing is not only used to express ideas, hope, or feeling but also it is used for the other reasons. A writer needs to know for what and whom they write to, in order to make them focus on one idea and one topic. Besides, the writer will be easy to decide the strategies to achieve a good writing.

According to Kate Grenville (2001), there are three general purposes of writing, they are:

a. Writing to entertain

It doesn't necessarily make readers laugh, but at least it stimulates their emotions in some way.

b. Writing to inform

To give information or knowledge in the other word is informative discourse. It means the reader can know the information from writing.

c. Writing to persuade

It tries to persuade the reader of something. This includes advertisements, some newspaper and magazine articles, and some types of essay.

Based on all of the statement above, the researcher gets an understanding that no matter our writing is, it is done to express the idea and feeling to raise a purpose based on each importance. Moreover, for the students, the purpose of

writing is to improve their communication skills, share information to the

readers and to train students to be professional writers.

2.1.5. Teaching Writing for Senior High Scholl

Students have been introduced to write at the Junior High School. It is not different from other language skills such as listening, speaking, reading and writing, since they were combined as an English subject that must be learned by students. The method of teaching writing to senior high school students may be told independently and joint design process. In the case of independent construction, students write paragraph independently, in the case of joint construction, they write paragraph in English in group three or four, paying attention to the writing components.

Meanwhile, according to Harmer (2007) Writing (as one of the four skills of listening, speaking, reading and writing) has always formed part of the syllabus in the teaching English. However, it may be used for a number of purposes, ranging from being simply a substitute for grammar teaching to a main syllabus in its own right, where mastering the ability to write effectively is seen as a key goal for learners. When helping the students to become better writers, teachers have a number of crucial tasks to perform. This is especially true when students are doing writing for writing activities, where they may be reluctant to express themselves or have difficulty finding ways and means of expressing themselves to their satisfaction.

Related to the implications for learning and teaching, we also need to concentrate on the process of writing, and this regard, there are a number of strategies we need to consider:

(1) The way we get students to plan

   Before getting students to write we can encourage them to think about what they are going to write- by planning the content and sequence of what they will put down on paper. There are various ways of doing this including, at one end of the scale, brainstorming (where students in pairs or groups come up with as many ideas as they can through discussion) to more guided tasks where the teacher or the course book activities which lead students to plan for a forth coming task.

(2) The way we encourage them to draft, reflect, and revise

   Students who are unused to process writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first drafts as first attempts and not as finished products. On way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair or group of students working together on a piece of writing can respond to each other's ideas (both in terms of language and content), making suggestions for changes and so contributing to the success of finished product.

(3) The way we respond to our students' writing

In order for a process-writing approach to work well, some teachers may need to rethink the way in which they react to their students' work. In place of making corrections to a finished version, they will need, at times, to respond to a work-in progress.

According to the theories above, it can be inferred that teaching writing skills should be taught well. In learning process, including making paragraphs or simple articles, also must be based on standards competence and basic competence. Such attempts will be done well to develop the writing skills of the students.

2.2. Writing Descriptive

2.2.1. Definition of Descriptive Text

Descriptive text is kind of text that can be considered as the most common text we find in daily life. The purpose of this text is to describe a particular person, place or thing. According to Eugene and Paul in Sisri et al., explain that a descriptive text is a text which lists the characteristics of something. In addition, according to Kane in Pahmi and Yoskavia (2016), descriptive text is a text that explains a person or a thing is like. The purpose of descriptive text is to describe and reveal a particular person, place, or thing. From the definition, it can be inferred that description text is a text that describes a particular person: place or event in great deal. Description writing clearly depicts a person's location or things, in such a way that the reader may

imagine the subject and get into the mind of the writer. It's a way to enrich other ways of writing or as a dominant technique to create an image of what anything looks like.

In addition, Gerot and Wignell in Ade Wijayanti (2019) argued that descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc. From the explanation above, it can be concluded that descriptive text is the text that describes something in order the readers or listener are able to get the same sense as what the writer experienced with his or her six senses: looks, smells, feels, acts, tastes, and sounds.

2.2.2. The Purpose of Descriptive Text

Descriptive text is a text that always in around us when we want to describe something or someone. Generally, descriptive means describe about particular person, place or thing details. So, by writing a descriptive text, the writers will create their sense of impression and get a clear picture of the object which is described. According to Gerot and Wignell in Jayanti (2019) states that descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc. It means that when we want to describe how something looks, smells, feels, acts, tastes, sound to someone by a text, we can create descriptive text.

2.2.3. Kinds of Descriptive Text

As we know the descriptive text is a text that describes something, like people, places, or things like that. So, it usually takes three forms, they are:

a. Description of people

b. Description of places

c. Description of things

2.2.4. Generic Structure of Descriptive Text

2.2.4.1. The Generic Structure of Descriptive Text

According to Hammond in Zetira (2015) clearly, there are two generic structure of descriptive text as below:

1. Identification

    Identification is a part of paragraph which introduces or identifies the person, place or thing to be described.

2. Description

    Description is a part of paragraph which describes the character. The description is describing parts, qualities, and characteristics of an object.

Besides schematic structure, descriptive text also has its own linguistic features.

2.2.4.2. Language Features of Descriptive Text

According to Jaya et al., in Kurniawan (2015), these are the common language features using in writing descriptive text.

a. Specific nouns, e.g. your book, your new laptop, etc.

b. Simple Present tense, e.g. She buys a new phone, the phone is very expensive.

c. Action Verb e.g. is, are, has, plays, and eats.

d. Adjective (describing, numbering, classifying), e.g. a smart guy, a big guy

e. Relating verbs to give information about subject, e.g. he is very cool, it has long feet.

f. Thinking verb, e.g. I think you are diligent, I think she is cute, etc.

g. Detailed noun, e.g. He has pointed nose, he has big muscles, etc.

Examples of Descriptive Texts:

My best friend Roddy

Roddy is my friend since we are kid. **(Introduction)**

We are neighbor and we always go to the same school. Roddy is taller than me. He has blonde hair and pointed nose. His favorite food is hamburger with fries and coke. We often play video games together in my house. But sometime we love swimming in water park near our neighborhood. Roddy and I are best friend forever **(Description)**

Singapore

Singapore is a South-east Asian country located between Malaysia and Indonesia. **(Identification)**

Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also was known as the Asian Tiger economy, based on external trade and its workforce. Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport. Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, and Orchard Road. **(Description)**

My dog

My father brought me a present I've wanted for years. It's a dog. A puppy to be exact. I called him Ross. **(Identification)**

Ross is a small puppy. His size is as big as the palm of my hand. Ross is so fragile. Sometimes I afraid I will hurt him if I want to take him up. Dad said he found Ross near our house, crying looking for his mom. But Dad can't see her, so Dad decides to bring him home and give him some comfort. Ross is a good eater. He always finished everything we gave him. Now, it's been a year since Ross come to

our family. His small body has grown up into a size of a football ball. Ross is a good

dog, and we love him so much. **(Description)**

Source:**https://www.ef.co.id/englishfirst/kids/blog/contoh-descriptive-text-dalam-bahasa-inggris/**

2.3. Relevant Studies

There are some researches related to this research. First research by Suhartika Romadhani (2016) entitle A Study on Students' Writing Ability of Narrative Text of the Second Year Students of SMA YLPI Pekanbaru. Based on the research finding the ability of students in writing narrative text was fair. They could rewrite or develop the topic but they did not understand about content and organization in narrative. In grammar, almost all students already understood in usage of present tense although there were a few of students could not understand in simple present tense of narrative text.

Second research by Novi Rizki Yuni Rosita (2017) entitle An Analysis of Students' writing Ability of Descriptive Text at the Second year MTs Al-Muttaqin Pekanbaru. Based on research finding, the students' writing ability of descriptive text made by second grade of MTs Al-Muttaqin belongs to average. It proved that there were 6 students belong to good category (61-80) as the highest score was 74 and the lowest was 62. Then, there were 17 students belong to average category (41-60) and 58 as the highest score while 49 as the lowest score. And last, there were 2 students

belong to poor category (21-49) the highest was 49 and lowest was 31 and there were no students belong to excellent and fair category.

Third research by Nadila Mudea N (2020) entitle An Analysis of Students' Ability in Writing Descriptive Paragraph of the Second Semester at English Language Education FKIP UIR. Based on research finding, the students writing ability in descriptive paragraph belong to good category. It proved that there were 17 students got the highest category which the peak score was 77,7 and the lowest was 61,3. Then, there were 9 students include the excellent category which the peak score was 88,7 and the lowest was 80.3. And there was only one student in average category which score was 57,3.

2.4. Conceptual Framework

In this study the researcher refers to the ability in writing descriptive text.
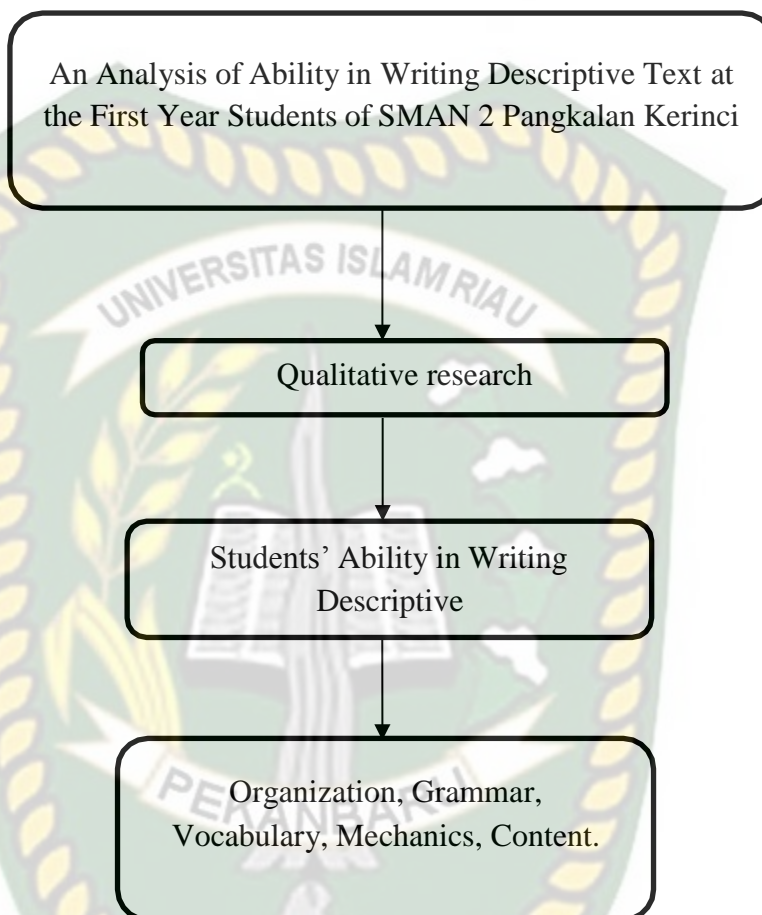
From the conceptual framework above can be seen that the title of this research is An Analysis of Ability in Writing Descriptive Text at the First Year Students of SMAN 2 Pangkalan Kerinci. The type of this research is qualitative research and conducted at SMAN 2 Pangkalan Kerinci. The researcher is analyzing students' ability in writing descriptive text. There are some aspects of writing that is analyzed; organization, grammar, vocabulary, mechanics and content.

2.5. Assumption

The descriptive text has been learned by the first-year students in the junior high school. The researcher believes that the first-year of SMAN 2 Pangkalan Kerinci have the ability to write descriptive text and understand the general structure of the descriptive text.

CHAPTER III

RESEARCH METHOD

3.1. Research Design

This research uses descriptive qualitative, which has only one variable. Burns and Grove (2007) described a qualitative research is concerned with meaning and understanding. According to Tavakoli in Liliana (2018) explained that descriptive research is an investigation that has produced a description of a phenomenon or intervention. The researcher uses descriptive method to analyze students' ability in writing descriptive text. The researcher describes the students' ability in writing descriptive text by using percentage of students' ability. This research has one variable that is the students' ability in writing descriptive text at the first-year students of SMAN 2 Pangkalan Kerinci. Therefore, this study analyzes the students' ability in writing descriptive text.

3.2. Source of Data

The participant of the study is the first-year students of SMAN 2 Pangkalan Kerinci, which consists of eight classes; they are four of X IPS and four of X MIPA. Each of them consists of 26 students. Thus, the total numbers of the population are 208 students. Then, the researcher took the sample in X IPS1 and X MIPA1 and the sample was taken randomly so there were 22 of 52 students as the sample of this

research. The researcher used objective random sampling to pick the participants in this study.

a. Sample

The samples of this research were students of the first-year at SMAN 2 Pangkalan Kerinci, especially class X IPS1 and X MIPA1 there were 20 students.

Table   3.1

Sample of the Research

No	Class	Number of Students
1	X IPS 1	11
2	X MIPA 1	9

3.3. Research Instrument

The research aims to know the students' ability in writing descriptive text. The researcher uses writing test as instrument. The test is going to an essay, the students is asked to write a descriptive text with minimum 2 paragraph, that the titles is provided by the researcher.

3.4. Data Collection Technique

In collecting the data, the researcher used writing test. The test will be offered to students as an online test because studying at SMA Negeri 2 Pangkalan Kerinci has not been effectively as a result of the coronavirus pandemic.

3.5. Data Analysis Technique

After collecting the data, the researcher is helped by two English teachers of SMAN 2 Pangkalan Kerinci and as the raters to analyze the students' work and gives them score based on the quality of their works. The students' test of writing descriptive text will be scored using Brown's technique. Brown (2007) stated scoring technique measures the *Content, Organization, Grammar, Vocabulary, and Mechanic.*

Table 3.2

Details of scoring technique

Aspect	Score	Performance Description	Weighting
Content (C) 30% Topic Idea	4	The topic is complete, clear and the ideas are relating to the topic.	3x
	3	The topic is complete, clear but the ideas are almost relating to the topic	

Aspect	Score	Performance Description	Weighting
	2	The topic is complete, clear but the ideas are not relating to the topic	
	1	The topic is not clear and the ideas are not relating to the topic	
Organization (O) 20% Introduction Sequence Idea Conclusion	4	Introduction Sequence Idea Conclusion	2x
	3	Introduction is almost	

Aspect	Score	Performance Description	Weighting
		complete, has almost correct sequence idea, and conclusion is almost clear	
	2	Introduction is complete, but has no sequence idea and conclusion is not clear	
	1	Introduction is not complete, has no sequence idea, and conclusion is not clear	
Grammar (G) 20% Use Present Tense Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement Inaccuracies	
	1	Frequent grammatical or agreement Inaccuracies	
Vocabulary (V) 15%	4	Effective choice of words and word forms	1,5x

Aspect	Score	Performance Description	Weighting
	3	Few misuses of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) 15% Spelling Punctuation Capitalization	4	It uses correct spelling, punctuation, and capitalization	
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	1,5x
	1	It is dominate by errors of spelling, punctuation, and capitalization	

Adapted from brown (2007)

$$\text{Score} = \frac{3\,C + 2\,O + 2\,G + 1{,}5\,V + 1{,}5\,M}{40} \times 100$$

The author used Heaton theory in Nursidah 2014 to render the student's mean score qualification. Heaton said that if the mean score is about 0-49 the qualification is in poor category. If the mean score is about 50-59, the category is low. If the mean score is about 60-79, the category is good. If the mean score is about 80-100, the category is excellent.
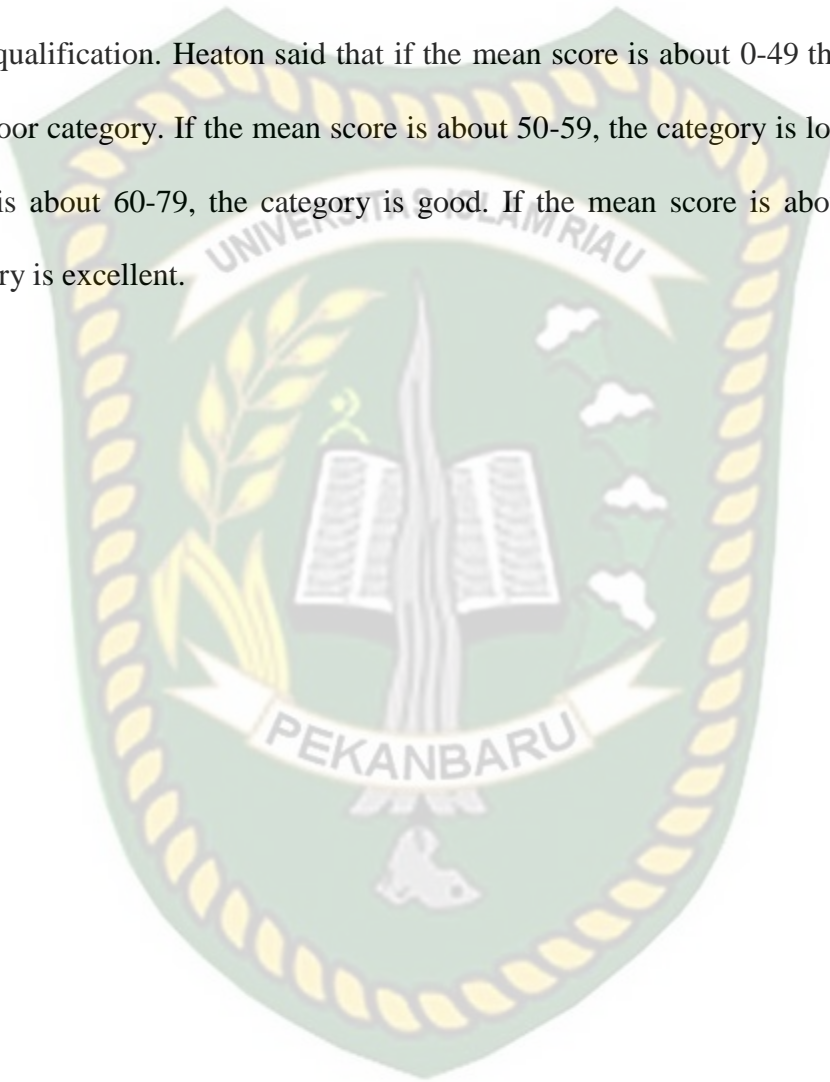
CHAPTER IV

RESEARCH FINDING

In this chapter, the researcher presented the data obtained of the students' ability on writing descriptive text. The data was taken from the first grade at SMAN 2 Pangkalan Kerinci 2020/2021.

4.1. Data Description

In order to collect the data, the researcher conducted a test. The result of test was scoring by raters used scoring rubric that adapted from Brown (2007) to present the data by component of writing descriptive there are content, organization, grammar, vocabulary and mechanics. In scoring assessment, the researcher was helped by the English Teacher of SMAN 2 Pangkalan Kerinci. The researcher totals all of the students score that given by raters and create mean of it, as follows;

Table 4.1

Presentation of Respondents Score from Rater 1 and Rater 2

Scoring Aspect				
Student	Rater 1	Rater 2	Final Score	Categories
1	86	85	85	Excellent
2	82	91	86	Excellent
3	91	87	89	Excellent
4	82	87	84	Excellent
5	95	91	93	Excellent
6	76	82	79	Good
7	80	80	80	Excellent
8	96	87	91	Excellent
9	82	87	84	Excellent
10	84	79	81	Excellent
11	82	87	84	Excellent
12	75	75	75	Good
13	66	75	70	Good
14	85	87	86	Excellent
15	77	84	80	Excellent
16	75	85	80	Excellent
17	82	91	86	Excellent
18	79	82	80	Excellent
19	82	75	78	Good
20	87	82	84	Excellent
Total			1655	
Mean			82	Excellent

From the result of the research above, it was found that the mean of students'
ability in writing descriptive text was categorized as excellent. It can be seen from the
presentation of respondents score from rater 1 and rater 2 there were 16 (80%)
students were categorized excellent, there were 4 (20%) students were categorized
good, and there were no categorized low and poor. It was proved that most of

31

students SMAN 2 Pangkalan Kerinci especially at the first year, they have mastered in writing descriptive text.

In addition, the highest score from the result of students' writing test of descriptive was gotten by student 5 which was 93 included of excellent category. She got almost perfect point in every indicator, such as indicator of content 24 of 24 points, organization 14 of 16 points, grammar 12 of 16 points, vocabulary 10,5 of 12 points and mechanics 12 of 12 points.

Then, the top two gone to student 8 she got final score 91, she got score 96 from first rater and 87 from second rater. The researcher calculated scores from the first and second rater to find out final score, so the final score was 91 and it was included excellent category. The fact shows that the indicator of content and grammar she got perfect point, it was 24 of 24 and 16 of 16 points, it means the topic was complete and clear and the ideas were relating to the topic and very few grammatical or agreement inaccuracies

Then, the top three gone to student 3 she got final score 89, she got score 91 from first rater and 86 from second rater. The researcher calculated scores from the first and second rater to found out final score, so the final score was 89 and it was included excellent category. She got 9 points on mechanics indicator because she made occasional errors of spelling, punctuation and capitalization. For example, *hello, Flower and though*, the correct is *Hello, flower, Though.*

Then, there were students 2, 14 and 17 who got excellent category. They got same final score, that were 86. After the researcher analyzed their writing, known that student 2 got perfect point in content she got 24 of 24 points, and student 14 and 17 almost perfect they got 21 points. It was because the topic was complete and clear and the ideas were relating to the topic. While student 17, he got perfect in mechanic indicator, there was no error of spelling, punctuation and capitalization.

The other one who get excellent category was student 1. It was just different one score with the previous students, that was 85. After analyzed the students' writing, known that she had occasional errors of spelling, punctuation and capitalization. For example, *though*, the correct is *Though*. And for grammar indicator was very few grammatical or agreement inaccuracies. For example, *many variety* and *variety of food*, the correct is *many varieties*, and *varieties of foods.*

Then, the students belong to excellent category was students 4, 9,11 and 20. They got same final score, that were 84. After the researcher analyzed their writing, known that most of them got the same point in every indicator, after the researcher analyzed their writing, known that students 4, 9, 11 and 20 got perfect point in content category. It means their topic was complete clear and the ideas were relating to the topic.

Then, the student belong to excellent category was student 10, the first rater gave score 84 and the second rater gave score 79 so that the final score student 10 was 81.

After the researcher analyzed students' writing, known that student 10 had frequent errors of capitalization and punctuation, he never put dot in the last sentences.

Then, the last students belong to excellent category were students 7, 15, 16, and 18. They got same final score, that were 80. After the researcher analyzed their writing, known that student 7 got perfect point in grammar, but he got less in organization indicator his introduction was complete, but has no sequence idea and conclusion was not clear. Student 15 he had problem in grammar indicator, there were numerous grammatical inaccuracies. For example, *named, cutting, giving, jumped, was* and *playing*, the correct is *name, cut, give, jump, is and play*. And student 16 he got problem in grammar too. He had problem in grammar indicator, there were numerous grammatical inaccuracies. For example, *named, entered, won, he used, keeping, loved, was,* and *starting*, the correct is *name, enter, win, he uses, keep, love, is* and *start*. And for student 18 he got few grammatical inaccuracies. For example, *sleeping* and *bathed*, the correct is *sleep* and *take a bath*.

Meanwhile, there were 4 students got good category. The first was student 6, he got score 76 from first rater and 82 from second rater. Student 6 got problem in mechanics indicator, he had frequent errors of capitalization. For example, Is, at, and, my and So, the correct is, At, My and so. But he got almost perfect in indicator of content because the topics was complete and the ideas were relating to the topic.

The second student belong to good category was student 19, the first rater gave score 82 and second rater gave 75, it means she got good category. She got few problems in grammar indicator there were few grammatical inaccuracies but not effect on meaning. For example, playing, was and has become, the correct is play, is, becomes.

Then, the third student belong to good category was student 12, the first rater gave her score 75 and second rater gave her score 75, it means she got good category. She got few problems in every indicator. In content indicator she got the topics was clear but the ideas were almost relating to the topic. And in organization indicator, she got introduction was clear but almost correct sequence idea and conclusion was almost clear too.

And then the last student belong to good category was student 13, she had the most problem in grammar indicator, she got numerous grammatical errors. For example, a week ago, named, came, was, ran, and trying, the correct is a week ago is not used in descriptive text, name, come, is, run and try. Then in vocabulary indicator, she got confusing word and word form. For example, a cute white a cute rabbit and whit, the correct is a cute white rabbit and with.

The total of all the scores student ability in writing descriptive text by two raters were 1,655, while the mean of the test from the raters was 82. It was clearly seen that the student ability in writing descriptive text was excellent category.

4.2. Data Analysis

The researcher analyses the data of students based on the aspects of writing descriptive text (content, organization, grammar, vocabulary and mechanics). The description illustrates the students' category in writing descriptive text, as follows;

4.2.1. The Classification of Students Score

After analyzed the result of students that they got from the raters based on each aspect of writing descriptive text, the researcher calculates all the students' result then classifies the scores in order to see the percentage and to measure students' ability in writing descriptive text by using formula below:

$$P = \frac{n}{s} \times 100$$

P = Percentage in aspect

N = Frequency of the students

S = Total of the students

Table 4.2

Students' Score Category

Student	Final Score	Category
1	85	Excellent
2	86	Excellent
3	89	Excellent
4	84	Excellent
5	93	Excellent
6	79	Good
7	80	Excellent
8	91	Excellent
9	84	Excellent
10	81	Excellent
11	84	Excellent
12	75	Good
13	70	Good
14	86	Excellent
15	80	Excellent
16	80	Excellent
17	86	Excellent

Student	Final Score	Category
18	80	Excellent
19	78	Good
20	84	Excellent
Mean	82	Excellent

The table above shows that there are 16 students who got excellent category with 20 as sample. The researcher calculated the result by using formula to get percentage as follow:

$$P = \frac{16}{20} \times 100$$

$$= 80\%$$

The result shows that there are 80% students who gets excellent category. It means almost all students they could write descriptive text well.

On the other hand, based on the table above there are only 4 students that got Good category. The researcher calculates the data to find the percentage by using the formula, as follow;

$$P = \frac{4}{20} \times 100$$

$$= 20\%$$

The result of the percentage from all the students' score in writing descriptive text who get good category is 20%. It means that only a few students out of 100% of the total students of the sample belong to good category.

4.3. The Interpretation of the Data

4.3.1. Classification of Students Score Based on the Aspects

a. The result of Students' Score in Content

Table 4.4

Score of content in writing descriptive text

No	Score	Frequency	Percentage
1	21	9	45%
2	24	9	45%
3	18	2	10%

The first aspect was content. Based on the data a total of 45% of the 20 students got 21 points. Then, there were a total 45% of the 20 students got 24 points. And the last in this aspect was a total 10% of the 20 students got 18 points. In this aspect the researcher concludes that the students did not find any problem significantly, because most of students used care and thought to write the descriptive text and most of them got 21 of 24 and 24 of 24 points.

b. The result of Students' Score in Organization

Table 4.5

Score of Organization in Writing Descriptive Text

No	Score of Students	Frequency	Percentage
1	14	3	15%
2	16	9	45%
3	12	7	35%
4	10	1	5%

The second aspect was organization, in this aspect the researcher analyzed the introduction, sequence idea and conclusion. Based on the data a total of 15% of the 20 students got 14 points. Then, there were a total 45% of the 20 students got 16 points. Then, there were a total 35% of the 20 students got 12 points. And the last in this aspect was a total 5% of the 20 students got 10 points. In this aspect the researcher assumed that there are a few students who got problem in writing descriptive text. For example, students 7 she made the introduction was complete but had no sequence idea and at the end of paragraph she had no appropriate concluding sentence.

c. The result of Students' Score in Grammar

Table 4.6

Score of Grammar in Writing Descriptive Text

No	Scores	Frequency	Percentage
1	14	5	25%
2	12	10	50%
3	16	2	10%
4	10	3	15%

Next, on grammar aspect in this aspect the researcher analyzed grammatical (simple present). Based on the data, a total of 25% of the 20 students got 14 points. Then, there were a total 50% of the 20 students got 12 points. Then, there were a total 10% of the 20 students got 16 points. And the last in this aspect was a total 15% of the 20 students got 10 points. In this aspect the researcher assumed that there are a few students who got serious problem in writing descriptive text. For example, student 13 she used *a week ago* in the beginning of paragraph, which is a week ago is time signal for past time. And there were other some past verb, it didn't, I came, he was, ran and looked, the correct is it doesn't, I come, he is, run and look.

d. The result of Students' Score in Vocabulary

Table 4.7

Score of Vocabulary in Writing Descriptive Text

No	Score	Frequency	Percentage
1	9	13	65%
2	10,5	6	30%
3	7,5	1	5%

Next, in this aspect the researcher analyzed vocabulary, how effective the students choose words and word forms. Based on the data, a total of 65% of the 20 students got 9 points. Then, there were a total 30% of the 20 students got 10,5 points. Then, there were a total 5% of the 20 students got 7,5 points. In this aspect the researcher assumed that almost all students don't get serious problem in writing descriptive text. For example, student 6 he wrote *I'm class ten* it supposed *I'm tenth grade*.

e. The result of Students' Score in Mechanics

Table 4.8

Score of Mechanics in Writing Descriptive Text

No	Score	Frequency	Percentage
1	10,5	6	30%
2	9	10	50%
3	12	2	10%
4	7,5	1	5%
5	6	1	5%

Next, in this last aspect the researcher analyzed spelling, punctuation and capitalization, how effective the students of the first of SMAN 2 Pangkalan Kerinci could be seen that based on the data, a total of 30% of the 20 students got 10,5 points. Then, there were a total 50% of the 20 students got 9 points. Then, there were a total 10% of the 20 students got 12 points. Then, there were a total 5% of the students got 7,5 points and there were a total 5% of the students got 6 points. In this aspect the researcher analyzed about spelling, punctuation and capitalization. For example, student 6 in using capitalization and punctuation. He did not write dot in every last paragraph and he wrote Maintain in the middle of sentence that the right one is using lowercase. From the analysis, most of students did not use spelling, punctuation and capitalization carefully.

The researcher describes the result in diagram from the calculated by the first and second raters, can be seen in the following below;

Figure 4.2

The result of students' aspect writing form rater 1 and rater 2
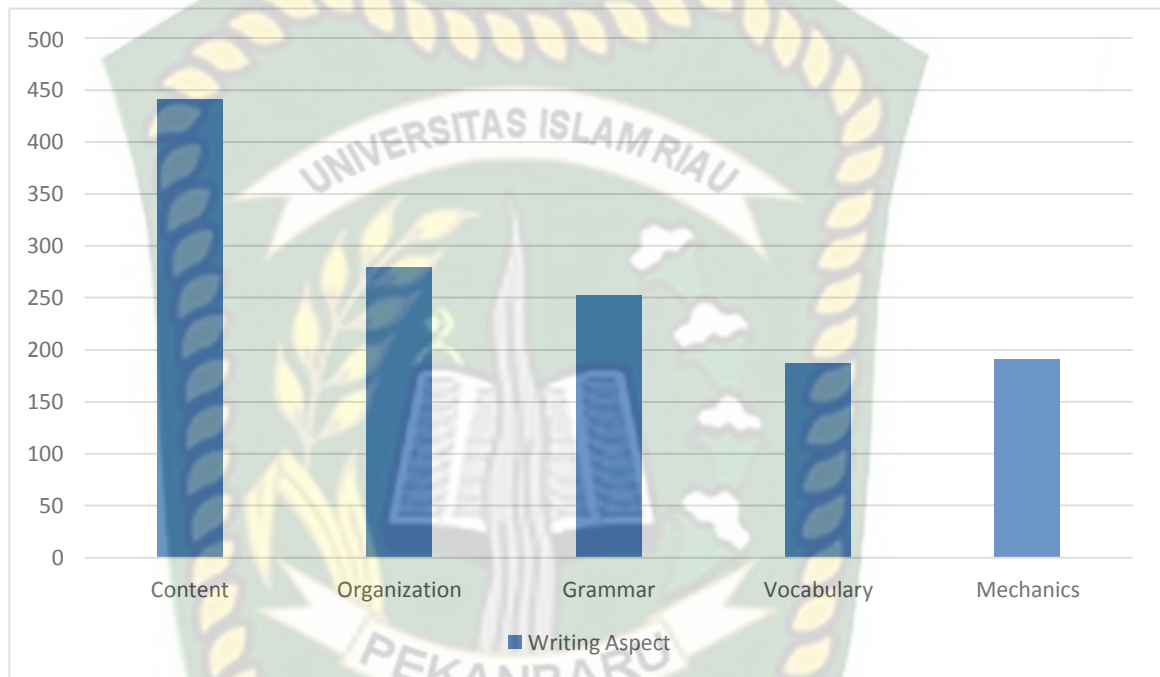
4.4 Discussion

Based on the diagram above, it could be reported that the students' ability in writing descriptive text that made by the first year of SMAN 2 Pangkalan Kerinci the highest mean was on content, it proved that the total score of the content was 441 and the mean was 22 of 20 students. Then, the second highest was on organization, the total score was 280 and the mean was 14 of 20 students. Next, the third was on

grammar, the total score was 252 and the mean was12,6 of 20 students. Then, the fourth was on mechanics, the total score was 190,5 and the mean was 9,52 of 20 students. And the last was on vocabulary, the total score was 187,5 and the mean was 9,37 of 20 students. The result of this research describes that students' strength in writing descriptive text is in content aspect with mean score 22. In addition, the mean score of the students' ability in writing descriptive text given by two raters was categorized as excellent category (82). Based on the result of the research we can conclude that the students' ability in writing descriptive text excellent (80-100) and good (60-79) they achieve standard passing grade (KKM) of writing.

We can see from presentation of respondents score from rater 1 and rater 2 on table 4.1.1, there are 16 students in excellent category and there are 4 students in good category. It means that the students had almost understood with all the aspect of writing descriptive text, so they can achieve standard passing grade (KKM).

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

The title of this research is an analysis of students' ability in writing descriptive text at the first year of SMAN 2 Pangkalan Kerinci 2020/2021. From the previous chapter, the researcher used writing test to measure the students' ability in writing descriptive text. The students were asked to make descriptive text based on the topic given by researcher, and there were 20 students as random sample in this research. The writing test was assessed by two English teachers in order to get reliability data.

From discussion above, the researcher concludes the students' ability in writing descriptive text at the first year of SMAN 2 Pangkalan Kerinci 2020/2021 was found that the mean of students' ability in writing descriptive text was categorized as Excellent (80-100). It can be seen from the presentation of respondents score from rater 1 and rater 2 there were 16 (80%) students were categorized excellent, there were 4 (20%) students were categorized Good, and there were no categorized low and poor. It was proved that most of students at the first year of SMAN 2 Pangkalan Kerinci, they have mastered in writing descriptive text.

5.2. Suggestion

From the conclusion above, researcher would like to give several suggestions hopefully useful, as following;

5.2.1. For the English Teacher

1. The English teacher has to motivate the students so teaching-learning process can run well.
2. The English teacher should know the characteristics of the students.
3. The teacher should use variety of techniques which creative and innovative to make the students interested in the activity and they will not get bored.

5.2.2. For the Students

1. Students should improve and keep their intention to learn English especially in writing.

5.2.3. For Further Researcher

1. This research can be as reference for further researcher who wants to use as reference to conduct further research that is related to writing ability.

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