

**AN ANALYSIS OF STUDENTS' WRITING DESCRIPTIVE TEXT AT
THE FIRST YEAR SMAN 4 PEKANBARU**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of
Sarjana Degree in English Study Program*



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ABSTRACT

Frescha Rizkia Loka. 2020. *An Analysis of Students' Writing Descriptive Text At The First Year SMAN 4 Pekanbaru*. Thesis. Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.

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The Objective of this research is to know the writing ability in descriptive text made by the first year students at SMAN 4 Pekanbaru. The ability to write the descriptive text is one of the requirements of the students. Descriptive text is one of genres which is demanded to master by high school students in Indonesia. The researcher want to find out how far the improvements of tenth grade students' skills in writing descriptive text.

This research is qualitative research. the sample of this research is 15% of 192 students, means the sample of this research is 29 students. The researcher used writing test as the instrument. This research has four components such as content, organization, grammar, vocabulary, and mechanics.

The result of this research was found the writing ability of descriptive text at the first year SMAN 4 Pekanbaru belong to excellent (90%). It proved that there were 26 students got that category as the highest score 96 and the lowest was 82. Then, there were only 3 students include good category (10%) which the highest score 79 and the lowest was 74. Based on the representation data in this research, students ability in writing descriptive text was excellent. Therefore, further research in writing ability and its solutions are needed to help students to learn English better

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Writing is one of language skills that should be mastered by students. Writing is also the main component of teaching and learning process. It is one of productive skills and activities of expressing messages, ideas, feeling and information in written form. In the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be learned almost by the students in every levels of education. In writing needs well knowledge and hard thinking when the writers produce words, sentences, and paragraph at the same time. When the students produce writing a text, they need to be good grammatical structure, mechanic, vocabulary or word choice, organization and content. All these components must be paid attention to support the students' achievement in writing and can help the students to arrange and organize their writing.

In other hand, writing process is easier than speaking process because people who write something have time to think the idea and find out the right words then expressed it into writing. The teaching of writing is aimed at enabling students to master the functional text and monologue text or paragraph in the form of descriptive, narrative, recount, procedure and report.

One kind of text that can be learned by students in Senior High School at the first year is descriptive text. The ability to write the descriptive text is one of the requirements of the students. From the five kinds, the researcher focus on

writing skill, especially paragraph descriptive. So, it is a must for the students to be able write descriptive text.

Descriptive text is a text which is intended to describe a particular thing, person, animal and place. To practice the students' writing, they can start writing the generic structure of the text first that's consist of identification and description. To make descriptive text, the students must to understand that there are four language features of descriptive text : specific participant, using adjective to explain noun, using simple present tense and using action verbs.

According to Eko (2017) stated that the process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on, so that the readers or hearers can possibly notice what the writer is writing about as if they could directly see it through their own eyes. In writing a descriptive text, the students must describe what they want to tell about, so the readers or hearers can imagine and understand the text clearly.

Descriptive text is one of genres which is demanded to master by high school students in Indonesia. The researcher want to find out how far the improvements of tenth grade students' skills in writing descriptive text. The researcher conducts this research at SMAN 4 Pekanbaru that located at Jalan Adi Sucipto Number 67 Kec. Marpoyan Damai.

Writing is a challenge for some students. Most of students consider writing is one of difficult skill than others. Therefore, the students should have an extensive knowledge if they want to write anything because it will support their

writing. And the problem which is often found in writing descriptive text is the students forget about the generic structure of descriptive text. They are straight to describe the thing that they want to describe. So, it is the reason why the researcher doing this research that related with students' ability in writing text, especially in descriptive text because there are many students could not still write well.

Finally, from all of the explanation above, the researcher is interest to analyzing students' ability in writing skill with title is "An Analysis of Students' Writing of Descriptive Text at the First Year SMAN 4 Pekanbaru".

1.2 Identification of the Problem

Based on background about the problems, in order to produce a good products there are several things which should be known and master for students before writing descriptive text, they are:

First, students should be able to develop the ideas into descriptive text. It is called content. Descriptive is a type of written text which has the specific function to give description about an object. When the students write the descriptive text, it should be related with the topic, and the details should be related and also clear with the topic that want to describe.

Second, the students should use the correct grammar or sentence structure in writing descriptive text. Descriptive text usually is used present tense. Simple present tense is one of language structure. It dominantly because in descriptive text includes fact, general accepted – facts or reality.

Third, use the correct word choice of vocabulary. It should be in order to make the meaning clear, so the readers can understand the message from the writer. Effective choice of words and words form can be done to avoid misunderstanding in using the language for communication, especially in writing descriptive text. Sometimes, the lack of vocabulary became the most problem in students.

Fourth, is mechanic. Mechanic is also important for the students. Mechanic is concluded into spelling, punctuation (period and comma), and capitalization. It looks easy but most of the students should pay attention with these in order to avoid misspelling and miss putting punctuation mark.

At last, students should be able to comprehend about generic structure of descriptive text. As explained before, the generic structure of descriptive text is identification and description. Identification is a statement of topic or subject that wants to be described; description is the details of identification. When the students writing descriptive text, they should pay attention in organization, it means generic structure of descriptive text. Identification should be complete and descriptions are arranged with proper connection.

However, all of these components will be worked successfully if the students know the purpose of text, especially in writing descriptive text. If the students do not know the components of writing, they can not make a good paragraph. Therefore, the students should know about it. As already discussed previously, the researcher will be focused on the students' ability in aspect writing such as grammar, vocabulary, mechanic and organization of descriptive text.

1.3 Focus of the Problem

The problem will be discussed in this study focused the research on analyzing student's writing ability of descriptive text. The researcher focused on the writing components of writing in descriptive text are: content, in the content the student's writing focused in topic and details. Then grammar, in grammar is focused in using present tense. Next is vocabulary. Then, mechanic, mechanic refers to in spelling, punctuation and capitalization. And the last is organization, in organization is focused in identification and description because the text is uses descriptive text.

1.4 Research Question

Based on the focus of the problem above, the researcher plans to do an analysis of students' writing of descriptive text at the first year SMAN 4 Pekanbaru. The formulation of the problem in this study as follows:

1. How good are the students' ability in writing descriptive text of writing aspects made by the first year at SMAN 4 Pekanbaru?

1.5 Objective of the Research

This research is conducted for an objective:

1. To find out the students' ability in writing descriptive text at the first year SMAN 4 Pekanbaru.

1.6 Assumption

Based on the formulation in this research, the researcher assumes that the first year students of SMAN 4 Pekanbaru are able to write descriptive text and comprehend the generic structure of descriptive text.

1.7 Significance of the Research

The needs of this research are expected to give information to the following concerns:

1. The teacher: the result of this study can be use as an overview of students ability in writing paragraph, so as optimize the students' ability in writing descriptive text.
2. The students: share the information about errors encouraged in writing and it can increase students' knowledge about how to write descriptive text.
3. Researcher: can be used as general overview of the things the students' problem in writing paragraph so that it can find another technique and strategy that can be use to improve students' ability in writing paragraph in another study in the future.

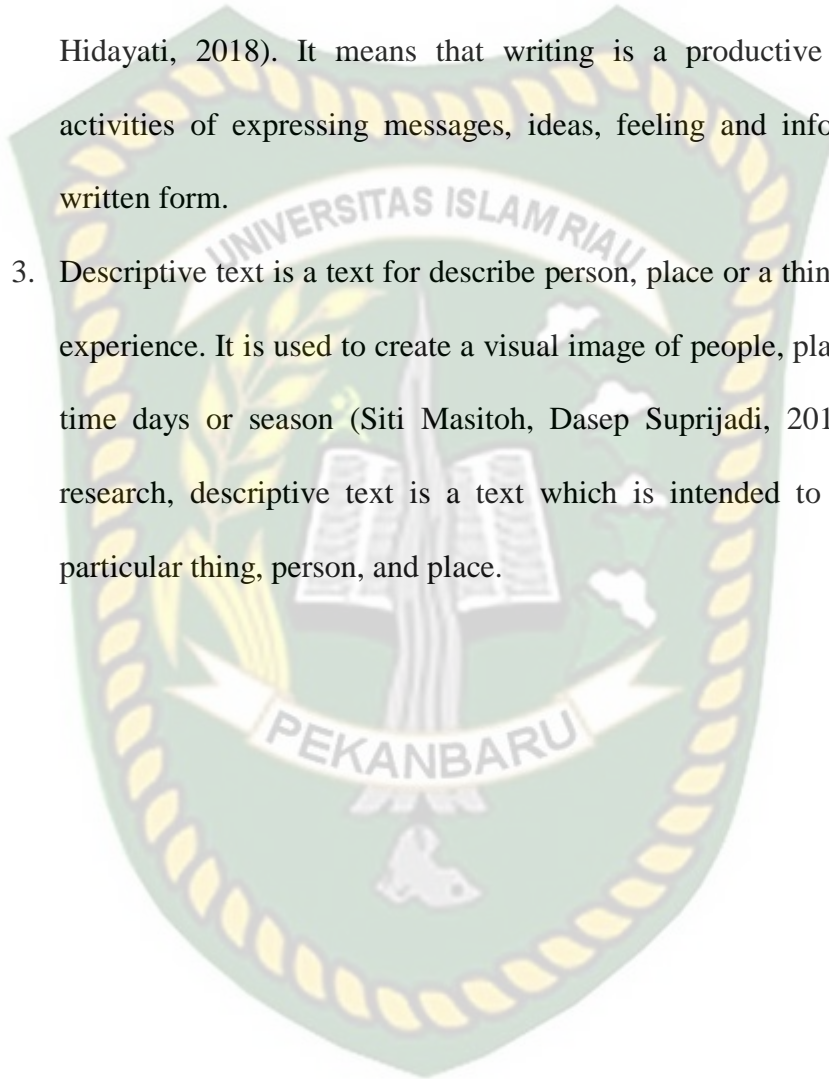
1.8 Definition of the Key Terms

In order the reader is clearly about the meaning of terms in this case, the researcher explain the definition of the term used in this study:

1. Analysis is the process of breaking a complex topic or substance into smaller parts in order to gain a better understanding (Aristotle, 2012).

In other word, analysis is a process of studying something in an organized way to learn more about it.

2. Writing is a process of communicating with others in which a writer sends the ideas and thoughts in written forms to readers (Kuni Hikmah Hidayati, 2018). It means that writing is a productive skills and activities of expressing messages, ideas, feeling and information in written form.
3. Descriptive text is a text for describe person, place or a thing by visual experience. It is used to create a visual image of people, place, even of time days or season (Siti Masitoh, Dasep Suprijadi, 2015). In this research, descriptive text is a text which is intended to describe a particular thing, person, and place.



CHAPTER II

THEORITICAL FRAMEWORK

2.1 Relevance Theories

There are several concepts that are going to discuss in this chapter. First, the writer present the definition of writing, component of writing, purpose of writing, process of writing, advantages of writing, and teaching writing for Senior High School.

2.1.1 Definition of Writing

Writing is one of English Language skills that is a taught in Senior High School. Writing is very important capability for being owned by students and writing is also an excellent communication tool. Through writing, each person is able to convey feelings, ideas, and announcements for others. Javed, at all (2013) define writing is one of the four basic skills. It is generally considered one of the most difficult that other skills for foreign language students. The students start learning to communicate through written form as they begin to interact with others at school level. Students can convey their ideas in their mind by organizing them into a good text so that the others know them and they think critically.

In addition, writing activity can fill someone spare time and it makes enjoyable as long as she or he has enough ideas to achieve. While writing, people keep purpose in mind that they have collected in their brain and things. Based on the genre such as procedure text, descriptive text, recount text, narrative text,

report text, news item, analytical exposition, hortatory exposition, spoof explanation, discussion, review, public speaking.

Writing is one of productive skills which need to be learned by language learners. They learn writing as an essential component not only for their academic practice but also later in their professional life. It is a bridge between people deliver information and message. There are many experts who define what writing is. According to Koura and Zahran (2017) define writing is considered as a tool for creation and using ideas for communicative objective in an interactive way. Accordingly, the successful transmission of ideas from an addresser to another via text and this exchange of information through writing becomes a powerful means to promote and develop the language skill. In learning language, writing is one of skills that become exclusive domain needed in global literature community to communicate ideas in written language such as scientist, business, transactional, records and legal document, political and military agreement. 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.

Irda, at all (2017) define writing is a process of activities of the human mind who want to express something to others in the form of writing. Writing is productive skills that is supported by receptive skill. When students want to formulate the ideas, the students must to have sources that help them in critical thinking; receptive skill. From receptive skill whether reading or listening are able

to help students of producing language and written because writing can stimulate and support critical thinking skill of students.

Writing is also one of the productive skills which involves communicating a message in the form of letter and symbols. Communicating means sending certain information to others, so a message must have a purpose. In other words, writing skills produce a written product which has certain information. Furthermore, writing is a device of expressing one idea feeling into written form.

Writing is a process of expressing through and feeling or thinking and experience. As like Maulida and Pujiati (2018) say that writing is a whole series of one's activities in order to express ideas pass them through written language to others in order to be easily understood. It means that writing is a process to share ideas, feelings, become written words in order to make the readers understand what the writer's purpose.

According to Indrilla and Ciptaningrum (2018) say that writing is how person communicates his or her thoughts and feelings by visible signs, understandable not only for himself but also for all other people. It means that when one writes, she or he can express her or his feelings and thoughts, from words into sentences and sentences into paragraph with meaning.

Writing is also a field to explore, to express, to develop main idea values, and perceptions. Writing is an efficient tool to facilitate and reinforced other languages. Reading vocabulary and grammar skills are employed in the act of writing in order to give the reader a good senses of the writer's meaning. Furthermore, writing is the last one goal of learning English that is to provide

opportunities for students to explore their opinion, to discuss their ideas, and to share their experience of through written communication.

Moreover, according to Firdaus, at all (2017) said writing is being the important skill for academic purposes. Through writing, students can share their ideas and their knowledge about facts and opinions of what they have received. In other words, writing is a process of transferring ideas into written form that is understandable. Writing is not a simple activity because there are a lot of aspects and steps that must be mastered by the writer.

Meanwhile, according to Key Hyland (2009) said writing is disembodied. It is removed from context and the personal experiences of writers and readers because meanings can be encoded in texts and recovered by anyone who speaks the same languages as the writer. Writing is a progressive activity that requires enough time to think about specific topics, to analyze, select, and to organize an experience according to a certain purpose. It means that when you write something down, you have already been thinking about what you are going to say.

For students, writing is to build their idea in their writing. writing skill is very complex. It require many aspects that should be considered in writing such as developing ideas, grammatical devices, choice of words, writing strategy and so on. So, from the explanation above, it can be drawn the conclusion that writing help students in learning, because: writing reinforce the grammatical structure, vocabulary, efforts, to express ideas, to explore ideas use of eyes, hand and brain are a way to reinforce learning.

As stated by Nguyen (2015) writing is an extension of human language across time and space. Writing most likely began because of political expansion in ancient cultures, which needed reliable means for transmitting information, maintaining financial accounts, keeping historical records, and similar activities. Writing is a skill, which is not only helpful in writing to English, but also useful to improve other considerably.

Writing is productive skills used to express through actions, and ideas and even to share information in written form. This activity requires excellent ability in constructing words into sentences for developing one mind idea that absolutely contain within paragraph. Yet the number of sentences is not considers necessarily as long as it contain one's certain main ideas.

Moreover, according to Elise (2016) define writing is a complex activity involving the orchestration of a variety of processes. Models of writing have aimed to highlight the multiple processes that writers are engaged in while composing a text. More specifically, a writer must generate ideas, and think about how to organize these ideas into a coherent text. Writing is also need to coordinate multiple linguistic skills to generate a written product. In this respect, oral language skills (e.g., morphology, vocabulary, grammar) are foundational for children's writing development, because ideas need to be translated into oral language before they can be transcribed into written symbols.

In addition, writing is the process of selecting, combining, arranging and developing ideas effective sentences and paragraph. It means that before the students writing their ideas, they have to select the idea firstly and then combine

them to make a good sentences. So, students can arrange ideas into sentences, then the sentences to be a good paragraph. Writing is a unit of discourse because the process of writing is not short. It needs long process to make a good writing. if the students do it well, their hand writing can be understand by the reader.

2.1.2 The components of Writing

Writing is one of communication skill which is an important way 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 component or aspect to extend indirectly message. In writing the target language, the learners who want to master the language have to pay attention to some aspects of writing in order that they are able to write well.

There are some components that should be considered in writing activity by the researcher. It is very important to understood because the written form will be evaluated that is good or not form the components of writing. According to Frangelina (2017) mentioned there are five components of writing, they are:

1. Dealing with the content

The students were able to develop their writing adequately and relevant to the topic. The students could develop the idea into more complex one. They started to add some supported information in their writing.

2. Dealing with the organization

The students were able to produce and to enhance a well-organized and cohesive text. Their writings were well written and well read. The ideas were clearly stated and supported.

3. Dealing with the vocabulary

The students were able to use correct and appropriate words. Students' mastery of vocabulary had obviously improved. They were accustomed to open the dictionary to find the words. Sometimes, they discussed with friends in choosing the appropriate words.

4. Dealing with the language use

Many students were able to distinguish nouns, verbs, and adjectives. They also had been able to use *is, am, are* properly. In addition, they were able to use the simple present tense appropriately.

5. Dealing with mechanics

The students were able to use correct punctuation and capitalization well. They got used to put full stop in the end of sentences. Then, they were able to use capital letters appropriately. They always paid attention to the spelling of the words.

There are some components of writing as the consideration to establish a good text in given by the experts. If the writers want to make a good writing they should understand about these components, and apply these in order to make the readers understand and the purpose from their mind delivered to the readers because good writing can be seen from how far the readers understand it.

2.1.3 The purpose of Writing

Purpose is very important in all of the activities. The purpose of teaching writing at the first year of Senior High School is to make the students able to express the meaning in a short essay such as descriptive text by using accurately written language to interact with their environment in other words. In all languages, writing is commonly a difficult activity. Writing is the skill in which many students are least proficient, be it in their native language or foreign language as writing has the least use except to some professionals. In school, writing test is a compulsory test to evaluate the students' mastery. Meanwhile, based on the syllabus teaching writing have a purpose to express meaning and theoretical step of a simple and short paragraph by using various written language accurately, fluency, and it interact in the form of descriptive text and report text.

According to Xhuvani (2015), a person with good writing skills is always victorious expressing oneself. The writing skills is the 'hard copy' of your intellectual level or the level of your expression. It means that writing is one of difficult skills to be learned because someone who write something is using their intellectual to express what they want to tell or giving information by written form.

Furthermore, according to Harlena, at all (2019), writing allows people to communicate with others removed in both distance and time. It can promote a sense of heritage and purpose among larger groups of people. Through writing, people can communicate with others in long distance, deliver information, express ideas, messages, and also opinion.

Pertaining with all explanation above, the researcher concludes that writing have a many purposes. It is known that the purpose of writing is to give information, persuade, entertain and the feeling expression of the writer in the writing. writing also means of communication. Communication in here has a meaning that writing enables the writer to express about their ideas and their feeling to the reader. The writer intends to give information or explain something to the readers through their works. For students, writing as the activity that can increase their communicative skill, and as facility to critical thinking and understanding.

2.1.4 The Process of Writing

The writing process comprise the mechanic by which writers create publishable product. It is the method : all writers use to generate ideas, choose and organize these ideas, write and revise their pieces, and format them for the publication, writing is a progressive activity. It means that when the students first write something, the students have already been thinking about what students going to say and how students going to say it.

Then, after the students finishing writing, the students read over what the students have written and made changes and correction. Therefore, writing is never a one step action. It is process that has several steps. According to Oshima and Hogue (2007) from his book *Introduction to Academic Writing*, there are five steps processes in writing:

1. Prewriting

The first steps is called *prewriting*. Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic. You will practice with the technique called *listing*. Listing is a prewriting technique in which you write the topic at the top of a piece of a paper and the quickly make a list of words or phrases that come into your mind.

2. Organizing

The next step in the writing process is to organize the ideas into a simple outline. The writer of our models wrote a sentence that named the topic (his grandfather) and told the main idea (his grandfather help his community). Below the first sentence, he listed the two main ideas and any other words and phrases from the list that gave more information about them.

3. Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. Notice that the writer added some ideas that were not in his outline. Notice also that he added a concluding sentence at the end.

4. Polishing

In this step, you polish what you have written. This step is also called *revising and editing*. Polishing is more successful if you do it in two

steps. First, attack the big issues of content and organization (revising). The work on the smaller issues of grammar, punctuation, and mechanics (editing).

5. Final copy

Write a final copy. Hand in your rough draft, your second draft, your final copy, and the page containing the two editing worksheets.

Those steps should be mastered by students. Before starting to write descriptive text, teacher tell to the students what topic have to write about. Students starting through drafting which help them to continue to become complete paragraph. Before submit/publish, they have to edit or recheck their writing in order become a good writing.

2.1.5 The Advantages of Writing

According to Huy (2015), there are advantages in writing:

1. Writing is a good way to help develop students' ability of using vocabulary and grammar, increasing the ability of using language.
2. Writing is an essential tool to support other skills. If a students have good writing ability, they can speak and read the text more effectively.
3. Writing is a way to approach modern information technology as well as the human knowledge.

Otherwise, it is necessary to master writing skill because it can help people have a well prepared when finding a job or attend English courses. With those advantages, writing is really very important to every students.

2.1.6 Teaching Writing for Senior High School

Based on the current school-based curriculum, writing is one of the language skills that must be taught at Senior High School. The teaching of writing aims to enable students to master the functional text and monologue text or paragraphs in the form of descriptive, narrative, recount, procedure, and report (Rivai, at all, 2017). The first year students are expected to be able to express meaningful ideas in terms of functional text and create simple or short essay in form of descriptive or procedure to interact with people in their nearest environment.

Writing at Senior High School has been introduced to the students. The process of teaching writing to the students of Senior High School can be informed independent construction and joint construction. In independent construction, the students write paragraph individually, in joint construction, they write English paragraph in a group by paying attention to the components of writing, such as grammar, vocabulary, content, mechanics and etc.

According to Ratminingsih, at all (2018) states writing is one of the four important language skills needs to be acquired by EFL students. This productive skills plays an important role as to enable them to create their own pieces of writing in different genre texts as required by the curriculum. Writing can reinforce grammatical structure, vocabulary and even improve other language skills such as reading, listening and speaking. Writing skill possessed by the students which reflects their knowledge and the way they think, do, and feel expressed in their writing.

Meanwhile, the purpose of language teaching in Senior High School relating to writing are: students can develop the competence of communicating in oral and written form to achieve the level of functional literacy, students have an awareness of the importance of English to improve the competitiveness of the nation in a global society, and to develop learner's understanding of the interrelationship between language and culture.

Writing is very important language in human life, through writing form they can express ideas, thoughts, feelings and their ability to others through. The thing that makes writing very important in this life is it can share very useful information, observation and ideas for people who need these from the writing.

2.2 Writing Descriptive Text

There are several concepts that are going to be discussed. First, the researcher presents the concept of definition writing descriptive text, kinds of descriptive text, and generic structure of descriptive text.

2.2.1 Definition of Descriptive Text

A descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader. Additionally, descriptive text is a paragraph that is defined as a group of sentences that are closely related in through and which serve one comment purpose often used to describe what a person looks like.

Many linguistic and theorists have given various definition about descriptive text. Wardani, at all (2014) stated descriptive text is a text that gives information about particular person, place, or thing. From the definition above, it

can be inferred that descriptive text is a text that giving description of an object to the reader clearly. Description writing vividly portrays a person, place or things in such a way that reader can visualize the topic and enter into the writer's experience. It is a way to enrich other forms of writing or as a dominant strategy for developing a picture of what something looks like.

In addition, according to Husna, at all (2013), descriptive text is a text which a writer tries to picture what she or he is describing. The descriptive text is really different from the other kinds of text. Descriptive text is the text that describes something by using a careful selection of detail to make an impression on the reader. Then, the descriptive text is usually in simple present tense. It is necessary for the teacher to make teaching and learning writing descriptive text more interesting.

Furthermore, descriptive text fall into two board categories: objective and subjective. Objective paragraph describe the topic a literal, impartial way. As much as is possible, the writer's feelings are not revealed. These types of paragraphs tend to include words that do not convey a high degree of emotion. Descriptive writing is that domain of writing that develops images through the use precise sensory word and phrases, and through devices such as metaphor and the sounds of words. The term descriptive writing rightly makes us think of wonderful poetry, of vivid story paragraphs that help us see settings of forests city streets, of passages that show us people acting, speaking, and feeling in ways that make them believable and real to us.

From the explanation above, it can be drawn conclusion that descriptive can give the information to the readers use detail about subject looks, sounds, smell, taste in order to makes the reader can imagine the object and also description helps the reader, through her or his imagination, to visualize a sense or a person, or to understand a sensation or an emotion. Descriptions are divided into two categories: objective and subjective. In objective description you record details without making any personal evaluation or reaction. In subjective description, you are free to interpret the details for your reader; your reaction and description can be emotional and value-loaded.

In addition, descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance. According to Masitoh and Suprijadi (2015), descriptive text is a text for describe person, place or a thing by visual experience. It is used to create a visual image of people, place, even of time days or season. It may also be used to describe the outwards appearance people. It may tells about their traits of character and personality.

Then, descriptive writing is one of the type of writing that should be taught and mastered not only by English teacher, but also by Senior High School students. The descriptive text is usually as a main idea of the paragraph or called as a general statement, and the description of the descriptive text is about the explanation of general statement or main idea of supporting details to the general statement (Rivai, at all, 2017).

Meanwhile, according to Fakeye (2016), descriptive is the way of picturing images in verbally or written form and arranging those images systematically. Its mean that descriptive text is a way to give information by describe an object (particular place, person or thing). Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experiences with them.

From the explanation above, the researcher concludes that descriptive text is one of text which giving information about something. Descriptive text describes about a particular person, place, and thing specifically. Descriptions are divided into two categories: objective and subjective. In descriptive text the writer creates the sense of impression of feeling, sound, taste, smell, and look of things and should help the readers to understand a sensation or an emotion. When writing the descriptive text, the writer uses vivid language to make the object describe come alive.

2.2.2 The Purpose of Descriptive Text

The social function of descriptive writing is primarily to describe a person, place, or thing in such a way that picture is form in reader's mind. According to Potradinata (2018) stated the purpose of descriptive text is to describe and reveal a particular person, place, or thing in details or specific to make the reader be able to visualize the description.

In addition, according to Bosede and Fakaye (2016) descriptive texts present the appearance of things that occupy space, whether they are object, people or buildings or cites. It can be concluded that descriptive text is used to describe everything, which is seen by a writer in detail.

2.2.3 Generic Structure of Descriptive Text

In writing description, the writers choose word that draws a figure to the readers. They use and add the language to show a vivid impression of what the writers seen, heard, smelled, tasted or touched. The descriptive text will be better if the writer's explanations are more clearly. According to Zulaikah, at all (2018) states the generic structure of descriptive text consists of identification and description. It means that, in description component, the students have to describe parts, characteristics of the objects and qualities. Sometimes, the students can not organize the paragraph well. Beside identification and description component, in organizing ideas the students also have to pay attention to the chronological order to their text. Chronological order is ordered by time, it uses to explain the process. Chronological order also used to describe events period of time.

According to Wardani, at all (2014), the generic structure of descriptive text consists of identification and description. The generic structure of descriptive text are show in the following table:

Table 1

The Generic Structure of Descriptive Text

Generic Structure	Function
Identification	<ul style="list-style-type: none">- The identification usually in first paragraph, it is uses to introducing subject or thing that will be described to the readers.
Description	<ul style="list-style-type: none">- Description itself has a function to support the identification.- Description is brief details about who, or what the subject.

Example of descriptive text:

My Best Friend, Ernesto

My best friend is Ernesto and he is my classmate. We go to school together.

Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher. **(Identification).**

He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him. Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient. He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me

to work harder. He keeps me away from bad company. I am happy to have such a friend. **(Description).**

My cat

I have a cat in my house, the cat is male. I like call him “Papay”. He is an adorable cat, my cat is cute. His body is fat. He has black and white fur. I really love to cuddle him because his fur feels soft. Every morning my mother gives a fish, sometime he usually scratches out my arm when I play with him.

(Identification)

He is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table. “Papay” often goes out to find for food at night. And sometime he brings a mouse on his mouth. Then he eats the mouse in the back of my house for himself. **(Description)**

My School

My school is green and clean. There are many big trees which make the air become very clean and fresh. The area of my school is around 1000 meter square, surrounded by bushes and fences. **(Identification)**

In my school there are 30 buildings which consist of 21 classrooms, 2 teacher rooms, science laboratory, a language laboratory, toilets, multimedia room and a hall. In the school entrance there’s this security post where all the securities are staying. There is also a fountain and a small garden with colorful flowers.

(Description)

2.2.4 Relevance Studies

The following is related studies which deal with writing ability of descriptive text and its impact, as an innovative strategy, on teaching and learning writing.

Firstly, Liliana (2018) with the title “ An Analysis of Students’ Ability in Writing Descriptive Text at the Tenth Grade of Senior High School 1 Tambang “. The purpose is to analyze the students’ ability in writing descriptive text at the tenth grade of Senior High School 1 Tambang.

Secondly, Rachmawati (2018) with the title “ The Writing Ability of Descriptive Text of the Tenth Grade Students of SMA PGRI 1 Pati “. The purpose is to know the effectiveness of roundtable technique in teaching writing descriptive text for the tenth grade students of SMA PGRI 1 Pati.

Based on the analyzed that is done by Liliana and Rachmawati, they found the result of the research that it was concluded that the An Analysis of Students Ability in Writing Descriptive Text; therefore the researcher should continue using this Analysis in teaching writing.

In this research, the researcher focus only an analysis of students ability in writing descriptive text the writing component. They are content, organization, grammar, vocabulary and mechanics. Then, the researcher wants to know how writing ability students using analysis in developing descriptive text.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research is qualitative research. According to Glazar and Janez (2010), qualitative research is an exploratory approach emphasizing words rather than quantification in gathering and analyzing the data. It can be illustrated, that qualitative research is about research description. In this research, the researcher want to describe the first year students' at SMAN 4 Pekanbaru ability in writing descriptive text. This research has one variable that is students' ability in writing descriptive text is made by the first year students at SMAN 4 Pekanbaru. This study based on reality and conducted in the classroom.

3.2 Source of the Data

This research was conducted at the tenth grade of SMAN 4 Pekanbaru Academic 2019/2020. This research was done in one class. Time of this research was carried on October 2020.

3.3 Population and Sample of the Research

a. Population

According to Rahi (2017), population can be defined as all people or items that one wishes to understand. The population of this research is first year students of SMAN 4 Pekanbaru Academic 2019/2020. They divided into six classes; there are X MIPA 1, X MIPA 2, X MIPA 3, X MIPA 4, X MIPA 5 and X MIPA 6. Every class has same number of students.

Table 2

The population of the research

No	Class	Number of Students
1	X MIPA 1	32
2	X MIPA 2	32
3	X MIPA 3	32
4	X MIPA 4	32
5	X MIPA 5	32
6	X MIPA 6	32
	Total	192

b. Sample

According to Rahi (2017), sample is the process of selecting segment of the population for investigation. The data representative acquired with took samples of people who were chosen by researcher in accordance with the specific traits and characteristic.

Meanwhile, according to Arikunto (2002), the number of respondents is less than 100, with all samples taken. In order for the research to be population research. Whereas if the number of the participants. Sampling is over 100, so 10% - 15% percent or 20% - 25% or more is sampling.

Based on the theory above, the sample of this research is 15% of 192 population. Means, the sample of this research is 29 students.

3.4 The Research Instrument

This research conducted with one instrument to collect the data, the instrument is writing test. Writing test is used to know the students writing ability in descriptive text. The researcher use raters to guide in analyze the students writing ability of the first year students at SMAN 4 Pekanbaru. The raters are from SMAN 4 Pekanbaru as well, they are English teachers of SMAN 4 Pekanbaru, the reason of use the other raters in order to get objective result.

Table 3
The Blue Print of the Topics

No	Title	Text Type	Indicators
1	The figure were : 1. Favorite Teacher 2. Best friend 3. Pet 4. Parents	Descriptive Text	There are five aspects writing 1. Content 2. Organization 3. Vocabulary 4. Grammar 5. Mechanics
2	The Place : My School		

3.5 Data Collection Technique

In collecting data, the researcher will collect the data by taking the written test (students' writing). The researcher takes the teacher permission about taking the data. After had confirmation, the researcher join to the google classroom or whatsapp group and give five topics. The researcher writes the number of the topics and the students mentioned the number of these topics based on attendee's

number. After that the researcher gave the times it was about 60 minutes for written test.

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 give the score used scoring rubric that is analytic rubric adapted from Brown (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 5
Scoring Rubric for Assessing Writing Descriptive Text

Components of writing descriptive text	Scores	Indicators	Weighting
Content (C) 30% -Topic -Detail	4	The topic is complete and clear and the details are relating to the topic.	3 x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	

Components of writing descriptive text	Scores	Indicators	Weighting
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) 20% -Identification -Description	4 3 2 1	Identification is complete and descriptions are arranged with proper connectives. Identification is complete and descriptions are arranged with almost proper connectives. Identification is complete and descriptions are arranged with little misuse of connectives. Identification is complete and descriptions are arranged with misuse of connectives.	2 x
Grammar (G) 20% -Use present tense -Agreement	4 3 2 1	Very few grammatical or agreement inaccuracies. Few grammatical or agreement inaccuracies but not effect on meaning. Numerous grammatical or agreement inaccuracies. Frequent grammatical or agreement inaccuracies.	2 x
Vocabulary (V) 15%	4 3	Effective choice of words and words form. Few misuse of vocabularies, word	

Components of writing descriptive text	Scores	Indicators	Weighting
	2	forms, but not change the meaning. Limited range confusing words and word form.	1.5 x
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics (M)	4	It uses correct spelling, punctuation, and capitalization.	1.5 x
-Spelling	3	It has occasional errors of spelling, punctuation, and capitalization.	
-Punctuation	2	It has frequent errors of spelling, punctuation, and capitalization.	
-Capitalization	1	It is dominated by errors of spelling, punctuation, and capitalization.	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C+2O+2G+1,5V+1,5M}{40} \times 10$$

After the real score of the first year SMAN 4 Pekanbaru in writing descriptive text had been analyzed, the researcher needed to know the average of the students in writing descriptive text and classified their ability to the table followed:

Table 6

The Classification of Students' Score

No	Score Range	Categories
1	81 – 100	Excellent
2	61 – 80	Good
3	41 – 60	Average
4	21 – 40	Poor
5	0 – 20	Very poor

Cohen (1994:328)

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

CHAPTER IV

RESEARCH FINDING

In this chapter , the researcher provided the data obtained of the students' writing ability in writing descriptive text. The data was taken from the first year of SMAN 4 Pekanbaru.

4.1 Data Description

In order to collect the data, the researcher conducted a test. The test given was writing descriptive text. The researcher calculated the result based on formula of scoring rubric in previous chapter, and helped by two raters. For counting and scoring the data, the researcher used scoring rubric that adapted from Brown (2007). The components of writing paragraph are content, organization, grammar, vocabulary and mechanics.

Table 4.1

The Result of Students' Writing Ability From Rater 1 and 2

No.	Rater 1	Rater 2	Total Score	Categorized
1.	87	86	87	Excellent
2.	91	86	89	Excellent
3.	79	79	79	Good
4.	91	90	90	Excellent
5.	70	79	74	Good
6.	86	79	82	Excellent
7.	87	87	87	Excellent
8.	95	91	93	Excellent
9.	91	86	88	Excellent
10.	90	86	88	Excellent

No.	Rater 1	Rater 2	Total Score	Categorized
11.	91	87	89	Excellent
12.	95	90	92	Excellent
13.	95	87	91	Excellent
14.	91	86	88	Excellent
15.	90	87	88	Excellent
16.	91	90	90	Excellent
17.	91	91	91	Excellent
18.	95	91	93	Excellent
19.	95	95	95	Excellent
20.	91	91	91	Excellent
21.	86	86	86	Excellent
22.	82	90	86	Excellent
23.	96	96	96	Excellent
24.	95	91	93	Excellent
25.	87	86	86	Excellent
26.	95	96	95	Excellent
27.	74	74	74	Good
28.	95	95	95	Excellent
29.	91	87	89	Excellent
Total	2.593	2.545	2.565	
Mean	89,0	87,8	88,0	Excellent

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 26 (90%) students got excellent category and there were 3 (10%) students have good category.

In fact, almost of them had in one circle of classification, but they have different number of result in writing descriptive text. The highest one was gotten by student-23 which was 96 score included of excellent category. He got same score from the raters, it made this student belongs to excellent category and got the first place than the other member. Meanwhile, the good category got by the student-5 and student-27 with 74 mean score.

The total of all the scores in students' writing ability of descriptive text by two raters were 2.565 while the mean of the test from the raters was 88,0. It was clearly seen that the students writing ability in descriptive text were excellent classification (81-100).

4.2 Data Analysis

The researcher analyses the data of students based on the components of writing descriptive text (content, organization, grammar, vocabulary and mechanic). The description illustrates the students category in writing descriptive text.

4.2.1 Student 1

The ability in writing descriptive text was categorized excellent. Student 1 had difficulties in writing descriptive text on component grammar. In paragraph one, she was wrote "*I have a pet cat. It's name is Lolly*" this is incorrect, the correct is "*I have a pet, my pet is a cat, its name is Lolly*". Then, "*it's black and white color*" this is incorrect, the correct is "*it's color is black and white*". After that, she had wrong to write "*it's love*" this is incorrect, the correct is "*its love*". In addition, student 1 still wrong to apply the component organization because she

combine between first paragraph (identification) and second paragraph (description). For component content, she explained about it clearly and related to the topic. Then, she was excellent in component vocabulary and mechanic.

4.2.2 Student 2

The result of student 2 ability in writing descriptive text was categorized excellent. But, after analyzed the test, researcher summed up that there are an error in grammar. He was wrote "*have a lots of classroom*" this is incorrect, the correct is "*it has a lots of classroom*". Then, "*my school also a literacy school*" this is incorrect, the correct is "*my school is also a literacy school*". In component vocabulary, there was a repeated phrase "*so there are*", it's better if it is changed to be varied sentences like *therefore, thus, etc.*

The student 2 was categorized excellent in component content, organization and also mechanics. Because in content, the topic was completed and clear. Then, in organization, the identification was completed and description are arranged with proper connectives. In mechanics, it uses correct spelling, punctuation, and capitalization.

4.2.3 Student 3

The ability of student 3 in writing descriptive text was categorized good. She had difficulties in grammar. She was wrote "*he gives a name*" this is incorrect, the correct is "*the cat is named momo*". Then, "*the color of that cat is white*" more better if changed with "*momo is white*", because white is a color. She was also wrote a sentence "*its eyes and nose is black*" this is incorrect, the correct is "*its eyes and nose are black*" because it is plural not singular. The last

one is she was wrote *“the price of it is so expensive”*, it is better if changed with *“the cat is so expensive”* because expensive is price.

Furthermore, in component content was categorized good because the topic was completed and clear but the details almost relating to the topic. For organization was good because the identification was completed and description are arranged with almost proper connectives, it is same with vocabulary that was also good because few misuse of vocabularies, word forms, but not change the meaning. In component mechanics, it was uses correct spelling, punctuation and capitalization.

4.2.4 Student 4

Writing ability descriptive text was categorized excellent on student 4. But there were some mistakes in component grammar, she had wrote *“the pet has been considered like my everyday friend”* will be better it is changed to *“they has been considered like my everyday friend”*. Then, at second paragraph, there was something wrong. She had wrote *“has strong teeth”*, she did not put the subject at beginning, the correct is *“it has strong teeth”*.

Student 4 really pay attention in component content, because the topic was completed and clear and the details are relating to the topic. It is same with organization and vocabulary which had excellent category. And for mechanics, she had occasional errors of spelling, punctuation and capitalization.

4.2.5 Student 5

The result of student 5 ability in writing descriptive text was categorized good. He had most difficulties in writing descriptive text in component grammar.

There were something wrong, he had wrote “*I have favorite teacher*” this is incorrect, the correct is “*I have a favorite teacher*”. Then, he had wrote “*he taught me English*”, it is better if changed to be “*he is an English teacher*”. He was also wrote “*he wear glasses*”, this is can be replaced with a sentence “*he wears glasses*”. Then, “*he always make jokes in class*” should be replaced with “*he is always makes jokes in the class*”. Student 5 had incorrect to write “*he always patient*”, the correct is “*he is patient*” because after subject should be add to be. And the last one mistakes in grammar are she had wrote “*he gave us tips and trick*”, the correct sentence is “*he gives us tips and trick*”.

In addition, the topic was completed and clear but the details are almost relating to the topic. Then, the identification was completed and descriptions was arranged with almost proper connectives. There were few misuse of vocabularies, word forms, but not change the meaning. And for mechanics, there were occasional errors of spelling, punctuation and capitalization.

4.2.6 Student 6

The result of student 6 ability in writing descriptive text was categorized excellent because she had wrote the text with complete topic and clear, the details are relating to the topic. Then, the identification was completed and descriptions are arranged with almost proper connectives. Beside that, there were few misuse of vocabularies, word forms, but not change the meaning.

Meanwhile, student 6 had some difficulties in grammar. She had wrote “*I have best friend*” this is incorrect, the correct is “*I have a best friend*”. Then, she also writes “*she hobbies are*”, this is should be changed with “*her hobbies are*”.

After that, she had wrong to write *“he really like sleeping”* because the correct is *“he really likes sleeping”*. In mechanics, there were some sentences which not use capitalization at the beginning. But, overall was good.

4.2.7 Student 7

The result of student 7 ability in writing descriptive text was categorized excellent. In component content, the topic was completed and clear, the details are relating to the topic. Then, for component organization, identification was completed and descriptions were arranged with proper connectives. But, there were some wrong words. She had wrote *“ilmiah”*, this is incorrect, because it should be translate in English to be *“scientific”*. Then, *“Inggris”* should be replaced to *“England”* after translated.

Student 7 had most difficulties in grammar. She had wrote a sentence *“I have a small dog cute”* it should be replaced to *“I have a cute small dog”*. Then, she also writes *“he have ilmiah name”* this is incorrect, the correct is *“he has scientific name”*. Then, *“he comfort me when I sad”* should be changed with *“he comforts me when I am sad”*. She also had wrong when wrote *“I hope he never leave me”*, it is should be changed with *“I hope he never leaves me”*. Then, the last one is she writes *“I still assume he a little cute Russell”* this is incorrect, the correct is *“I still assume that he is a little cute Russell”*. Meanwhile, in component mechanics, there were some words did not use capitalization in the beginning of paragraph.

4.2.8 Student 8

The result of student 8 ability in writing descriptive text was categorized excellent. All components such as content, organization, grammar, vocabulary and mechanics are excellent. In component content, the topic was completed and clear, the details are relating to the topic. Then, un component organization, identification was completed and descriptions are arranged with proper connectives. Student 8 had very few grammatical or agreement inaccuracies. She also had effective choice of words and word form. And the last one is mechanics, she had uses correct spelling, punctuation and capitalization.

4.2.9 Student 9

The result of student 9 ability in writing descriptive text was excellent. He had some difficulties in grammar. First, he had wrote "*Bombay color is black*" it is better if changed with "*Bombay is black*". Then, she also writes "*she very kind*", it must added with to be "*she is very kind*". After that, "*she always following me*" should be replaced with "*she is always follows me*" because the descriptive text is use simple present tense. And also he incorrect in write "*they have waiting me*" the correct is "*they wait for me*". Then, she also had wrong when wrote "*Bombay have duty*" the correct one is "*Bombay has duty*". "*every time there is a strangers*" should be changed with "*every time there are strangers*", "*she always barking and sometime she chasing*" should be changed with "*she always barks and sometimes chases*", "*that's why I want to having a dog*" the correct is "*that's why I want to have a dog*".

Meanwhile, student 9 had completed and clear topic, the details are relating to the topic. For component organization, identification was completed and descriptions are arranged with proper connectives. And for mechanics, it had occasional errors of spelling, punctuation and capitalization.

4.2.10 Student 10

The ability in descriptive text was categorized excellent on student 10. She had lots of grammar mistakes, but in other component she was good. She had wrote *“his name is Narmelia”* this is incorrect, the correct is *“her name is Narmelia”*. Then, she also writes *“I always call him meme”*, the correct is *“I always call her meme”*. *“she know what I want”* should be changed with *“she knows what I want”*. Then, she also had wrote *“sometime she get angry due to small problem”* it is better if changed with *“sometimes she gets angry due to small problem”*. And the last one is she had wrote sentence *“we will have try to remain friend forever”*, this is will be a better sentence if changed with *“we will have to try to remain that we are friend forever”*.

4.2.11 Student 11

The result of student 11 ability in writing descriptive text was categorized excellent. There were some mistakes in grammar. He had wrote *“he and I are very close to home”* this is incorrect, the correct is *“he and I are live close to each other’s home”*. Then, *“andi also like cats in his house”* should be changed with *“andi also likes cats in his house”* because andi is singular. *“he has a lot of cat”* should be changed with *“he has a lot of cats”* because a lot is plural.

Furthermore, in component content, the topic was completed and clear. For organization, the identification was completed and descriptions were arranged with almost proper connectives. Thus, there were few misuse of vocabularies, word forms, but not change the meaning. And for mechanics, there was a mistake when he not uses capitalization at beginning of sentence.

4.2.12 Student 12

The result of student 12 ability in writing descriptive text was categorized excellent. But there were some mistakes in component grammar. He had wrote "*for few days*", the correct one is "*for a few days*". Then, "*if see her*" is better to changed with "*when they see her*". Thus, "*she also a very friendly and polite person*" should be changed with "*she is also a very friendly and polite person*" because after subject should be added to be.

Meanwhile, for content, the topic was completed and clear and the details were relating to the topic. Identification was also completed and descriptions were arranged with proper connectives. Student 12 had uses effective choice of words and words form. Thus, the last one is mechanics, it uses correct spelling, punctuation and capitalization.

4.2.13 Student 13

The result of student 13 ability in writing descriptive text was categorized excellent. He had some difficulties in grammar. He had wrote "*we always together*" this is incorrect, the correct is "*we are always together*". Then, "*he always look cheerful*" should be changed with "*he always looks cheerful*", "*he always laugh*" should be changed with "*he always laughs*". These are related to

the simple present tense which add “s/es” in verb if the subject is singular. Thus, he also had wrote a sentence “*when the weekend coming*” this is incorrect, the correct is “*when weekend is coming*”. Then the last one is he had wrote “*I often visits his house*” should be changed with “*I often visit his house*”.

Furthermore, the other components such as content, organization, vocabulary and mechanics was good. Because of the topic was completed and the details were relating to the topic. Thus, identification was completed and descriptions were arranged with proper connectives. He also uses effective choice of words and words form. Then, the text uses correct spelling, punctuation and capitalization well.

4.2.14 Student 14

The result of student 14 ability in writing descriptive text was categorized excellent. But, he had some mistakes in grammar. In paragraph one she almost use simple past tense, even though the descriptive text should use simple present tense. Thus, she had wrote “*he is very good at dance*” should be changed with “*she is very good at dance*”. She also missed to put the infinitive word in sentence “*she is very inspiring me study harder*”, it should added “to” after subject and before verb. Then, she had wrote “*she is able to make her parents proud her*” this is incorrect, the correct is “*she is able to make her parents proud of her*”. Last, she also had wrote “*I am happy to be friends with Desy*”, should be changed with “*I am happy to be her friend*”.

Furthermore, the other components such as content, organization, vocabulary was good. Because of the topic was completed and the details were

relating to the topic. Thus, identification was completed and descriptions were arranged with proper connectives. He also uses effective choice of words and words form. But there was a little mistake in mechanics because there were some words that did not use *full stop*. Then, she did not applied capitalization in the beginning of sentences.

4.2.15 Student 15

Student 15 ability in writing descriptive text was categorized excellent. There were some mistakes in grammar. He had wrote "*she teacher my class for four years*" should be changed with "*she teach my class for four years*". Then, she also had wrote "*she always cut her hair short*" this is incorrect, the correct is "*she always cuts her hair short*". Last, "*she has not married yet*" should be changed with "*she is not married yet*".

Furthermore, in component content was categorized good because the topic was completed and clear and the details are relating to the topic. For organization was good because the identification was completed and description are arranged with proper connectives, it is same with vocabulary that was also good because few misuse of vocabularies, word forms, but not change the meaning. In component mechanics, it was uses correct spelling, punctuation and capitalization.

4.2.16 Student 16

Student 16 ability in writing descriptive was categorized excellent. But she had some difficulties in grammar. She uses simple past tense even though descriptive text should use simple present tense. She had wrote "*I went to 4 senior*

high school” should be changed with *“I go to 4 senior high school”*. Then, *“my school was one of...”* this is incorrect, the correct is *“my school is one of...”*. Thus, she also had wrote *“this located inside AURI complex”* should be changed with *“my school is located inside AURI complex”*. *“there were laboratory rooms”* should be changed with *“there are laboratory rooms”*. Then, *“there is also UKS inside the school”*, UKS should be changed with *“student’s healthy rooms”*. Last, *“my school has parking lots”* this is incorrect, the correct one is *“my schools has lots of parking”*.

Meanwhile, the other components such as content, organization, vocabulary and mechanics was good. Because of the topic was completed and the details were relating to the topic. Thus, identification was completed and descriptions were arranged with proper connectives. He also uses effective choice of words and words form. Then, the text uses correct spelling, punctuation and capitalization well.

4.2.17 Student 17

The ability in descriptive text was categorized excellent on student 17. She got same score from rater 1 and rate 2. She had wrote *“they always cheer me up when im down”* it should be changed with *“they are always cheer me up when I am down”*. In component mechanics, she got some mistakes such as did not applied capitalization at beginning of sentences and did not put punctuation well. Other than that, she was almost excellent in writing her descriptive text test. The content in her paragraph was completed and clear, the details are relating to the

topic. Thus, identification was completed and descriptions were arranged with proper connectives. Overall it was a good descriptive text.

4.2.18 Student 18

Student 18 ability in writing descriptive text was categorized excellent although she had some mistakes in some components such as grammar, vocabulary and mechanics. She had wrote "*I have favorite teacher*" this is should be changed with "*I have a favorite teacher*". Then, "*I have many favorite teacher*" this is incorrect, the correct is "*I have some favorite teachers*". After that, "*she always healthy*" should be changed by "*she is always healthy*". Then, "*she is almost most perfect*" this is incorrect, the correct is "*she is almost perfect*".

Furthermore, in component content was categorized good because the topic was completed and clear and the details are relating to the topic. For organization was good because the identification was completed and description are arranged with proper connectives.

4.2.19 Student 19

Student 19 ability in writing descriptive text was categorized excellent because all components was almost perfect. There was no mistakes in every components. Its content was good, because the topic was completed and clear and the details are relating to the topic. For organization was good because the identification was completed and description are arranged with proper connectives. She also uses effective choice of words and words form. Then, the text uses correct spelling, punctuation and capitalization well.

4.2.20 Student 20

Student 20 ability in writing descriptive text was categorized excellent. She had some difficulties in grammar. She had wrote "*have long and smooth fur*" this is incorrect, the correct is "*it has long and smooth fur*" and also "*have long tail and short legs*" should be changed with "*it has long tail and short legs*". The last mistakes in grammar, she had wrote "*he really like sleeping*" this is incorrect, the correct is "*he really likes sleeping*".

Furthermore, student 10 also had some mistakes in mechanics. There were some sentences did not applied capitalization and also less precise in punctuation. But, the other components such as content, organization and vocabulary was good because the topic was completed and clear and the details are relating to the topic, identification was completed and descriptions were arranged with proper connectives. Then, it had use few misuse of vocabularies, word forms, but not change the meaning.

4.2.21 Student 21

Student 21 ability in writing descriptive text was categorized excellent. She had some difficulties in grammar. She had wrote "*his skin color*" this is incorrect, the correct is "*her skin color*" because the subject is female, and this error was repeated in student 21 text. She also had wrote "*he is allergy to...*" should be changed with "*she is allergy to...*". Then, "*his hobby is making very beautiful calligraphy writing*" this is better if changed with "*her hobby is writing very beautiful calligraphy*". The last one is she also writes "*she often tell jokes*" should be changed by "*she often tells jokes*".

Meanwhile, the other components was good except mechanics because some punctuation and capitalization are less precise. But, in component content was categorized good because the topic was completed and clear and the details are relating to the topic. For organization was good because the identification was completed and description are arranged with proper connectives and there was few misuse of vocabularies, word forms, but not change the meaning.

4.2.22 Student 22

Student 22 ability in writing descriptive text was categorized excellent. But there were some mistakes in her text such as organization, content and grammar. She had mention the reason how she got her lovely things at beginning of text, so she had 3 points in organization. In grammar, she had wrote "*the teddy I had always wanted*" this is incorrect, the correct is "*the teddy that I always want*". Then, she had wrote "*the doll has many design*" should be changed with "*the doll has many designs*".

Student 22 had good category in vocabulary and mechanics because she uses effective choice of words and words form. Then, the text uses correct spelling, punctuation and capitalization well.

4.2.23 Student 23

The highest one was gotten by student-23 which was 96 score included of excellent category. He got same score from the raters, it made this student belongs to excellent category and got the first place than the other member. But still there was a little mistakes in grammar, he had wrote "*it have a long hair*" should be changed with "*it has long hair*".

Furthermore, the other components such as content, organization, vocabulary and mechanics was good. Because of the topic was completed and the details were relating to the topic. Thus, identification was completed and descriptions were arranged with proper connectives. He also uses effective choice of words and words form. Then, the text uses correct spelling, punctuation and capitalization well.

4.2.24 Student 24

Student 24 ability in writing descriptive text was categorized excellent. There were some mistakes in grammar. He had wrote "*she teacher my class for four years*" should be changed with "*she teach my class for four years*". Then, she also had wrote "*she always cut her hair short*" this is incorrect, the correct is "*she always cuts her hair short*". Last, "*she has not married yet*" should be changed with "*she is not married yet*".

Furthermore, in component content was categorized good because the topic was completed and clear and the details are relating to the topic. For organization was good because the identification was completed and description are arranged with proper connectives, it is same with vocabulary that was also good because few misuse of vocabularies, word forms, but not change the meaning. In component mechanics, it was uses correct spelling, punctuation and capitalization.

4.2.25 Student 25

Student 25 ability in writing descriptive text was categorized excellent. There were some mistakes in grammar. She had wrote "*now she live at...*" should

be changed with “*now she lives at...*”. Then, “*she is very good English*” should be changed with “*she is very good in English*”, “*she has round face*” will be better if changed with “*she has a round face*”, “*the color skin is white*” should be changed with “*her color skin is white*”. Student 25 also had mistakes in using vocabularies. She had wrote “*house mother*” this is incorrect, the correct one is “*house wife*”. Then, “*chees*” should be changed with “*cheese*”.

Meanwhile, in component content was categorized good because the topic was completed and clear and the details are relating to the topic. For organization was good because the identification was completed and description are arranged with proper connectives. Then, the text uses correct spelling, punctuation and capitalization well.

4.2.26 Student 26

Student 26 ability in writing descriptive text was categorized excellent. All components such as content, organization, grammar, vocabulary and mechanics almost perfect. Because of the topic was completed and the details were relating to the topic. Thus, identification was completed and descriptions were arranged with proper connectives. Then, she uses few grammatical or agreement inaccuracies but not effect on meaning. She also uses effective choice of words and words form. Then, the text uses correct spelling, punctuation and capitalization well.

4.2.27 Student 27

Student 27 ability in writing descriptive text was categorized good because there were some mistakes in grammar and mechanics. He had wrote “*she has 4*

kitten” this is incorrect, the correct is *“she has four kittens”*. Then, *“the kitten is so cute”* changed by *“the kittens are so cute”* because the subject is plural. He also wrote *“ayla color is grey”* this is better if changed by *“ayla is grey”*, *“she always following me”* should be changed by *“she always follows me”*. Then, *“they waiting me”* this is incorrect, the correct is *“they wait for me”*. Whereas, in mechanics, he had something wrong in punctuation.

Meanwhile, in component content was categorized good because the topic was completed and clear but the details are almost relating to the topic. For organization was good because the identification was completed and description are arranged with almost proper connectives. Last, the text uses effective choice of words and words form.

4.2.28 Student 28

Student 28 ability in writing descriptive text was categorized excellent. All components such as content, organization, grammar, vocabulary and mechanics almost perfect. But there was a little mistake in grammar. She had wrote *“I like call him”* this is better if changed by *“I like to call him”*. Overall was good because the topic was completed and the details were relating to the topic. Thus, identification was completed and descriptions were arranged with proper connectives. Then, she uses few grammatical or agreement inaccuracies but not effect on meaning. She also uses effective choice of words and words form. Then, the text uses correct spelling, punctuation and capitalization well.

4.2.29 Student 29

Student 29 ability in writing descriptive text was categorized excellent. The sentence *“my father is brown with a full body”* in first paragraph should be replaced into second paragraph because it is the details of description, and the correct sentence is *“my father has brown skin”*. She also wrote *“have four children”*, there is no subject in this sentence, the correct is *“they have four children”*. Thus, there were some mistakes in vocabulary such as *“advantages”* should be changed by *“hobbies”*, *“off work”* should be changed by *“off duty”*, because the meaning of sentences will change.

Furthermore, identification was completed and descriptions were arranged with proper connectives. Then for organization was good because the identification was completed and description are arranged with almost proper connectives, and the text uses correct spelling, punctuation and capitalization well.

4.3 The Classification of Student’s 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 student’s result then classifies the scores in order to see the percentage and to measure student’s ability in writing descriptive text by using the 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-1	87	Excellent
2.	S-2	89	Excellent
3.	S-4	90	Excellent
4.	S-6	82	Excellent
5.	S-7	87	Excellent
6.	S-8	93	Excellent
7.	S-9	88	Excellent
8.	S-10	88	Excellent
9.	S-11	89	Excellent
10.	S-12	92	Excellent
11.	S-13	91	Excellent
12.	S-14	88	Excellent
13.	S-15	88	Excellent
14.	S-16	90	Excellent
15.	S-17	91	Excellent
16.	S-18	93	Excellent
17.	S-19	95	Excellent
18.	S-20	91	Excellent
19.	S-21	86	Excellent
20.	S-22	86	Excellent
21.	S-23	96	Excellent
22.	S-24	93	Excellent
23.	S-25	86	Excellent
24.	S-26	95	Excellent
25.	S-28	95	Excellent
26.	S-29	89	Excellent
Total		90,0	Excellent

The table above shows that there are 26 students got excellent category (the score 81-100) with 29 students as sample. To find out the percentage the researcher uses the formula that will be explain before.

$$P = \frac{26}{29} \times 100$$

$$= 90\%$$

From the result of percentage from all of the students' score in writing descriptive text have excellent category is 90%. It means that more than half from 100% of the sample belongs to excellent category.

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

Table 4.3
Students that Get Good Score in Test

No.	Student's Number	Student's Final Score	Category
1.	S-3	79	Good
2.	S-5	74	Good
3.	S-27	74	Good
Total		76	Good

On the other hand, the result of the data described that there are 3 students at good category (61-80) it has be known as the percentage of the classification by using the formula:

$$P = \frac{3}{29} \times 100$$

$$= 10\%$$

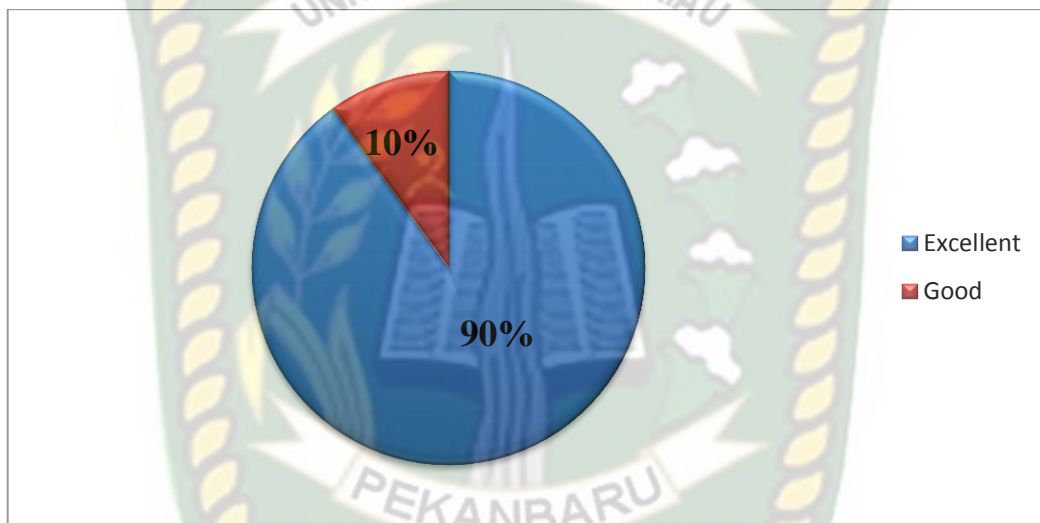
From the result of percentage from all of the students' score in writing descriptive text who get good score is 10%.

4.4 The Interpretation of the Data

The interpretation data can be find from the students in writing ability of the first year in academic 2019/2020 at 4 Senior High School Pekanbaru in writing descriptive text is excellent based on the calculating by two raters. It can be seen from the diagram below:

Figure 4.1

The percentage of student's writing ability from rater 1 and 2



From the diagram above, it could be reported that the student's writing ability of descriptive text made by the first year students in Senior High School Pekanbaru was excellent (90%). It proved by there were 26 students or 90% got excellent category (the score 81-100) as the highest score was 96 and the lowest was 82. Thus, there were 3 students or about 10% have good category (61-80) which the highest score was 79 and the lowest was 74. From the explanation, it could be conclude that the first year students in academic year 2019/2020 at 4 Senior High School Pekanbaru was excellent.

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

4.4.1 The Classification of Students Score Based on The Aspect.

a. The Result of Students' Score in Term Content

Table 4.4

Score of Content in Writing Descriptive Text

No.	Score of Students	Frequency	Percentage
1.	4	22	76%
2.	3,5	3	10%
3.	3	4	14%

The first aspect was content. Based on the data the highest score that got by the students was 4 and the lowest was 3. There were 22 students got the 4 points for this aspect it is mean 76%. Then, there were 3 students that got 3,5 points mean 10%. And the last or the lowest there were 4 students got 3 points in percentage 14%.

b. The Result of Students' Score in Term Organization

Table 4.5

Score of Organization in Writing Descriptive Text

No.	Score of Students	Frequency	Percentage
1.	4	17	58%
2.	3,5	6	21%
3.	3	6	21%

The second aspects was organization of descriptive text that made by the first year students at SMAN 4 Pekanbaru could be seen that 4 as the highest score

and 3 as the lowest score. Meanwhile, there were 17 students (58%) got 4 points. Then, there were 6 students (21%) got 3,5 points. Last and the lowest, there were also 6 students (21%) got 3 points.

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

Table 4.6
Score of Grammar in Writing Descriptive Text

No.	Score of Students	Frequency	Percentage
1.	4	1	3%
2.	3,5	3	10%
3.	3	16	56%
4.	2,5	8	28%
5.	2	1	3%

Next, for grammar of descriptive text, the highest score reach by the students was 4 and the lowest score was 2. On this aspects there was only 1 student (3%) got 4 points. Then, there were 3 students (10%) got 3,5 points. Next, there were 16 students (56%) got 3 points. The other score was 2,5 points which were 8 students (28%) got that score. Last or the lowest, there was only 1 student (3%) got 2 points.

d. The Result of Students' Score in Term Vocabulary

Table 4.7
Score of Vocabulary in Writing Descriptive Text

No.	Score of Students	Frequency	Percentage
1.	4	9	31%
2.	3,5	13	45%
3.	3	7	24%

Furthermore, for vocabulary aspect, the highest score reach by the students was 4 and the lowest score was 3. There was 9 students (31%) got 4 points. Then, there were 13 students (45%) got 3,5 points. Last and the lowest score, there were 7 students (24%) got 3 points.

e. The Result of Students' Score in Term Mechanics

Table 4.8

Score of Mechanics in Writing Descriptive Text

No.	Score of Students	Frequency	Percentage
1.	4	21	73%
2.	3,5	3	10%
3.	3	5	17%

Last, on mechanics aspects the highest students reach 4 points and the lowest one was 3 points. There were 21 students (73%) got 4 points. It means that, more than half of sample understand about mechanics which are spelling, punctuation and capitalization. Next, there were 3 students (10%) got 3,5 points. And last or lowest score which 3 got by 5 students (17%).

4.5 Discussion

The researcher analyzed that the students' weakness in writing descriptive text is in grammar. It could be seen that the highest score reach by the students was 4 and the lowest score was 2. On this aspects there was only 1 student (3%) got 4 points. Then, there were 3 students (10%) got 3,5 points. Next, there were 16 students (56%) got 3 points. The other score was 2,5 points which were 8 students (28%) got that score. Last or the lowest, there was only 1 student (3%)

got 2 points. From the result we also can find that the students' strength in writing descriptive text is in content aspect which the highest score that got by the students was 4 and the lowest was 3. There were 22 students got the 4 points for this aspect it is mean 76%. Then, there were 3 students that got 3,5 points mean 10%. And the last or the lowest there were 4 students got 3 points in percentage 14%.

In addition, 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 be described that there were 26 (90%) students got excellent category and there were 3 (10%) students have good category. In fact, almost of them had in one circle of classification, but they have different number of result in writing descriptive text. The highest one was gotten by student-23 which was 96 score included of excellent category. He got same score from the raters, it made this student belongs to excellent category and got the first place than the other member. Meanwhile, the good category got by the student-5 and student-27 with 74 mean score.

The total of all the scores in students' writing ability of descriptive text by two raters were 2.565 while the mean of the test from the raters was 88,0. It was clearly seen that the students writing ability in descriptive text were excellent classification (81-100).

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 two rates. The researcher summed up that the writing ability of descriptive text at the first year SMAN 4 Pekanbaru belong to excellent (90%). It proved that there were 26 students got that category as the highest score 96 and the lowest was 82. Then, there were only 3 students include good category (10%) which the highest score 79 and the lowest was 74. Based on the representation data in this research, students ability in writing descriptive text was excellent.

Based on the result of the research, the researcher conclude that students' weakness in writing descriptive text is in grammar aspect . It could be seen that the highest point was 4 which reached only by 1 student or about 3%. Meanwhile, in grammar aspect, the lowest point was 2 which was the lowest point than the other aspects. Then, the students' strength in writing descriptive text is in content aspect which the highest point was 4 reached by 22 students or about 76%.

5.2 Suggestion

Considering the result of the research, the researcher give several suggestions that are proposed that hopefully useful as following:

1. Students should be improved and keep intention to learn English especially in writing like how to mastered components of writing (content, organization, grammar, vocabulary and mechanics).
2. The researcher hopes to the other researcher find out the other way, strategy, techniques and media applied to solve students' problem in writing.



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