

**AN ANALYSIS OF STUDENTS' ABILITY IN WRITING DESCRIPTIVE
PARAGRAPH OF THE SECOND SEMESTER AT ENGLISH LANGUAGE
EDUCATION FKIP-UIR**

A THESIS

*Intended to fulfill one of the Requirements for the Award of Sarjana Degree
in English Language Teaching and Education
Universitas Islam Riau*



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PEKANBARU
2020**

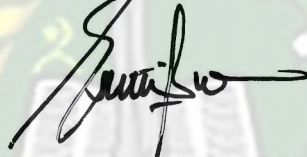
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EDUCATION FKIP-UIR**

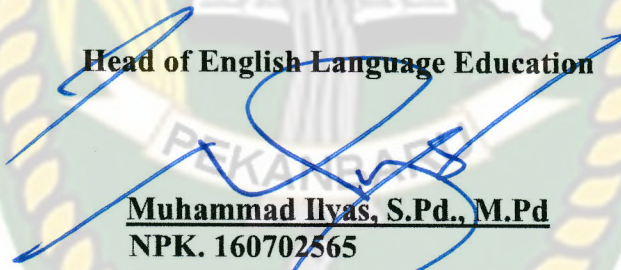
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PARAGRAPH OF THE SECOND SEMESTER AT ENGLISH LANGUAGE
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LETTER OF NOTICE

The advisor hereby notify that :

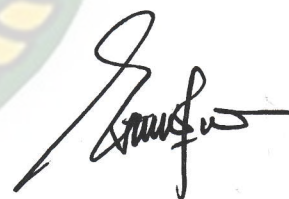
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EDUCATION FKIP-UIR**

It has been examined. This letter is made to be used as it is needed.

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







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2.	8/01/2020	Revised Chapter I & II	
3.	11/01/2020	Revised Chapter III	
4.	14/01/2020	Approved to Join Proposal Seminar	
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Finally, I realize that this thesis is far from being perfect. Thus, I appreciate any criticism and suggestions for this thesis. However, I hope that this writing gives a worthwhile contribution to the improvement of the English teaching and learning process.

Pekanbaru, April 2020

The researcher

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ABSTRACT

Nadila Mudea N, 2020. An Analysis of Student Ability in Writing Descriptive Paragraph of the Second Semester Students at English Language Education-UIR.

Keywords: Students ability, Writing, Descriptive Paragraph.

Descriptive paragraph is the one of paragraph types that depicts about place, person and thing in such clear details that the readers can easily visualize the places, objects and people described, or can feel that they are involved in the experience. Therefore, the aimed of this study is to know the second semester students writing abilities in writing descriptive paragraph.

This research conducted by using qualitative. The populations were the second semester students of academic year 2018/2019. The total of students were 98 students. To minimize or to get the sample, the researcher applied two techniques. First, the researcher decided the class, it used simple random technique. And the second the researcher used quota sampling technique to choose which students that will be taken. To obtain the data the researcher used classroom documentation. The researcher analyze the data by described the interview from three raters. Furthermore, the researcher calculatd the result from three raters then describe it.

The result of this research showed that the second semester students abilities in writing descriptive paragraph was good. It can be seen there were 62% students belongs to good category, 33% students belong to excellent category and 3% students was belong to average category. Additionally, based on the aspect the students had problem with using grammar and sentence structure (18%) but they have understood how to connect their paragraph with the topics by called content (22%). In fact, there was no sigificant different score between both, so it means that the second semester student at English language education-UIR in writing descriptive paragraph was good. But, the next teacher or lecturer should had the other strategy or technique to teach the students on grammar and sentence structure.

CHAPTER I

INTRODUCTION

1.1. Background of the Problem

English is the one of crucial language, because almost all the people in this world using English as a communication's tool. Furthermore, there are several skills that people should be mastering and understanding of, such as speaking, reading, listening and writing. This research will be focus on writing problem.

Furthermore, writing is one of language skills and main component of teaching learning process that should be mastered by English students. It is the one of productive skills and activity to express thoughts and feeling in written language. In writing activity, the writers must understand and learn about how to communicate their ideas to avoid misunderstanding between writers and readers. In writing process, there are some elements should be mastered to create a good written. Consequently, the writers have to understood about writing's rules such as, the structure of the sentences, punctuation, spelling error, grammatical, etc. To support that statement Tarigan (2008:4) said that to write something, writers supposed to grafelogi utilize skills, language structure and vocabulary.

In the teaching process, writing is the one of most complicated language skill in every level because the writers required to have good written and pass some process such as need to have well-knowledge and mull over when the writers produce the

words, sentences until paragraph in the same time to obtain a good product. in the teaching and learning process of writing is the one of process that writers create forming experience into a text, develop their ideas and communicating between their feelings and thought as well. It is complex cognitive activity which needed by the learners. At the same time, the students writing a text, they need to understand about grammatical structure, vocabulary and diction, mechanical of writing, content of the text, organization structure, and the students are going to increase their ideas by explanation in order to add their knowledge about something. So that, writing is crucial for language learners to think critically and creatively. From those components the students must to be good and pay attention to backing their achievement, and help them to increase, organize, and arrange their writing. As stated by Penny (2003:163) students must pay attention to formal in aspect writing such as neat and handwriting, correct spelling, and punctuation as well as acceptable grammar and careful selection of vocabulary.

Moreover, in writing, English students at the second semester should be able to make a text and paragraph, then develop the ideas from their thought in the written form. Because of the majority, they have a lot of experience writing in english when they were at the first semester and when they were senior high school. The students have experienced to write a paragraph as well. A paragraph is a component of fictional prose and non-fiction writings. There are several kinds of paragraph, such as narrative, expository, persuasive, and descriptive paragraph (Syafi'i et al, 2007:3). Descriptive

paragraph is the one of writing materials for the students. Descriptive paragraph is a paragraph that depicts about spesific person, animal, things and so on. Faisal and Krisna (2013:4) suggest that descriptive writing is characterized by sensory details which attract to the physical senses and details, readers emotional, physical and intellectual sensibilities. When using description there are some rethorical choices should be noticed (1) purposes determination (2) considering the audience (3) creating a dominant impression (4) using descriptive language and (5) organizing the description. To practice the students' writing, they can start from generic structure of descriptive paragraph, there are identification that talking about general statement about place, person, or thing that want to describe. Next, description are vivid detail and make the readers can easily imagine picture the description. Then, conclusion gives the summary of the paragraph on paraphrase.

In fact, in writing descriptive paragraph, English students at the second semester are expected to understand and comprehend about generic structure and master on writing descriptive paragraph because it is increase in university level. Meanwhile, based on my experience, the result of survey and the lecturer writing opinion the students have a lot difficulties to write something especially in descriptive paragraph. Firstly, descriptive is a kind of written which has spesific function to give description to an object. The students face the difficuties to develop their ideas which is it supposed to related to the topic in writing descriptive paragraph. Secondly, they do not understand and comprehend what descriptive paragraph is. Because, most of

them still can not decide the generic structure of descriptive paragraph which is it is consist of identification, and description. Thirdly, the students get problem for using correct word or do the repetition. It means they are lack of vocabularies. which is it produces monotonous written. Fourthly, most of students have matter for using correct sentence structure and grammar, the language usually is simple past tense, but most of them still using various tenses that have no characteristic in writing descriptive paragraph. Last, the students have matter to use mechanics form, such as spelling, punctuation, and capitalization. They usually miss putting punctuation mark and misspelling. Husna et al (2013:7) stated that the student's difficulties to write a descriptive paragraph are the students still can not develop their ideas, had a problem to organize the idea, found difficulties in grammar, lack of vocabulary and difficult to developing their ideas related to the topic. The other opinion, Fareed (2016:83) stated that poor writing skills came from two factors: first, from the teachers who have a lacknesses in appropriate pedagogic approach to teach writing, including, prompt provide and effective feedback to the students. Yet, the biggest problem to face the fact is most of the teacher have bad way to motivate the students. Then, came from the students who have a crucial position in this case, they still lack and too lazy to understand about writing and have problem from L1 transfer such as lack of reading, motivation, practice and so on.

Based on the explanation and the problem above, the researcher interested to carry out a research entitled “An Analysis of Students Ability in Writing Descriptive Paragraph of the Second Semester Students’ at English Language Education-UIR”

1.2. Identification of Problem

Based on the background above, there are a few problems of students in writing descriptive paragraph:

Most of problems faced by the English students when writing a paragraph is develop their ideas that should be related to the topic which is they have to encouraged their ideas to avoid misunderstanding between the writers and the readers.

Then, the students have diffiulties to understand and comprehend what descriptive paragraph is, as well as they dont really understand about the organization or the components of paragraph that divided into three parts : topic sentence, supporting sentence, and concluding sentence.

Furthermore, the students still lack of vocabularies. So that, repetation occurs oftenly and the written will not be good and understand easily by the reader. Then, the written unneatly-arranged anymore.

Next, they get a problem about using the correct sentence structure or grammar. In writing descriptive paragraph, the language features that supposed to be used is simple present tense. In fact, the students still using the other tenses which is that’s not suitable for this kind of paragraph.

Last, they get a matter for using mechanic form. Equally suitable spelling, punctuation and capitalization. Based on the interview, the students still could not understand about what the conventions (the rules of using punctuation) is.

1.3. Focus of the Problem

Based on the explanation of identification of the problem above, it is important to researcher to limit or focus the problem the problem. The researcher focused on research on analyzing students' writing ability in aspects of format, punctuation and mechanics, content, organization, grammar and sentence structure in writing ability in descriptive paragraph.

1.4. Research Questions

Based on the limitation above, it is important to formulate the problem. The researcher formulates it as the following:

How are the students' ability in writing descriptive paragraph in aspects of format, punctuation and mechanics, content, vocabularies and grammar structure at the second semester students of English Language Education of UIR?

1.5. Objective of the Research

This research is attended for an objective :

To describe the students writing ability of descriptive paragraph in aspectsd of format, punctuation and mechanics, content, vocabularies and grammar structure at the second semester of English language program of UIR.

1.6. Assumption

Based on the formulation in this research, the researcher assumes that the students at the second semester of English language program of UIR are able to write descriptive paragraph and comprehend the aspects of format, punctuation and mechanics, content, vocabularies and grammar structure.

1.7 Significance of the Research

The needs of this research are expected to give information to the folowing involvement:

1. The lecturer can use as an analysis of students ability in writing paragraph, then afford to measure and optimize the students' ability in writing descriptive paragraph based on the result of this research.
2. The students share the information about aspects and how to understand and comprehend about elements or components in writing. It can increase the knowledge about how to write descriptive paragraph.
3. Researcher can used this research as a general overview of the students problems in writing paragraph. As a future teacher, it helps to find another

technique and strategy to minimize students mistake and improve students ability in writing paragraph in another study in the future.

1.8 Definition of the Key Terms

In order to avoid misunderstanding about the term used in this paper, it is necessary to give explanation the following terms.

1. Writing: According to Tarigan (2008:3) writing is a language skill that using for indirect communication or unfaced communication with the other people.
2. Paragraph: Bailey (2006:43) stated that “Paragraph is a collection of sentences which deal with one subject”
3. Descriptive Paragraph: According to Syafi’i and ansyari (2007:17) descriptive paragraph is paragraph that describe about a place, a thing, or a person, in obviously time order and wouldn’t be logical.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will explain some theories that still related to the topic. First, the researcher explain about writing, second about the paragraph, and the last about descriptive paragraph.

2.1 Writing

2.1.1 Definition of Writing

One of the integrated skills that should be mastered by the students is writing. So it is important they have to know how to write correctly. Writing is human's communication media which represents language with signs and symbols and also as a process of transferring ideas into written form that is understandable. Oshima and Hogue (2007:15) say writing is a continous process. It never be one-step action because writing needs process. When you write something, you have already thought about what to say and how to say it. Then, after you finished your writing, read all of the written and do changes and correction for your writing. It should be revised again and again until you get a satisfied written from yours. Besides, writing is a tool for communication in non-verbal way and it is important to be including in teaching english. Writing can improve students' language and stimulate that their ability in writing. Futhermore, writing paragraph is a process of expressing thought, feeling,

thinking, and experience. From the theories above, it means that writing is a way to communicate with non-verbal way.

In addition, According to Siburian (2013:31) writing is the one of preferential communication tool, the writers should deliver their ideas, feeling and announcements to the others. It means that simple is not simple and easy activities the writers should have those aspects before they start to write what they want to write and all of those aspects should be related each others, it will help the writers to create a good product.

Meanwhile, Anggraeny et al (2017:1) stated that writing is an that has purposes, as a means to communicate the language in written form through the cognitive and organizational strategies in the process. And the specially purposes will be determined at the end. This opinion, also supported by Abbas and Herdy (2018:105) say that writing is an activity of expressing, developing, and organizing, ideas into written form. The more ideas the written have, the better writing product will be. from they statements, it is important to noted that writing is “process” not a “product”. The writers supposed to already thought what he want to write. After that, they have to revise their written untill they get a product that they satisfied to see. Its called a “process”. And the good product will be produced by good process, it means the product depends on the process.

2.1.2 The Process of Writing

Writing process is a set of procedures for producing a kind of written text in learning language either English Foreign Language or English Second Language from planning, writing, until reviewing. Harmer (2004:4) stated that writing process is the steps that will be through by the writer to produce a written. Its influenced by the content of writing, type of writing and the medium of writing. According to Syafi'i, Ansyari and Kasdi (2007:113) there are several steps before writing:

a. Prewriting

Suffice preparation will produce a qualified writing product.

1. Prewriting Step I : Choosing and Narrowing a Topic

The writers should be based on several points, they are (1) knowledgeable, the crucial point in finishing draft of writing. The more knowledgeable the writer is, the more qualified the product can be produced, vice versa. (2) interesting, the more interesting writers to the topic, the writer can develop the writing, as the material of writing. Narrowing the topic means that the small part of general topic. Example : Sport have a various kind (general topic), we can choose one of them like vollyball(it means narrow subject)

2. Prewriting Step II : Brainstorming

When writer collect and generate ideas and details in a process of writing, its called brainstorming. there are three useful brainstorming techniques:

a) Listing

Make a list of whatever words or phrases come into your mind.

There are the procedure how to listing detaily:

1. Write the general topic at the top of paper
2. Keep your ideas flowing. Make a list of everything related to the topic come into your mind.
3. Use your own word and mind. Don't worry about the grammar mistake and errors.

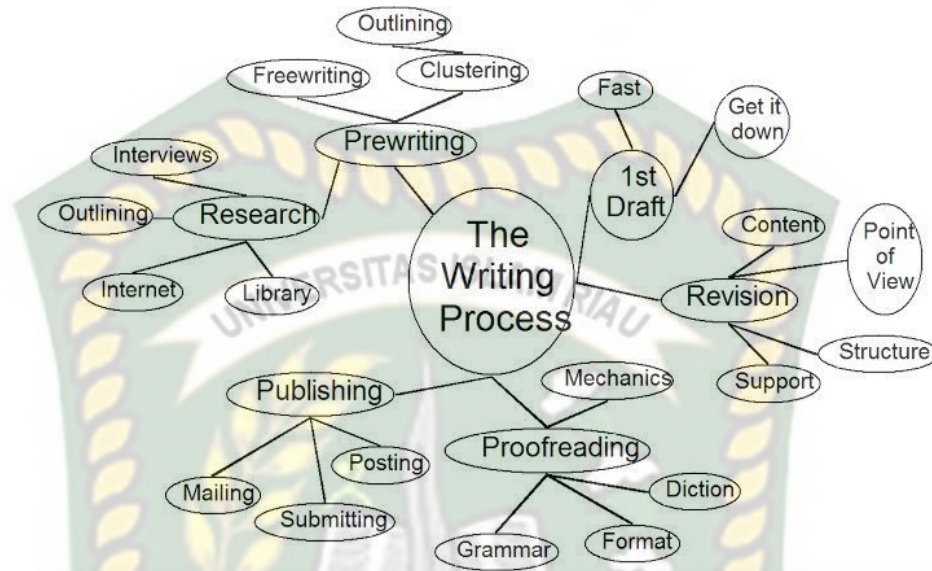
b) Free writing

Is an activity to write freely about the topic that you want to develop. It's a practice, don't ever think about the mistake and errors.

c) Clustering

An activity to generate ideas. The using will depict by the following example

Figure 2.1 Brainstorming by the clustering



Adopted by Syafi'i et al (2007:125)

b. Planning (outlining)

It needs to organize the ideas generated by brainstorming. Making an outline from brainstorming list. You need to follow several step :

1. Step I Brainstorming by Listing
2. Step II Grouping
3. Step III Writing the Topic Sentence
4. Step IV Simple Outlining

c. Writing and revising draft

1. Step I writing the first rough draft

- a) Write down your target audience and the purposes of your writing
 - b) Write and underline the topic sentence.
 - c) Make a blank space to add more details, information examples. Etc
 - d) Write the paragraph following the outline as closely as possible.
 - e) Do not worry about the mistakes and errors because it is the first one.
2. Step II Revising Content and Organization

During the activity of revising you have to rearrange, change, add, or delete that's is a purpose. These are the steps to proceed revising of content and organization

- a) Focus on the general aspect (after read all of the paragraph) make the note at the margins to write the parts that need improved.
- b) Check to make sure you have got your stated purpose or not.
- c) Check carefully for general logic and coherence as to provide your audience with the ability of following and understanding you ideas stated easily.
- d) Check the topic sentence and it has a controlling idea.
- e) For the unity, cross out the sentences that do not support to the topic sentence.
- f) Make sure that controlling idea is developed with sufficient supporting details. Be sure that information of the paragraph is clear. If still hesitant, make an notation in the margin such as add more details or add an example.

- g) Using transition signals if you are not suitable for that, using illogical statements.
- h) Your paragraph supposed to be have or need concluding sentence.

3. Step III Proofreading the Second Draft for Grammatical and Mechanical Errors

- a) Check all of the text. Each sentence closer with correctness and completeness to make the text clear.
- b) Check over the sentence for a subject and a verb, subject-verb agreement, correct verbs tenses, word orders-both local and global errors.
- c) Check the mechanical errors-spelling, capitalization, typing errors etc
- d) Change the words choices as a necessary.

4. Step IV Writing the Final Copy

After all the process, do not be surprised if your mind will be change. Remember, writing is a continuous process of writing and rewriting until you are satisfied with the final project.

Similarly, there is another statement from Harmer (2004:4-5) to write something some of the writers do general some stages before writing :

1. Planning

Before write something, the experienced writers plan what they are going to write. When planning, the writers supposed to noted three main issue:

- a. Purpose

The writers have to realize the purpose of their writing because its going to influence not the type of the text merely, but also the language use then the information include.

b. Audience

The writers should know first, it is formal or informal situation to prepare what they want to write.

c. Content Structure

It is a part how the writers should organize the sequence of the facts, ideas, argumen which they have decided to include.

2. Drafting :

Draft refers to the first version of a piece of writing. Before go to editing process, the text should be drafted first. It means all of the ideas has already concepted.

3. Editing (Reflecting and Editing)

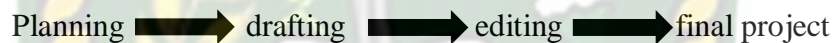
After drafting, the writers read all of the text to check whether it works or it doesn't, there are some texts still confuse or ambiguous, the information is not clear. Then they try to using not similar words between each sentence or paragraph. The experienced writers used to look at problem of general meaning and the structure. After that, they concentrating on individual words and grammatical accuracy on the process. To do reflecting and editing the writers used to ask the others experienced

writers/readers suggestion and opinion. They reaction help the author to make suitable revisions.

4. Final Version

Sosequent to do all the process, the writers produce the final product, it must be changement between the first one and the final one at the editing process. The process stages represent in the following way :

Figure 2.2. The Writing Process



Adopted from Harmer (2004:5)

From the explanation above Harmer (2004:5) argue again that's not satisfying stages because the writers have they own process of witing stages. they didn't do step by step. Sometimes they get to what they think is their final draft they may find themselves changing the mind from the first, like re-planning, drafting or editing. They might started without any plans and just do a series of plan to get final text. To represent these aspects of the writing process in a different way, therefore: process wheel below the many direction that writers can take, as long as final product is the main purpose.

Figure 2.3. The Process Wheel / The Process of Writing



Adopted from Harmer (2004:6)

As explanations over, so many kinds of written text whether people are writing e-mail, texting their friends and make shopping list is different context with providing compositions for their english teachers, or putting together doctoral thesis. What the stages that you need it depends on the context. However, somehow everything writing process need plan, editing or revising in different times.

2.1.3 The Purpose of Writing

Purposes are crucial in all the activities. Writing aims to practice the ability in written form and the result is to increase the writing skill. According to Sardila (2015:110) the writers has a goal in expressing their ideas/thoughts and feelings through written language, both for oneself and others. Example of purpose of writing

for ourselves : not forgetting, to be neat, to plan, and to organize the ideas/thoughts. The written form can be diary, lectures notes, meeting notes, special notes and so on. Example of writing goals for others in the purpose of writing to give information, persuade, entertain and the feeling expression of the writer in the writing. Writing means communication as well. It means that writing enable to deliver the ideas and feeling to the audience. The writers intends to give information or explain something by their work, then the writers propose to entertain the readers, like a story of experience that full of anecdote. The writers aim to persuade by using persuasive language, like advertisement. For students, writing as the activity that enhance their communicative skill, and as a facility to critical thinking and understanding.

2.1.4 Components of Writing

Writing is the crucial skill to carry out ideas, feeling and experience to the other, but learning to write in foreign language is not easy matter, because it has some components to extend indirectly message (Raimes, 1983:6).

Furthermore , there are so many components in writing to make students writing being well. Based on the explanation above, the researcher can conclude that the students will be good in writing if they are know, understanding and master of the aspects that influence writing. Wherefore, those aspects guide students how to organize main idea in writing clearly, explain how to construct the sentence with other coherently and logically, develops students knowledge to better in control of structure and mechanic in writing. Every people who wants to make a good writing should

understand about these component and apply this to make the audience understand about the purpose of the written. More and more readers understand, that proves how far the writers create a qualified writing is.

Cohen (1994:12-13) stated that there are several aspects that we should know about components of writing such as :

1. Content : related to the relevant ideas to the topic and main ideas supported by supporting details.
2. Organization : the written should well-organized.
3. Vocabulary : pay attention with word-choice because it will be influenced the writing
4. Grammar : avoid grammatical error to create control product.
5. Mechanic : spelling, punctuation capitalization and paragrapping have their own rules to use that, use those of them correctly.

Another opinion came from Oshima and Hogue (2007:196) there are few of indicators that the writers should consider and understanding when they want to write something, they are:

1. Format: if you want to write a paragraph you have to pay attention about the format. Such as : magins, line spacing, the position of the tittle and so on.
2. Punctuation and mechanics : the capitalization, spelling, and the conventions supposed to be clear.

3. Content : the writers should deliver the clear of information.
4. Organization : the paragraph should vivid about generic structure and the components of paragraph.
5. Grammar and Sentence Structure: using the language features of descriptive paragraph.

By seeing the opinion above, it can be said that writing is varied and there are several aspects in writing that have to pay attention in writing. The researcher prefer to use Oshima and Hogue's opinion as indicator of writing, that aspects of writing are format, punctuation and mechanics, content, organization, grammar and sentence structure. By considering those aspects, students can compose a perfect writing and understandable by the reader.

2.1.5 Assessing Writing

Process assesment is a kind of steady asesment to monitor the students progress in writing in which counting the score of the composition is not regarded. The process assement is designed to see the developments of studentss writing, such as how they write, the using of language use, their decision to write, the strategies they use and the technique they use. In the other hand this proces is aim to give information about the students writing performance, how far the students progress in writing and whether any improvement needed that way of teaching strategy or not.

According to Gaviria (2012:13) stated that to measure the students ability we have to know how far they understand about components of language knowledge and ability. There are two ways to scoring the students' writing : holistic and analytic. Holistic means that rubric uses a variety of criteria to produce a single score. An analytic rubric seperates the aspects of a writing. The experts believe that the analytic rubrics more effective to english learners beginners because this type of tool allows for more detailed assesment of language abilities. Then, another expert Brown (2003:242) have similar opinion they stated that, there are three kinds of approaches to scoring writing performance :

1. Holistic Scoring

This type of scoring agreed that the each point on a holistic scale is given a systematic set of descriptor. in this type is not yield a score quantitatively.hlistic scoring provide very little information for classroom instructional purposes. Because, much more diverse information acroll all subskill obtained from that provided by holistic.

2. Primary Trait Scoring

A primary trait score is going asses :

- a) The sensibility of the account of the original (sumarry)
- b) The explication of the steps,procedure and final result (lab report)
- c) The descriptions of the main features and the graph (graph description).

d) The way and expression the writer's opinion (response to an article)

This type of scoring is not appropriate with beginners. Because, it all but without depicts how to assess the mechanic of writing which is the part of writing aspect. But it has advantages as well. It makes the writer and evaluator focus on the function merely. Which is that is the purpose of this method.

3. Analytic scoring

Analytic scoring is suitable to call analytic assessment. Its closer with classroom instruction in formal testing. Brown stated that “designed an analytical scoring scaled that specified five major categories and a description of five different levels in each category; ranging from unacceptable to excellent”

Based on the explanation above, the researcher concludes that the evaluator can use some type of scoring rubric. The rubric that is closer with the learners needed and easier to the evaluator to measure how far the students' ability in writing is analytic rubric. Because it is identifying specific aspects of students' writing product, covering like organization, content, grammar, punctuation/spelling/mechanics and style and quality of expression.

2.2 Paragraph

2.2.1 Definition of Paragraph

A paragraph is a group of sentences that perfect an idea. For a paragraph to be effective, it must start with a topic sentence, have sentences that support the main idea of that paragraph, and maintain a consistent flow.

In addition, according to Syafi'i et al (2007:1) a paragraph is a official written information unit that is united by central idea. A good paragraph is when the reader mostly understand about the information and the central idea is completely developed. The central idea used to put at the topic sentence and each sentence shoul develop the topic sentence.

Equally, according Oshima and Hogue (2007:3) stated that a paragraph is a group of writer's statement which they are related and develop about one subject. The first sentence express about spesific idea and point about the topic then the residuals are support that point.

The researcher sum up that the paragraph is a group of sentence that related statement and idea which contain of information by one topic. The first sentence talking about the main topic and next the rest of the paragraph support each other.

2.2.2 Components of Paragraph

According to Syafi'i et al (2007:2) there are three components of sentences to made up a paragraph. it will develop the writers main idea, opinion, or feeling about the topic. The sentences are :

1. Topic sentence

The topic sentence is the key sentence because its talking about the central idea it means the writer's main idea opinion or feeling about the topic. The position of it can be at the beginning ,middle,or at the end. The reason to supposed to write the topic sentence are the writer will tell to the reader what they are going to say and if the writer want to write supporting sentence they can look back at the topic sentence.

A topic sentence consist of a topic and controlling idea. The topic will be narrow to the particular field and then going to discuss in a paragraph. To narrow the topic and a topic sentence it will be called controlling idea.

2. Supporting Sentence

Supporting sentences make up the rest of the paragraph and consist of : major supporting sentence and minor supporting sentence. Major supporting sentence is a sentence that directly supports the idea impressed in the topic sentence. Meanwhile, a minor supporting sentence support the major supporting sentence directly and support the the topic sentence indirectly.

3. Concluding Sentence

This sentence is going to tell to the reader that the paragraph will be end. The concluding will telling the topic sentence but in the other words. There are some of method that can use how to write concluding sentence:

- a. Write the topic sentence in different word.
- b. Summarize some (or all) of the main points in the paragraph. Begin the concluding sentence with a signal phrase that tells the reader that paragraph is completed.

In conclusion.... In summary....

The researcher can conclude that if we want to write a paragraph there are some components are going to discuss. The type of aspects of paragraph divided into three kinds. There are : topic sentence with the process create a controlling idea, supporting sentence will develop the rest of sentence consist of major and minor supporting sentence and the last is the concluding sentence is going to tell to reader that the paragraph will be end.

2.3 Writing Descriptive Paragraph

2.3.1 Definition of Descriptive Paragraph

According to Sastrawati (2015:67) Descriptive paragraph is invariably describing about people, place and object. Description almost arise in every writing

because of the writers would trying hard how to create good and readable word to deliver their ideas. Description have two aspects to be required as a effective description. First, the readers need explicit, spesific details from the mental image from their mind. The readers can get the mental image if the writers can deliver it so well, and if the details appeal to all sense, sight, hearing, taste, touch and smell. Second, the readers need a legitimate sequence of detail in partial order. If the writers tell about place, person, or an object it supposed to detailly and able to deliver what they want to depict.

In addition, according to Asmayanti and Hajaruddin (2017:49) stated that descriptive paragraph is a general way to deliver details and the impression of a person, a place, and an object to the readers.

In the same way, another expert Erliana et al (2014:102) stated that descriptive paragraph is the one of kind of writing which the ideas are arranged on the basis of space or location, such as how to describe a person, a landscape, a building and so on. Then, when we describe something, we try to deliver the mental picture and connect it with those of senses. A good descriptive paragraph includes references to the sense : sight, sound, taste, smell and touch. Then, when we describe something, we try to deliver the mental picture and connect it with those of senses.

For the expert opinion above, the reseacher can conclude that all the things that related with the descriptive it will connected with mental picture and the senses. How

the writers make the readers might imagine the paragraph telling about, and the how the readers can get the point through those senses : sight,sound, taste, smell and touch.

2.3.2 The Kind of Descriptive Paragraph.

In line, there is similar opinion came from Husein and Pulungan (2017:3-6) said that there are five types of descriptive which is namely :

1. Describing Process

Describing a process is not only to explain how something is accomplished, but also to explain on why it is done and what is needed to complete the process.

2. Describing an event

To describe an event the writers should master and could memorize each detail of what happened.

3. Describing a personality

The first thing that we must do in describing a person is recognizing the individual characteristic. We need to describe people occurs fairly areas of physical attribute, emotional, attributes, and intellectual.

4. Describing a place

Presenting a concrete thing is the way to describe a place.

5. Describing an object

To describe an object accurately is done through providing the physical objects characteristic such as color and so on.

According from the expert opinions above, the researcher would sum up that the types of descriptive paragraph writing have five kinds or five types that describe step by step detail. It concern about process describing, how to describe an event, personality, place and object.

2.3.3 The Structure of Descriptive Paragraph

Characteristic of descriptive writing supposed to have a background description of a thing process and choose word that draws figure to the readers. This can be done chronologically, serially, hierarchically, etc. (Sarwono & Purwanto,2013:39). They use and add the language to show a vivid impression of what the writers see, hear, smell, taste, and touch. Pertaining to the ideas before, Faisal and Suwandita (2013:242) the generic structure of descriptive paragraph consist of identification which is a part of paragraph which introduces or identifies the character to be described.it can be called general description or contains object's name, kind of the object and so on. Further, the other generic is description that a part of paragraph which describes parts, qualities, and characteristic of the person or something that will be described. It should be described in detail, its function to deliver the information to the reader clearly. The language features of descriptive paragraph is using simple present tense.

In addition, according to Knapp and Watkins (2005:98-99) write there are several grammatical features of descriptive writing as the following:

- a) In descriptive, the present tense is predominantly used.
- b) Although present tense may be used in literally description, past tense tends to dominate.
- c) Relational verbs are used when classifying and describing appearance/qualities and parts/function of phenemon.
- d) `Action verbs are used when describing behaviors/users.
- e) Mental verbs are used when describing feeling in literally descriptions.
- f) Adjective is used to add extra information to nouns and maybe technical, everyday, or literally, depending on the text.
- g) Personal and literary description generally deals with individual things.

Based on the theories of the expert above, the generic structure of descriptive paragraph are identification and description. A language features of the descriptive paragraph is used predominantly present tense. This language features is important in descriptive paragraph to compose a good descriptive paragraph.

Here the example of descriptive paragraph :

The Stairway

Behind my childhood home, there is a large piece of land that is surrounded by banana trees growing in wild disorder. Crowds of banana trees grow freely everywhere. Their green leaves are so thick that sunlight cannot pass through. Underneath the trees the ground is so moist that wild mushrooms and plants grow there all year around. In the center is a wild field where the children of my village often fly kites. Every evening, just before sunset some birds arrive to look for a place to rest their tired wings. They want to land in the dark banana garden, but the banana leaves are too wide to be mad into nests. The birds cry out and then fly away, seeking a better place to nest. During the rainy season. It rains for days, and days, and the banana leaves become glossy and slick. The rain also makes the banana garden produce a very strange melody. On rainy days, I used to sit near my window and listen to this wonderful song. Now, whenever I hear the plop-plop-plop of raindrops on the roof of my small, tidy apartment in the city, I remember the beautiful, wild banana garden of my childhood.

(Adopted Oshima and Hogue, 2004:61)

2.4 The Relevant of the Research

The following is a survey os several related studies on this research which is mate with writing ability descriptive paragraph and its impact, as an innovative instructional strategy, on teaching and learning writing.

Novi Rizki Yuni Novita (2017) at Mts Al-Mutaqqin Pekanbaru conducted the research entitled “An Analysis of Students’ Writing of Descriptive Text at the Second Year Mts- Al-Mutaqqin Pekanbaru” was good. based on the research finding it proved that there were 6 students for 24% belong to good category. Then, there were 17 students or 66% belong to average category. Next result, there were 2 students or 8% belong to poor category and there was no students belongs to excellent and fair categories. While, to find out the problem on students writing descriptive text, the researcher used the result from the test which analyzes based on writing aspects. Such as : organization, vocabulary, grammar and mechanics. Besides that, the researcher using writing test as an instrument.

Leni Indrayani, Puput Sukma and Pipit Rahayu (2015) conducted the research entitled “An Analysis of Students’ Skill in Writing Descriptive Paragraph at Grade X of MA AL FATA Pasir Agung Bangun Purba” . based on the research the students writing skill in descriptive paragraph was fair category. In the result of the test based on content only 2 students got good, 13 students got fair. Therefore, it could be concluded that the students skill in writing descriptive paragraph based in all indicators 50,57% the researcher find the average is 51,33% it means that the category of students still fair.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The research is a descriptive qualitative research. Shone (2015:16) stated that descriptive qualitative research is the one of quantitative analysis with numerical information, and can be of vital importance. The descriptions is a simple statistic relate description of sample to description of population. In this research, the researcher described the second semester students' at English Language Education-UIR ability in writing descriptive paragraph. This research had one variable that is students' ability in writing descriptive paragraph is made by the second semester students at English Language Education-UIR. This study based on reality and conducted in the classroom.

3.2. Source of the Data

This research conducted at the second semester of English Language Education of UIR Academic 2018/2019. This research took in one class. Time of the research was carried on 1st Februari 2020.

3.3. Population and Sample of the Research

a. Population

Population is a group of people. According to Hanlot and Larget (2011:5) a population is all the individuals of units of interest; typically, there

is not available data for almost all individuals in a population. The population of this research was second semester students of English Language Education-UIR Academic Year 2018/2019. They divided into three classes; there are A, B and C. Each classes have different total of students.

Table 3.1. The Population of the Research

No	Class	Number of Students
1	A	33
2	B	38
3	C	38
	Total	109

b. Sample

The technique of selecting the sample was going to use simple random sampling and quota sampling. Simple random sampling is a sampling technique in which all members of the population have an equal and independent chance to be selected as a sample (Ary et al, 2010:150). Meanwhile, According to Ary et al (2010:156) quota sampling choosing a particular cases from diverse level of population. It was going to take 25 percents of number of population. The researcher was going to use those techniques of sampling. To determine the subjects as the sample, firstly the researcher counted 25 percents of 109 and the total is 27. Then to decide which class that took, the researcher was going to create a lottery labeling A-C. This lottery was put in a bowl and then shake thoroughly. The lottery result took by me as a researcher by using eyepatch and

the result was C class. But, the total of C class was more than 27 so to minimize the number of sample the researcher took the top 27 based on attendance list.

3.4. Research Instrument

In this research, the researcher used lecturer's documents as an instrument in collecting the data. Because of the sample of this research will be C class students which was the lecturer of paragraph writing was Dr. Rugaiyah, the researcher took Mrs. Rugaiyah's documents as an instrument. The researcher used raters to guide in analyze the students writing ability of English Language Education-UIR. They are experienced in teaching and they are an English teacher as well. The raters were Ms. Suci Kartika M.Pd as a teacher of SMAS Seri Rama YLPI, Ms. Septia Ranthy Dewi S.Pd as a tutor and teacher at Kuman's Course, and the last Ms. Riumniyata Ulya S.Pd as the tutor at Science Society's Course the reason of use the other raters in order to get objective result.

3.5. Data Collection Technique

In collecting data, the researcher collected the data by taking students written test of Mrs. Rugaiyah's. The researcher asked to the lecturer about the documents that she had. After had confirmation and get the data, the researcher start to analyze.

3.6. Technique of Data Analysis

After gathering the data, this research continued to the next step of analyzing the data from written test and the researcher is help by the raters. After the raters gave

the score used scoring rubric that is analytic rubric adapted from Oshima and Hogue (2007) the researcher deliver finding respondents score by the students based on components of writing in descriptive writing and percentages all of the students score in writing descriptive paragraph that have done. Then, the result of this study leaded the research to take conclusion and scored referred to the following scoring system as can be see in the table below:

Table 3.2 Scoring Rubric : Paragraphs

	Maximum Score	Actual Score
Format—5 points		
There is a tittle.	1	—
The tittle is centered.	1	—
The first line is idented.	1	—
There are margins on both sides.	1	—
The paragraph is doubled-spaced.	1	—
Total	5	
Punctuation and Mechanics—5 points		
a. There is a period after every sentence .	1	—
b. Capital letters are used correctly.	1	—
c. The spelling is correct.	1	—

d. Commas are used correctly.	2	—
Total	5	
Content—20 points		
a. The paragraph fits the assignment.	5	—
b. The paragraph is interesting to read.	5	—
c. The paragraph shows that the writer used care and thought.	10	—
Total	20	
Organization—35 points		
a. The paragraph begins with a topic sentence that has both a topic and controlling the idea.	10	—
b. The paragraph contains several specific and factual supporting sentence that explain or prove the topic sentence, including at least one example.	20	—
	5	—

c. The paragraph ends with an appropriate concluding sentence.	35	
Total		
Grammar and Sentence Structure—35 points		
a. Estimate a grammar and sentence structure score	35	
Grand total		
	100	

Adopted Oshima and Hogue (2007)

After the real score of the second semester students in English Language Education-UIR in writing descriptive paragraph had been analyzed, the researcher needed to know the average of their ability in writing descriptive paragraph and classified it into the table below:

Table 3.3 The Classification of Students Score

No	Test Score	Categories
1	80-100	Excellent
2	60-79	Good
3	50-59	Average
4	0-49	Poor

Adopted Fitri et al.(2013)

After found the classification of the students' writing ability of descriptive paragraph, the researcher presented the data into to the next chapter.

CHAPTER IV

RESEARCH FINDING

In this chapter, the researcher provided the data obtained of the students' writing ability in writing descriptive paragraph. The data was taken from the second semester students in academic year 2018/2019.

4.1 Data Description

This chapter was going to discuss and explain about data finding, the researcher analyzed the students' writing ability of descriptive paragraph at the second semester students in academic year 2018/2019 at English language education of UIR. The researcher calculated the result based on formula or scoring rubric in previous chapter, and helped by three raters. For counting and scoring the data, the researcher used scoring rubric that adapted from Oshima and Hogue (2007). The components of writing paragraph are format, punctuation and mechanics, content, organization, then grammar and sentence structure.

The result of students in writing ability scores can be seen at the appendix 1 after conducting the data, the researcher found that the students' writing ability is good. It can be seen from the students writing scores given by three raters and has calculated by the researcher. Almost of the students got the good category of all aspects. It means they have a lot of experiences to write the descriptive paragraph. Based on the calculation of rater's opinion, the result of the students test of writing descriptive

paragraph are : 9 (33,3%) students got the excellent category, 17 (62,9%) students got the good category, its more a half than the total of sample and the one and only student got average category or (3,7%). The raters have done with double-checking for make sure the score that this students supposed to get. But, the result was always same.

Besides, in analyzing this research, researcher decided to make comparison between different opinion by the raters, they were using different techniques and strategies. All raters using analytical assesment to get the score of each students and analyze one by one of each component but they still got the different total of each students. From the assesment of raters, the researcher got the result of students ability in writing descriptive paragraph. The researcher totals all of the students score that given by the raters and create the mean of it. It described at the table below:

Table. 4.1 The Students' Scores of Writing Descriptive Paragraph by Three Raters

No.	Student's Name	Raters for scoring the test			Total	Category
		Raters 1	Raters 2	Raters 3		
1.	S-1	80	72	81	77,7	Good
2.	S-2	60	66	66	64	Good
3.	S-3	73	79	80	77,3	Good
4.	S-4	62	71	76	69,7	Good
5.	S-5	87	68	72	75,7	Good
6.	S-6	82	74	88	81,3	Excellent
7.	S-7	69	73	80	74	Good
8.	S-8	63,5	77	73	71,7	Good
9.	S-9	68	72	69	74,3	Good

No.	Student's Name	Raters for scoring test			Score	Category
		Raters I	Raters II	Raters III		
10.	S-10	66,5	68	74	69,7	Good
11.	S-11	84	88	91	88,7	Excellent
12.	S-12	75	75	78	76	Good
13.	S-13	83	87	90	86,7	Excellent
14.	S-14	85	81	91	85,7	Excellent
15.	S-15	70	76	79	75	Good
16.	S-16	85	84	85	84,7	Excellent
17.	S-17	80	84	83	82,3	Excellent
18.	S-18	84	81	88	84,3	Excellent
19.	S-19	67	71	70	69,3	Good
20.	S-20	56	58	56	57,3	Average
21.	S-21	60	66	88	63,7	Good
22.	S-22	70	72	71	71	Good
23.	S-23	66	64	66	65,3	Good
24.	S-24	75	79	77	77	Good
25.	S-25	83	90	89	87,3	Excellent
26.	S-26	90	82	85	85,7	Excellent
27.	S-27	70	71	76	72,3	Good
	Mean	74	75,1	78,6	75,8	Good

Regarding to the table above, it was clearly seen that the raters gave the less different score in the students writing test, in order to avoid unclear about the data the researcher showed the data that has been total and given by the raters. It can described that there were 9 students got excellent level (80-100), there were 17 students have good category (60-79) and there was 1 student got average classification (50-59).

In fact, almost of them had in one circle of classification, but they have different number or result in writing descriptive paragraph test. The highest one was gotten by S-11 students which was 88,7 included of excellent category. She got different score from the raters and the total was 88,7 (it can be seen at the appendix II), it made this student belongs to excellent category and got the first place than the other member. It less than two point to get the perfect level. The highest aspect has gotten by her is the organization and grammar aspect because she got more than 20 points.

Then, the top 2 came from S-25 who got 87,3 which that score was grouping her into the excellent category. She really pay attention with her written and good in content aspect. with the same case, they put a lot of caring and thought to write a descriptive paragraph because her written was really neatly-arranged than the other students. The tittle was *Kayu Aro Tea Garden*. She explained about it clearly and related to the topic. In addition, she got almost excellent in organization aspect because the peak of this aspect was 35 and she got 33 points.

The other one who get excellent was S-13, she get 86,7 not really significance score with S-25 students. He got excellent in organization aspect because he started the paragraph with the topic and the controlling idea as well, then at the middle at the paragraph he put several supporting sentence that was contains several specific and factual, then the paragraph closing with concluding sentence. The S-13 students written qualified to got the excellent category because he is able to excel in this aspect which was organization as a the highest category on this research scoring rubric.

Then, there were S-14 and S-26 got almost same number or score, they were 85,7. There is no significance different but the data interpreted that the differences came from the grammar and content aspect. The S-14 higher than the S-26 and vice versa. But the mean score was same from the total of the scores that given by the raters.

Furthermore, there was S-16 who get 84,7. Just one point different than previous student. After analyzed the test, researcher summed up that there is an error of using concluding sentence but its still could delivered well by the student. Then, at the other aspect she got the peak one. That's why it still made her into the excellent category because of the total that she got.

Next, S-18 that discussed who was in this category with 84,3 points. The data showed that this one had matter in using supporting sentence which was the highlight of scoring rubric or the highest categories that should get from the students, yet, it still made her in excellent category.

For the S-17 that succes put his position in excellent level with the mean 82,3 points. Its not the lowest one, but , based on the classification adopted by Fitria et al (2013) this score still in excellent one because upper than 79 points. The fact shows that the grammar became the comparison between this students with the other.

Meanwhile, on excellent category the lowest one came from the S-6 got 81,3 merely. But, after observe the data, this students made a mistake in format, conventions and grammar aspect, which was those aspect influence the score directly. But, after the

mistakes, the S-6 still classified on excellent level or category because of the total that he got.

Mostly, the students got the good category or good level in writing descriptive paragraph. It was proved by there were 17 students on this position or level or more than half from the total of the students, 27 students. It means that the second semester student had no matter in writing descriptive paragraph, need little improvement merely. Based on the classification on students score adopted by Fitria et al, almost of the students have mastered in learning or writing, especially in writing descriptive paragraph. The highest one was gotten by the S-1 with 77,7 point and the lowest one come from S-21 with 63,7 points. For the first student or S-1 students got problem with the format and organization. It has been suitabled with the scoring rubric thats why the score was on the 77,7 less than 3 points more to classified at the excellent level.

Meanwhile, the second one based on the data, the lowest one was S-21 students. Actually as the data showed there was no significant differences between the score got by the students because that's not lower than 60 points. It made this students became the lowest because the mean she got 63,7 merely. Then for the more description the S-2 student got 64 points, the S-3 student got 77,3, the S-4 student got 69,7 point, the S-5 student got 75,7 point, the S-5 student got 75,7 point, the S-7 got 74 point, the S-8 got the good one or 71,7 point, the S-9 got 74,3 point, the S-10 got 69,7, the S-12 got 76 point, the S-15 got 75 point, the S-19 got 69,3 point, the S-21 got 63,7 point, the S-

22 got the 71 point, the S-23 got 66 point, the S-24 got 77 point and the last one is S-27 got 72,3 point.

Last, the average level got by the S-20 student with 57,3 mean. The data showed that so many mistakes did by the student, the format is not suitable with the categories, and there were so many grammatical errors in grammatical aspect. Then the organization only got 20 points from 35 point and the content only get half from the maximum total for its criteria. It was not enough for this student classified in good category.

The total of all the scores in student writing ability of descriptive paragraph by three raters were 2047,7 while the mean of the test from the raters was 75,8. It was clearly seen that the students writing ability in descriptive paragraph were good classification (60-79).

4.2 Data Analysis

The researcher analyses the data of students based on the components of writing paragraph (format, punctuation and mechanics, content, organization, grammar and sentence structure). The description illustrates the students category in writing descriptive paragraph.

4.2.1. The Classification of the Students Score

After presented the data based on the components of writing the result of students that they got from raters, the researcher calculates all the students' result then classifies the scores in order to see the percentage and to measure student's ability in writing descriptive paragraph by using this formula :

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

P = Percentage in aspect

N= Frequency of the students

S= Total of the students

Table 4.2 Students that Get Excellent Score in Test

No.	Student's Number	Student's Final Score	Category
1.	S-6	81,3	Excellent
2.	S-11	80,3	Excellent
3.	S-13	84	Excellent
4.	S-14	83,7	Excellent
5.	S-16	84,7	Excellent
6.	S-17	82,3	Excellent
7.	S-18	81	Excellent
8.	S-25	83,1	Excellent
9.	S-26	83,3	Excellent
Total		82,6	Excellent

The table above shows that there are 9 students who got excellent category (the score 80-100) with 27 students as sample. To find out the percentage the researcher uses the formula that will be explained before.

$$P = \frac{9}{27} \times 100 \\
 = 33,3\%$$

From the result of percentage from all of the students' score in writing descriptive paragraph have excellent category is 33%. It means more than a quarter from 100% of the sample belongs to excellent category.

The next following table is the students' category that was good in test:

Table 4.3 Students that Get Good Score in Test

No.	Students Number	Students Final Score	Category
1.	S-1	77,7	Good
2.	S-2	64	Good
3.	S-3	77,3	Good
4.	S-4	69,7	Good
5.	S-5	75,7	Good
6.	S-7	74	Good
7.	S-8	74	Good
8.	S-9	74,5	Good
9.	S-10	74,3	Good
10.	S-12	72,1	Good
11.	S-15	75	Good
12.	S-19	73	Good
13.	S-21	67,8	Good
14.	S-22	71	Good

No.	Students Number	Students Final Score	Category
15.	S-23	73,3	Good
16.	S-24	77	Good
17.	S-27	71,3	Good
Total		73,04	Good

Regarding to the result from the table above shows that there are 17 students at good category (60-79) it has be known as the percentage of the classification by using this formula :

$$\begin{aligned}
 P &= \frac{17}{27} \times 100 \\
 &= 64\%
 \end{aligned}$$

From the result of percentage from all of the students' score in writing descriptive paragraph who get good score is 64% or more than half from 100% total students of the sample more comprehend in writing descriptive paragraph.

The last, table below is the students who get average category in the test.

Table 4.4 Students that Get Average Score in Test

No	Students Number	Students Final Score	Category
1	S-20	57,3	Average
Total		57,3	Average

On the other hand, the result of the data described that there is only one students in average position with the final score 58,3. The researcher calculates to find the percentage of the classification by using this following formula :

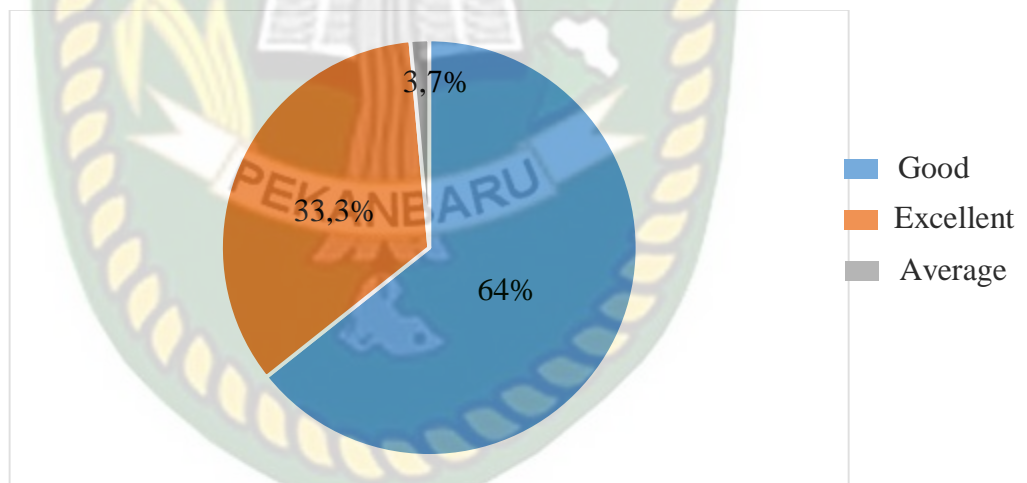
$$\begin{aligned}
 P &= \frac{1}{27} \times 100 \\
 &= 3,7\%
 \end{aligned}$$

From the formula above, there is only one and only students get that position it is 4% which is 27 students as the sample. It means that less than the total from 100% total students of the sample belongs to poor.

4.3 The Interpretation of the Data

The interpretation data can be find from the students in writing ability of the second semester in academic year 2018/1019 at Universitas Islam Riau in writing descriptive paragraph is good based on the calculating three raters. It can be seen from the diagram below :

Figure 4.1 *The percentage of students' writing ability from rater 1, 2 and 3*



From the diagram above, it could be reported that the students' writing ability of descriptive paragraph that made by the second semester students in English Language Education of UIR was good (64%). It proved by there were 9 students or 33,7% got excellent category (the score 80-100) as the highest score was 88,7 and the

lowest was 81,3. Next, there were 17 students or about 64% have good category (60-79) which was the highest score was 77,7 and the lowest one was 63,7. And the last and the minimum score was average category, where there was only one students got this position with score 57,3. From the explanation it could be concluded that the second students semester in academic year 2018/2019 at English Language Education of UIR was good.

In addition, the researcher presented the data in each writing paragraph aspects that have calculated and get the mean of it. There are five aspects that analyzed. They are format, punctuation and mechanics, content, organization and grammar.

4.3.2 The Classification of Students Score Based on the Aspect

a. The Result of Students' Score in Term of Format

Table 4.5 Score of Format in Writing Descriptive Paragraph

No	Score of Students	Frequency	Percentage
1.	5	1	3%
2.	4,7	2	7,4%
3.	4,6	4	14,8%
4.	4,3	10	37%
5.	4	1	3%
6.	3,7	1	3%
7.	3,3	1	3%
8.	2,7	1	3%
9.	2,6	1	3%
10.	2,5	1	3%

No	Score	Frequency	Percentage
11.	2,3	1	3%
12.	2	3	11%

The first aspect was format. Based on the data the highest score that got by the students was 5 and the lowest one was 2. There was only one student got the 5 points for this aspect it mean 3%. Then, there were 2 students that got 4,7 points mean 7,4%. Next, for score 4,3 there were 10 students fell in this range or about 37%. The point 4, 3,7 , 3,3, 2,7, 2,6, 2,5 and 2,3 one students got it or about 3% in each score. And the last or the lowest score in this aspect was 2 point is got by 3 students in percentage 11%.

In this case researcher found some problems. Most of them didn't follow the rules, for example didn't put the tittle, if it happened the second category skipped automatically. Then, the further case that mostly happened, they did not show the identied of the first line that supposed to write. The researcher found those categories used to missed by the students. As we know that, the format made the written neatly-arranged and easier to understand.

In addition, S-4 got excellent in this criteria because her format was so suitabled or arranged-well for each criteria or aspect, start from the first until the end of the criteria. Then, S-2 did not put the tittle, it made the first point and the second point automatically skipped. It should be the topic was *my favorite activity* or *shopping is my favorite*. It made she could not being the excellent classification at the format category.

b. The Result of Students' Score in Term of Punctuation and Mechanic

Table 4.6 Score of Punctuation and Mechanic in Writing Descriptive Paragraph

No.	Scores of Students	Frequency	Percentage
1.	4,4	4	14,8%
2.	4,3	6	22,2%
3.	4,2	2	7%
4.	4	6	22,2%
5.	3,7	5	18,5%
6.	3	3	11%
7.	2,7	1	3%

The second aspect was punctuation and mechanics of descriptive paragraph that make by the second semester students at English Language Education UIR could be seen that 4,7 as the highest score and 2,3 as the lowest score. Meanwhile, there were 4 students (14,8%) fall on score range 4,4. There were 6 students (22,2%) fell on score range 4,3 and 4. Then, there were 2 students (7%) got the score range 4,2. Next, 5 students (18,5%) that got score range for 3,7 points. There were 11% or 3 students got 3 point. The other, only one (3%) of 27 students got 2,7 point.

Additionally the error in conventions that made the students such as they don't use capital letters well and don't put the comma at the right places. For example the error made by S-25 students in using uppercase letter. She wrote *KAYU ARO TEA GARDEN* that the right one was supposed to *Kayu Aro Tea Garden*. From the explanation, most of students did not pay attention when used punctuation mark, capitalization and spelling the words.

Furthermore, S-26 did not put the comma correctly. The writer wrote *At the time* without comma, it supposed to put the comma after preposition and it became *At the time,* it made reducing of the score of this student. The student did not pay attention with the convention rules because if the comma's position was wrong it could change the meaning of the sentence of the paragraph, it was the caused why the convention rules have the same score with the format category.

c. The Result of Students' Score in Term of Content

Table 4.7 Score of Content in Writing Descriptive Paragraph

No.	Scores	Frequency	Percentage
1.	19	1	3%
2.	18,7	3	11%
3.	18,3	1	3%
4.	18	3	11%
5.	17,7	4	14,8%
6.	17,3	3	11%
7.	17	2	7%
8.	16,3	2	7%
9.	15	2	2%
10.	15,7	1	3%
11.	15,3	1	3%
12.	14,7	1	3%
13.	12,7	1	3%
14.	12,3	1	3%
15.	12	1	3%

Next, for content of descriptive paragraph, the highest score reach by the students was 19 and the lowest score was 12. On this aspect there was 1 student got 19

point and there were three students (11%) fall on score range 18,7 or could be called in the excellent position. Then for the score range 18,3 there was one students (3%) and 18 points that filled by three students fell for it. The other score was 17,7 which were four (14%) students got that score. Next, for score 17, 16,3, 15 there were 2 students (7%) fall on this score range. Again, there was score 15,7, 15,3 14,7, 12,7, 12,3, and 12 which is only one (3%) students get each of that score.

Additionally, almost all of the students used care and thought to write the paragraph it can be showed at the appendix VIII that shows the raters gave the good score because only several of them did not fits the assignment, it should be talking about hometown, but almost of them not fit the assignment for example they still told about *Najwa Shihab, my mom, my cat etc.*

d. The Result of Students' Score in Term of Organization

Table 4.8 Score of Organization in Writing Descriptive Paragraph

No.	Scores	Frequency	Percentage
1.	33,3	1	3%
2.	32,3	1	3%
3.	31,7	1	3%
4.	31,3	1	3%
5.	31	1	3%
6.	30,7	2	7%
7.	30,3	1	3%
8.	30	1	3%
9.	28,7	1	3%
10.	28,3	1	3%

No.	Scores	Frequency	Percentage
11.	28	1	3%
12.	27,7	2	7%
13.	27,3	2	7%
14.	26	3	11%
15.	25,3	1	3%
16.	25	2	7%
17.	24,7	1	3%
18.	24	1	3%
19.	23,7	1	3%
20.	23,3	1	3%
21.	20,3	1	3%

Furthermore, for organization aspect the score that got by the students was so variable. The highest score was 33,3 and the lowest is 20,3. Based on the data, the highest frequency got by the point 26, and almost of them got 1 point as a dominan for this aspect. The error that used to happened in this aspects were they did not put or end the paragraph with the concluding sentence. For example S-26 she did not close the paragraph with the concluding sentence so makes the paragraph was not delivered clearly.

The organization was the highest mark or categories that should get by the students. Because it was the main or highlight to write the descriptive paragraph. The requirements of good paragraph was : (1) the paragraph begins with a topic sentence that has both a topic and controlling idea. (2) the paragraph contains several specific

and factual supporting sentence that explain or prove the topic sentence, including at least one example. (3) the paragraph ends with an appropriate concluding sentence.

e. The Result of Students' Score in Term of Grammar

Table 4.8 Score of Grammar in Writing Descriptive Paragraph

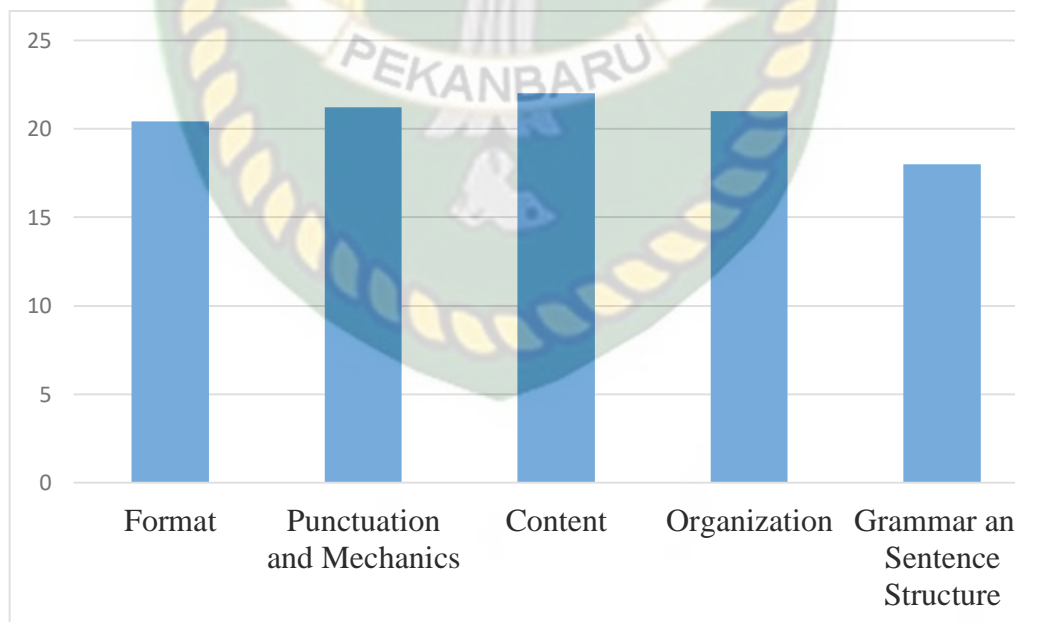
No.	Scores	Frequency	Percentage
1.	31,7	1	3%
2.	31	1	3%
3.	29,3	1	3%
4.	28,3	1	3%
5.	27,7	1	3%
6.	26,7	4	14,8%
7.	25	3	11%
8.	24,3	1	3%
9.	23,3	1	3%
10.	22	1	3%
11.	21,7	6	14,8%
12.	20,7	1	3%
13.	20	4	14,8%

Last, on grammar aspect the highest students reach 31,7 and the lowest one was 20. Same like previous aspect before the 1 points was dominant and the highest frequency stucked at the 21,7 scores. And the next there are two scores that got 4 weight, they were 26,7 and 20. 20 was the lowest scores for this aspects. It mean there were several students still did not mastered in using simple present tense as a language features of descriptive paragraph.

In addition, S-3 students still do the error on subject verb agreement. The verb that supposed to use was has not have. For example *this island have a beautiful view*, it should be *this island has a beautiful view* and the other error that made by her is using plural noun. It required using s/es at the ending of noun. For example : *there are so many beach here*, it supposed to *there are so many beaches here*. as we know the grammar guide was really important because it avoid misunderstanding between writer and the reader, then, it agreed that how the way the writer delivered the written to the reader.

The researcher depicts the results in diagram from the calculated by the first raters, the second raters and three raters as belows :

Figure 4.2 *The result of students' aspect writing from rater 1,2, and 3*



Based on the diagram above it can reported that the students writing ability of descriptive paragraph that made by the second semester students at English Language Education-UIR the highest mean is content. It proved that the total score of content 22% from 27 students as the sample. Besides that, the second highest was punctuation and mechanics proof 21,2% score. Then, the third on organization. The total score on organization was 21% little bit different than punctuation and mechanics. Fourthly, the format was 20,4% on this research that got by the students. Last, grammar aspect. It was merely 18% from the total score and from 27 students as the sample. The result of this research shows that the main aspect in writing descriptive paragraph that become the problem for the students are grammatical and sentence structure. It proved that from grammatical and sentence structure have smallest mean or lowest than the other (18%). Grammar and sentence structure were very important in writing descriptive paragraph. Grammar determines the success in creating paragraph that could be understood by the readers. Grammatical accuracy is very meaningful, this determines how the audience or reader point of views the work presented. (Djiwandono, 2016:1)

4.4 Discussion

In fact, in supporting the result of this research the previous study from Raudoh S. (2018), found that most of students' writing score was 90-100 the frequency were 4 with (19,05%) percentage score 81-89 the frequency was 3 with (14,28%) percentage, score 71-78 the frequency was 10 with (47,62%) percentage, the last score consist 60-70 with frequency (19,0%) percentage and it mean that the students writing was good

with the main problem was grammar when using simple present tense as language features.

Meanwhile, the other research had different result from Ridwan (2020). The researcher summed up that the ability level of third year students of the English Study Program of FKIP UIR in essay writing was fair with the average score 69,66. In details, 5 students were in excellent level with the score range 90-100. It mean that they could write essay writing well. Then, 3 students were in very good level with the score range 80-89. After that 9 students were in good level with the score 70-79, it mean that they had a good ability in essay writing, the 5 students was in poor level with the scre range <59, with main probem was dominated by mechanic aspect with the average score was 94 (3.13)

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The researcher analyzed the students writing ability with the ways to get the conclusion or represent the data the researcher calculated that all of scores that given by the raters. The researcher sumed up that that the students writing ability in descriptive paragraph belong to good (64%) category. It proved that there were 17 students got that category as the highest score 77,7 and the lowest was 61,3. Then, there were 9 students include the excellent category(33%) which the peak score was 88,7 and the low position is 80,3. And there is only one student join in average category (3%) who get 57,3 point for this test. Based on the representation data in this research, students ability in writing descriptive paragraph was good.

In addition, the student ability in writing descriptive paragraph the highest mean or score in content aspect which there is no significant differences between each aspect. The content score is 22% from the 27 samples Besides that, the second highest is punctuation and mechanics profly 21,2% score. Then, the the third on organization. The total score on organization is 21% quite different than punctuation and mechanics. Fourthly, the format was 20,4% on this research that get by the students. Then, grammar aspect. It is 18% merely from the total score and from 27 students as the sample. The result of this research depicts that the element in writing descriptive

paragraph that become problem to the students are grammatical and sentence structure. It proves that from grammatical and sentence structure have smallest mean or lowest than the other (18%) even it is not really far from the content aspect. Grammar and sentence structure were very important in writing descriptive paragraph. Grammar determines the success in creating paragraph that can be understood by the readers. Grammatical accuracy is very meaningful, this determines how the audience or reader point of views the work presented. (Djiwandono, 2016:1)

5.2 Suggestion

The researcher will like to give several suggestions that are proposed that hopefully useful as following :

5.2.1 Suggestions for the English Lecturers

1. The lecturer should be taught the students in writing based on their knowledge.
2. The lecturer should be provided the test to know the student ability and shortcomings.
3. The lecturer should motivate the students prior to teaching-learning process, especially in writing.
4. The lecturer should choose appropriate media in teaching writing based on the aids of students.

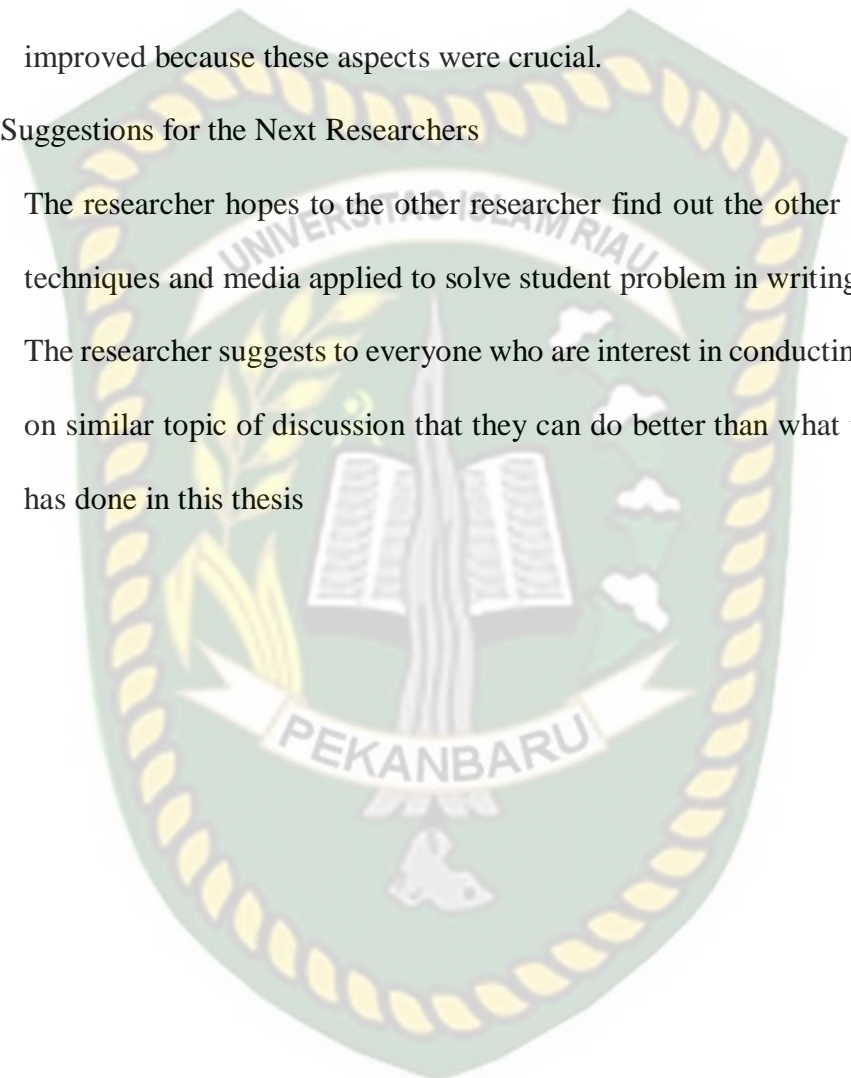
5.2.2 Suggestions for the students

1. Students should be improved and keep intention to learn English especially in writing like how to mastered components of writing (vocabulary, grammar, content, organization, and mechanics).

2. Students have to be active in learning process
3. Students have to get more references to learn English.
4. In writing, using grammar, sentence structure, and vocabulary have to be improved because these aspects were crucial.

5.2.3 Suggestions for the Next Researchers

1. The researcher hopes to the other researcher find out the other way, strategy, techniques and media applied to solve student problem in writing.
2. The researcher suggests to everyone who are interest in conducting the research on similar topic of discussion that they can do better than what the researcher has done in this thesis



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