A STUDY ON THE FIRST YEAR STUDENTS' ABILITY
IN WRITING A DESCRIPTIVE TEXT
AT SENIOR HIGH SCHOOL 5
PEKANBARU

UIN SUSKA RIAU

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ABSTRAK

Deni Irawan (2013):   **Kemampuan Siswa dalam Menulis Teks Deskriptif Kelas Satu Sekolah Menengah Atas 5 Kota Pekanbaru.**

Berdasarkan KTSP, menulis adalah salah satu kemampuan dalam menguasai bahasa inggris yang harus di ajarkan dan dipelajari pada tingkat SMA/MA. SMAN 5 merupakan salah satu pengguna kurikulum tersebut dalam proses belajar mengajar. Setelah melakukan study pendahuluan di SMAN 5, sebagian siswa pada kelas satu masih memiliki kelemahan dalam menulis.

Peneliti menginterpretasikan bahwa mereka mempunyai kelemahan tersebut di tunjukkan kurangnya kosakata bahasa Inggris dan informasi tentang materi yang diajarkan untuk mengekspresikan ide-ide mereka dalam bahasa inggris.Objektif penelitian ini adalah untuk mengetahui kemampuan siswa kelas satu dalam menulis teks deskriptif.

Tipe penelitian ini adalah descriptive research. Subjek penelitian ini adalah siswa kelas satu SMAN 5 Pekanbaru. Objek penelitian ini adalah kemampuan siswa dalam menulis teks deskriptif. Populasi penelitian ini adalah seluruh siswa kelas satu tahun ajaran 2011/2012. Pada penelitian ini, peneliti mengambil satu kelas; dari empat kelas yang ada. Artinya, terdapat 49 siswa yang menjadi sampel dari jumlah populasi keseluruhannya adalah 264 siswa pada tahun pelajaran 2012/ 2013 .

Kemampuan siswa dalam menemukan susunan, kosakata, tata penulisan dan pengejaan rata-rata baik. Sedangkan kemampuan siswa dalam menemukan isi teks rata-rata sangat baik.. Hasil dari pengolahan data atau nilai siswa baik.. Kemudian, dapat disimpulkan bahwa kemampuan siswa dalam menulis teks deskriptif di SMAN 5 Pekanbaru rata-rata baik.

ABSTRACT

Deni Irawan (2013) : **A Study on the First Year Students' Ability in Writing Descriptive Text at SMAN 5 Pekanbaru City.**

Based on school-based curriculum (KTSP), writing is as one of the skills in mastering English that must be taught and learned in junior high school. SMAN 5 Pekanbaru is one of the schools that use it as a guide in teaching learning process. After doing preliminary observation at SMAN 5 Pekanbaru, the researcher found that some of the students of the first year still had low ability in their writing.

The researcher interpreted that they had lack of vocabulary and information of the lesson that had been taught in expressing their ideas of English. The objective of this research was to find out the students' ability in writing descriptive text.

The type of research was descriptive research. The subject of this research was the first year students at SMAN 5 Pekanbaru City. The object of this research was students' ability in writing descriptive text. On this research, writer took one class. The writer used writing test to get the score from the students'. Meaning that there are 24 students as the sample of this research from the population 264 students'in the academic year of 2012/ 2013.

The average score of the students' ability in finding organization, vocabulary, grammar and spelling is categorized into good level. The average score of students' finding content was categorized into very good level. The result of data analysis was that their ability was categorized into good level. Therefore, it can be concluded that the students' ability in writing descriptive text at SMAN 5 Pekanbaru is categorized into good level.

ديني اراون(2013):دراسة حول قدرة طلاب السنة الأولى في كتابة نص وصفي في المدرسة العاليه "الخامس" باكن بارو.

استنادا إلى المناهج الدراسية الخاصة(KTSP)، الكتابة هي واحدة من مهارات في إتقان اللغة الإنجليزية التي يجب أن تدرس وتعلم في المدرسة الثانوية. المدرسة العاليه "الخامس" باكن بارو هي واحدة من المدارس التي تستخدم كدليل في تدريس عملية التعلم. بعد القيام بالملاحظة الأولية في المدرسة العاليه "الخامس" باكن بارو، وجد الباحث أن بعض طلاب السنة الأولى لكن كان لا يزال القدرة المنخفضة في كتاباتهم.

فسر الباحث أن لديهم نقصا المفردات و المعلومات من المدرس الذي كان يدرس في التعبير عن أفكارهم في اللغة الإنجليزية. وكان الهدف من هذا البحث لمعرفة قدرة الطلاب في كتابة نص وصفي.

كان نوع من البحث الوصفي. كان موضوعه هذا البحث طلاب السنة الأول في المدرسة العاليه "الخامس" باكن بارو. وكان الهدف من هذا البحث قدرة الطلاب في كتابة نص وصفي. في هذا البحث، استغرق الكاتب فئة واحدة. الكاتب يستخدم اختبار الكتابة للحصول على نقاط من الطلاب. وهذا يعني أن هناك 24 طالبا كماعينة من هذا البحث من السكان هو 264 طالبا, وطالبة في العام الدراسى أخذت 2012/2013.

يصنف متوسط درجة من قدرة الطلبة في إيجاد تنظيم، والمفردات والنحو والإملاء في مستوى جيد. تم تصنيف متوسط درجة من المحتويات الطلاب بالحقائق فيمستوى جيد جدا. وكانت نتيجة تحليل البيانات التي تقدر تماوتصنيفها إلى مستوى جيد. وبالتالي، فإنه يمكن استنتاج أن قدرة الطلبة في كتابة نص وصفي في المدرسة العاليه "الخامس" باكن بارو يتم تصنيفها إلى مستوى جيد.

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Pekanbaru, March 28th 2013

The researcher

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CHAPTER I

INTRODUCTION

A.   Background of the Problem

Writing is an important skill in English. It can be defined as a process to express ideas and thought into a written language. Writing is also both a process and a product.[1] It looks like easy, but in fact, it requires a great deal of thought. Moreover, someone who wants to write an essay,he or she must know the steps in writing process and aspects of writing itself. There are many aspects that should be considered in writing such as, developing ideas, grammatical devices, choices of words, writing strategy and so on. Besides, writing is also communicative act that depend upon an awareness of social relationship and social expectations.[2] It is not only considered of contents but it is also from the view of readers. It means that a writer wrote a written form, he or she should consider the reader's expectation.

In addition, writing is also a field to explore, to express, to develop own ideas, values, and perceptions. Writing can be an essential lifetime skill, a skill that is because of its multiple uses and functions. Writing is an efficient tool to facilitate and reinforce other languages. Reading, vocabulary, and grammar skills are employed in the act of writing.[3] Furthermore, writing is the last one of goal of learning English that is to

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[1]KalayoHasibuan and M. FauzanAnsyari, 2007, *Teaching English as a Foreign Language (TEFL),*Pekanbaru: Alaf Riau, p.127.

[2]Jane B.Hughey.et al, 1983, *Teaching ESL Composition* , London: Newbury House Publishers,Inc, p.3.

[3]*Ibid*., p.4.

provide opportunities for students to explore their opinion, to discuss their ideas, and to share their experience of through written communication. For students, writing is to build their idea in their writing.

There are many kinds of text in composition of language. Descriptive text is one of the various types of composition. It is used to describe ideas and examples focused on a particular subject. It focuses on describing things that can be seen or heard. Moreover, the word descriptive is words that can create pictures and impression that appeal not only to the mid but also to the five senses: sight, sound, smell, taste, and touch.[4] Furthermore, a good description is a word picture; the reader can imagine the object, place, or person in his or her mind.[5] It means that descriptive text generally is to describe or imagine things in many side whether its sense or form of things.

Writing a descriptive text is not easy. The students should follow the generic structure by describing things. In one of descriptive elements, text is imaginary. It means that similes and metaphors make comparisons to enhance the reader's understanding of an experience or event.[6] Moreover, it can be a helpful tool to complete description text related to what object or subject which is described.

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[4]Schuster and Simon, 2003, *Essay Writing Step- by-Step,* New York: Kaplan Publishing, p.122.

[5]Alice Oshima and Ann Hogue, 2007, *Introudctionto Academic Writing,* New York: Pears of Longman, p.6.

[6]*Ibid*.

In order to accomplish students' needs toward writing, School Based Curriculum (KTSP) provides writing as one of skills that must be taught and learned in educational level especially in senior high school is one of senior high schools that also uses School Based Curriculum (KTSP) 2010 as its guidance in teaching and learning process. In Senior High School5 Pekanbaru, writing is taught twice in a week with duration of 40 minutes for alearning period.

According to syllabus 2012 at the first grade on second semester, the basic competence of writing English refers to capability of students in expressing the meaning in functional text and essay in the form of text, such as; descriptive, and procedure text in the contexts of daily activities[7]. Ideally, they should be able to write descriptive text. However, in fact, their ability in writing descriptive text was still far from the expectation of curriculum.

Based on the researcher's preliminary study, the teacher applied the conventional strategy such three-phase technique in teaching and learning process. Firstly, the teacher explained what descriptive text is, its function and generic structure, explained an example on the students' textbook, and then asked them to write a descriptive text. She has taught it clearly, but when she asked them to write a descriptive text, some of students were not able to do that. They were not able to express and develop their ideas. Their sentences also were incorrect based on the

[7]*Syllabus of SMAN 5 Pekanbaru*, 2012, Pekanbaru: Unpublished, p.13.

structure. They used the capital letters on the wrong place and lack of choices of words. Some of words were also incorrect spelling. These facts automatically caused them not to be able to achieve the passing score or cumulative minimal standard (KKM). The passing score of English subject in SMAN 5 Pekanbaru is 70.

Based on this situation in SMAN 5 Pekanbaru, it is clearly that most of students still got difficulties in English. The problems can be seen as the following symptoms:

1. Some of students are not able to express their idea in descriptive text well.

2. Some of students are not able to write based on generic structure of descriptive text.

3. Some of students are not able to organize their writing in a generic text in their writing.

4. Some of students do not know how to write a text based on the text given by the teacher.

Based on the problem and the explanation exposed by the writer above, it is obvious that most of the students at that school still have problems which should be solved as soon as possible. Either the Problems are on the students or caused by others factor (writing difficulties itself). Therefore, the writer is interested in internalizing those problems in a

research titled**"A Study on the First Year Students Ability in Writing a Descriptive Text at SMA N 5 Pekanbaru***".

B. The Definition of the Terms

To avoid misunderstanding and misinterpreting in writing this paper, it is necessary for the researcher to explain the terms used in this study. They are defined as follows:

1. Writing

    Writing is viewed as the result of complex processes of planning, drafting, reviewing and revising language writing.[8]In this research writing means that the procedure of process before it is going to write descriptive text.

2. Ability

    Ability is possession of the means or skill to do something.[9] Ability here means that students' ability in writing especially in writing descriptive text.

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[8] Jack Richards and Richard Schmid, *Op.Cit,* p.592.
[8]Tony Smith, 2004, *Concise Oxford English Dictionary*, Oxford: Oxford University Press,http//www.library.nu. (Retrieved: April 21,2011), p.70.

C. Problem

1. Identification of the Problem

Based on the background above, the researcher identifies some problems of this research as follows:

a.   Some of students are not able to express descriptive text well.

b.   Some of students are not able to write based on generic structure of descriptive text.

c.   Some of students donot know how to write a text based on the text given by the teacher.

2. Limitation of the Problem

Based on the identification of the problem above, there are some problems involving in this research. As mentioned before, some of the students are not able to express descriptive text well, and some of students are not able to write based on generic structure of descriptive text. This research is limited to students who are not able to write based on generic structure of descriptive text.

3. Formulation of the Problem

In accordance with the limitation of the problem above, the problem is formulated as follow: How good is the ability of the first year students' of SMAN 5 Pekanbaru in writing descriptive texts?

D. The Objective and Significance of the Research

   1. The Objective of the research

     The general objective of this study is to find out the students ability of SMAN 5 Pekanbaru in writing descriptive texts.

   2. The Significance of the Research

     a. Research is hopefully contributing to the writer as a researcher in term of learning as novice.

     b. To add references for other next researchers having the same problem the writer.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

a. The Nature of Writing

Writing is one of language skills and productive skill that will be learnt by students in junior high school, senior high school and University. Students will be able to express their ideas and feeling by English writing. Learning writing as a foreign language is not easy as learning native language; they will meet all of learning problems dealing vocabulary, sound system, and grammar or structure. Many English learners think of writing as the fact of picking up a pencil and forming letters either by printing or writing them in cursive they could think about the fact composing a piece of text. Writing is very important as part of man's culture, and speech sounds. Because it can be used to maintain thoughts, ideas, and speech sounds. Someone can produce the sequences of speech sounds produced by original speaker. There are two main types of writing: first, writing in which each character is picture of an object or idea, called picture writing or ideographic writing such as the hieroglyphs of the ancient Egyptians; second, writing in which each character represents speech sounds called alphabetic writing. Most languages, including English and Indonesian, use alphabetic writing to represent their speech sounds, which is used by public in books, paper, magazines, and writing letters.

Writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.[1]

Thus, it is be stated that writing is one of language skills which combine to process and productive skill that can be used to preserve thoughts, ideas, and speech sounds. Writing really started in long ago, it has remained for of most its history a minority occupation because although most all human being grow up speaking their first language and sometimes their second or third as a matter of course, writing has to be taught. Spoken language, for a child, is acquired naturally because of being exposed to it, whereas the ability to write has to be consciously learned.[2]

b. Characteristics of Written Text

There are some characteristics of writing, from the perspective of a reader. First is permanence. Something which has been written by writer and delivered to intended audience, obviously the writer abdicates a power. The work is written on a paper, become a permanence work. Therefore, the teacher can do as a guide and facilitator to help students to revise and refine their work before final submission will help give them confidence in their work. Second is

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[1] Caroline T. Linse, Practical English Language Teaching: Young Learners, (NY: Mc Graw Hill, 2006), p. 98.

[2] Jeremy Harmer, How to Teach Writing, (England: Pearson Education Limited, 2004), p. 3

production time. The good writing is that, given appropriate stretches of time, a writer can indeed become a good writer by developing efficient process for achieving the final product.

The bad writing is that many educational context demand student writing within time limits, or writing for display. Third is distance. Good writer can read their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience's general knowledge, cultural and literary schemata, specific subject matter knowledge, and very important, how their choice of language with be interpreted. Fourth is complexity. Writer must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety and much more. Finally is vocabulary. Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.[3]

c. Types of Writing

Naturally, the type of writing system (alphabet, picture) which exist in the native language is an important factor in determining to easy of speech with which students learn to write. There are two types of writing: First is practical or Factual Writing: This type of writing deals with facts. Factual writing

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[3] H. Douglas Brown, Teaching by Principles: An Interactive Approach to Language Pedagogy, (Great Britain: Longman, 2001), 2nd Ed, p. 341-342.

includes advertisements, internet web sites, current affairs shows, debates, recipes, reports, and instructions.

They present information or ideas and aim to show, tell or persuade the audience. Second, creative of Imaginary Writing, this type of writing usually exists in literature including aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap. They are constructed to appeal to our emotions. Literary writing can make us laugh or cry, think about our own life or consider our beliefs. There are three main text types in this category: narrative, poetic and dramatic. The examples of imaginary writing are novel, romance, fantasy, science fiction adventure, etc. [4]

The type of writing which are given to the students to do will depend on their age, interest and level. For example, we can ask beginners to write a simple poem. When we set a task for elementary students, we will make sure that the students will get enough words to do it and also for intermediate and advance students. There is no limit to the kinds of text we can ask students to write. Our decision will be based on how much language the students know, what their interests are, and what we think will not only be useful for them, but also motivate them as well.

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[4] Mary Finnochiaro, English as a Second Language: from Theory to Practice, (New York:Regents Publishing Company, Inc., 1974), p. 85.

d. Writing Purpose

Teacher needs to make sure for writing aim while he/she is teaching writing to students. There are three main categories of learning which it is worth considering. First is English as second language. This term is normally used to describe students who are living in the target language community and who need English to function in that community on a day to day basis. For example, specific writing needs such as ability to fill in a range of from, or write particular kinds of letters. Second, English for specific purposes. Many students study English for a particular purpose.

People who are going to work as nurses in USA, for example, will study medical English. The last is English as a foreign language. This is generally taken to apply to students who are studying general English at school and institutes in their own country or as transitory visitor in a target-language country.

e. The Importance of Writing

Writing really started in long ago, it has remained for of most its history a minority occupation because although most all human being grow up speaking their first language and sometimes their second or third as a matter of course, writing has to be taught. Spoken language, for a child, is acquired naturally because of being exposed to it, whereas the ability to write has to

be consciously learned. In the modern world, written language serves a range of function in every life, there are three functions of written language.

In the firstly is primarily for action .In this part, written language has the function to give public sign as a direction for public people that they will do based on written have they read. For example writing on the road and station the function of written language as primarily for action is very useful for public people as a guidance for them. Primary for action also can be found in product and instruction, that is useful for people as a clues when they buy food tools, toys, maps, television and radio guides. The second is primarily for information, in this case, written language can be used to give contribution to many people as a field of information, someone may takes some information from magazine, news paper, and nonfiction book for his needs including sports, business, politics, vacancy, and medical. The last function is primarily for entertainment, most of people need to be enjoyable, some of them spend the part time to entertain themselves by watching television, listening music, going recreation and activities that they like, by reading news paper, magazine and some books, some people feel relaxed and entertained beside they get many knowledge.[5]

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[5] David Nunan, Language Teaching Methodology, (London: Phoenix ELT, 1995), p.84

f. The Writing Process

Writing process is the stages a writer produces something in its final written form. This process, of course, be affected by the content (subject matter) of the writing, the type of the writing (shopping lists, letter, essays, reports, or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc).

Process writing as a classroom activity incorporates the four basic stages. In the firstly is planning (pre-writing). In planning stage, writes have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, that is, how best to sequence the fact, ideals, or arguments which they have decided to include.

Pre-writing is any activity in the classroom that encourage students to write. It stimulates thoughts for getting started about the topic before writing of first draft. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing.

Pre-writing become a way of warming up writers brain before they write.[6] The second is drafting (writing). At the drafting stage, the writers focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. Writer can refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version. Third stage is revising, the revising occurs when a writer looks for feedback from a teacher or another student. The teacher does not need to be the only person to give students feedback.

Besides learning to revise on their own, their classmate, caregivers, or classroom aides can help students revise. When students revise, they review their texts of the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

The last stage is editing. At this stage, students re engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as

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[6] Jack C. Richard and Willy A. Renandya, Methodology in Language Teaching: An Anthology of Current Teaching, (Cambridge : University Press), p. 316.

quotations, examples and the like. Formal editing is deferred till this phase in order that its application not disrupts the free flow of ides during the drafting and revising stages. Correcting students` errors and find and correct their own error presents a real dilemma for teacher. On one hand, the teacher does not want to dampen their enthusiasm for writing. On the other hand, they need to know how to write using standard conventions of spelling, grammar, and punctuation.

g. The Understanding Paragraph

Most English writing is organized into paragraphs. A paragraph is a group of sentences that develop one main idea. It usually begins with a sentence that states the main idea. This sentence is called the topic sentence. The other sentences in the paragraph explain the main idea. These sentences add details and give support. These sentences are called supporting sentences. Paragraphs also have a concluding sentence. It is the last sentence of paragraph.

In writing a good paragraph, there are two important elements. First is unity, it means that students discuss only main idea in a paragraph. The main idea is stated in the topic sentence, and then every supporting sentence develops that idea. Second, is coherence, it means that the paragraph is easy to read and understand. That is be caused the supporting sentences are in some kind of logical order and the ideas are connected by the use of appropriate

transition signal. Coherence describes the logical relations between ideas and information embodied in discourse. In coherence text it is clear how sentences relate to sentences, and paragraphs to paragraphs. The relationship between the ideas is clearly shown by using appropriate transition word such as however, although, finally, and nevertheless.[7]

2. Descriptive Text as a Kind of Genre

    a. Kinds of Genres (Text Types)

The term "genre" is used to refer to particular text types. It is a type or kind of text defined in terms of its social purposes, also the level of context dealing with social purpose. Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. There are many kinds of genres (text type). They are:[8]

    1) Spoof

Spoof is a kind of genre that has social function to retell an event a humorous twist.

    2) Recount

It is a kind of genre that social function to retell event for the purpose of informing people entertaining.

    3) Report

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[7] Alice Oshima and Ann Hogue, Writing Academic English, (Longman: Pearson, 2006), 4thEd., p.17.

[8] L. Gerrot and P. Wignell, Making Sense of Functional Grammar, (Sidney: Antepodean Educational Enterprises, 1995), pp. 192-217

Report is a kind of genre that social function to describe the way things are with reference to range of natural, man-made and social phenomena in our environment.

4) Analytic Exposition

It is a kind of genre that social function to persuade the reader or listener that something is the case.

5) Narrative

Narrative is a kind of genre that social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution.

6) Description

It is a kind of genre that social function to describe a particular person, place, or thing.

7) Hortatory Exposition

It is a kind of genre that social function to persuade the reader or listener that something should not be the case.

8) Explanation

Explanation is a kind of genre that social function to explain the process involved in the formation or working of natural or socio cultural phenomena.

9) Reviews

It is a kind of genre that social function to critique an art work orang event for a public audience.

10) Procedure

Procedure is a kind of genre that social function to describe how something is accomplished through a sequence of actions or steps

11) News Item

It is a kind of genre that social function to inform reader, listener, viewers about events of the day which are considered newsworthy or important.

3. Writing Descriptive Text

1. Definition of Descriptive Text

A piece of text is created when the words are put together to communicate a meaning, or when someone speaks or writes to communicate a message. There are two main categories of text: literary and factual. Within these are various text types. Each text type has a common way of using language.

Each genre is characterized by a distinctive schematic structure, that is, by a distinctive beginning, middle and end structure through which the social function. It is a term used to classify types of spoken or written discourse. These are normally classified by content, language, purpose, and form. Learners analyze an example of a formal letter of complaint, looking at structure, set phrases,

formality, and purpose. They identify the key elements of this genre then produce their own examples based on this data. Written genres that learners deal with in class include reports, recount, description, and so on.[9]

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail.[10]

2. The Criteria for Good Description

The key to writing a good description is to use details that help the reader imagine the person the students are describing. So when the students describe what a person looks like, the students write about physical characteristics such as height, weight, and hair color. Thereare two keys to writing good description. The first key is to use space order, and the second key is to use specific detail. In space order, students might describe something from top to bottom or from left to right. For example, when they describe a person, they could start with the person's head with the person's feet. They could describe a room from left to right or from right to left. Imagine that they are standing in the

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[9] Jenny Hammond, et.al., English for Social Purposes, (Sydney: Macquarie University, 1992), p. 2.

[10] Bachtiar Bima M and Cicik Kurniawan, Let`s Talk, (Bandung: Pakar Raya, 2005), p.15

doorway and write about each part of the room in order, moving from the left side of the room around to the right side, and ending at the doorway again.

The second key to writing good description is to use specific details. When students describe something, they pain a picture with words. The goal is to make the reader see what they have described. The way to do this is to use many specific details, specific means exact, precise. The more specific they can do, make the reader can see what they are describing.[11]

Here are some examples of specific details:[12]

Vague	Specific
A lot of money	$ 500,000.00
A large house	a six-bedroom, four-bathroom house
A nice car	a Lexus

Specific details have two functions. First of all, details excite the reader`s interest. They make writing pleasure to read, for we all enjoy learning particulars about other people. Second, details support and explain the writer`s point: they give the evidence needed for us to see and understand a general idea.[13]

The generic structure of descriptive text is shown in the following table:

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[11] Karen Blanchard and Christina Root, Ready to Write, (Longman: Pearson Education, 2003), p.70.

[12] Ann Hogue, First Step in Academic Writing, (New York: Addision-Wesley Publishing Company, 1996), p. 74.

[13] John Langan, English Skills, (New York: McGraw Hill Company, 2006), p.58.

Generic Structure	Function
Identification	1. It is a statement or a short paragraph that identifies the object that is going to be described. 2. It is usually interesting and able to provoke the readers to b be eager to red the text.
Description	1. It may consist of one of several paragraphs. This part is used to give sufficient description about the object as mentioned in the identification part. 2. The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities.

3. Significant Lexicogrammatical Features of Descriptive Text

      Besides having social function and generic structure, descriptive text also uses significantlexicogrammatical features that support the form of a descriptive

text the including focus on specific noun, using kinds of adjective, use of relational process, use of figurative language, and use of simple present tense.[14]

As stated before, the purpose of descriptive text is to describe particular person, thing, or place. Good description is to use details that help the reader imagine the person the students are describing. The subject that is going to be described is not general, but more specific. Those, we cannot describe people in general. However, we can describe particular person, for example: my school, my father, my house, Mr. John, etc.

Another feature of descriptive text is using kinds of adjective. The adjective has characteristic: describing, numbering, and classifying, for example: three tall buildings, sharp white fang.

Relation process means using verbs that describe situation or condition of participant or signal preposition, for example: my car has four doors, my father is really handsome.

Figurative language means descriptive text often use figurative language such as smile or metaphor as a way to give illustration of comparison, for example, my throat is as a dessert; her skin is white as cloud and smooth as water. Descriptive text usually uses simple present tense. For example, I have a toy. It is a doll.

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[14]Otong Setyawan Jauhari, Genre, (Bandung: CV. YramaWidya, 2007), p. 24-25

5. The Example of descriptive text

<p align="center">My Toy</p>

I have a toy. It is a doll, and I call it Teddy. Teddy Bear is an American Origin. My dad bought it as a present for my tenth birthday anniversary last year. The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy Bear is a doll, I do not need to feed it. I wash it at the laundry al least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy Bear is really a nice, adorable, and charming toy. I love my Teddy Bear very much.

Analyzing the text:

1. Generic structure analysis

Identification; identifying the phenomenon to be described in general; Teddy Bear.

Description: describing the Teddy Bear in shape, condition, and its characteristics.

2. Language Feature Analysis

a. Using adjective and classifies; small, fluffy, and cute.

b. Using simple present tense, I have a toy. It is a doll, and I call it

Teddy, etc.

B. Relevant Research

There are two relevant researches which have relevancy to this research. There are:

1. A study on the second year students' ability in writing a descriptive text at SMA N 10 Pekanbaruby Anisa (2008). There was a significant improvement about the skill of writing ability. The students who had high leveling learning creativity to write a descriptive text, they had high level in writing ability, especially for descriptive paragraph writing.

2. A comparative study on students' ability in writing descriptive and narrative paragraph at the sixth semester of the English Education Department of UIN Suska Riauby EuisNurwafa (2007). He was conducting a research The data analyzed was by using test t comparative method in which the writers compares the students score in writing a form of descriptive paragraph and the students score in writing a form of narrative paragraph and then found the conclusion of the data that have been. Based on the data analysis, it can be concluded that students ability in writing between descriptive and narrative paragraph at the sixth semester students of the English education department has a significant different. It can be seen from the result of the test t which compared to the tt (test table) I which ttia smaller than to.

C. Operational Concepts

In carrying out this research, it is necessary to clarify the variables used in analyzing the data. There are one variable; students' ability in writing descriptive text.

The indicators are:

a. The students listen and respond the teacher's explanation on how to write descriptive text.

b. The students are able to apply grammatical use in writing descriptive text.

c. The students are able to apply the generic structure in writing descriptive text.

d. The students are able to write patterns of sentences which are needed in descriptive text.

e. The students are able to write a descriptive text well based on generic structure.

CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

This research is a descriptive study, which has only one variable. According Gay and Airasian (2000:275,280), write that a descriptive study determines and describes the way the thing are. They are adding that descriptive research, also called a survey research. It is useful for investigating variety of educational of problems and issue. Moreover, is many cases he goal of descriptive research is to describes particular phenomena in order to learn more about it. In this case, the writer wants to describe the ability of the first year students of SMAN 5 Pekanbaru in writing descriptive texts.

B. The Location and the Time of the Research

The research was conducted at the first year students' of SMAN 5 Pekanbaru. The research was on January 2013.

C. The Subject and the Object of the Research

1. The Subject of the Research

The subject of this research was the first year students at SMAN 5 Pekanbaru in the academic year of 2012/2013.

2. The Object of the Research

The object of this research was students' ability in writing descriptive text.

D. The Population and Sample of the Research

The population of the research was the first year students of SMAN 5 Pekanbaru in academic 2012/2013. The total population of the first year students of SMAN 5 Pekanbaru was 264 students.

The researcher used the class of X.2 as the sample of population. So, researcher used total population sampling. The sample of this research was X.2. The explanation above can be completed in the table as follows:

Table III. 1
Sample

Class	X.2
Male	10
Female	14
Total Population	24

E. The Technique of Collecting the Data

The kind of instrument used to collect the data needed in this research was test. To collect the data from the sample, the researcher used only written test. The students had been tested to find out the students' ability in descriptive text. The students' ability in writing descriptive text can be measured by using writing assessment used by the English teacher of SMAN 5 Pekanbaru. The assessment form can be seen as follows:

Table III. 2
Writing Descriptive Text Form Score
Assesment Aspect of Writing Descriptive Text.

Name:				Class:	
No	Assesment Aspects	Score			
		1	2	3	4
1	Content				

2	Organization
	    a. Identification
	    b. Description of features				

3	Vocabulary				

4	Grammatical Features
	    a. Action verb
	    b. Transitional words
	    c. Present Tense				

5	Spelling and Punctuation				
	Total Maximum Score	20			

Explanation of score:

1= incompetent

2= competent enough

3= competence

4= very competent

Final score = $\dfrac{Total\ Score}{Maximum\ Score}$ x 80

1. The Reliability and Validity of the Test

The test that measuring of students' writing ability had to have reliability and validity. According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.[29] It is reflected in the obtaining how far the test or instrument test that enable to measure the same

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[29] L. R. Gay, *op.cit.,* p. 169.

subject on different occasions that indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency.

In this research, to know the reliability of the writing test, the researcher used inters rater reliability. Gay says that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both (more) judges. The higher correlation, the higher the inter judge reliability.

To know the validity of the test, the researcher used content validity. Referring to Bambang, if a measurement is as the representative of the ideas or the appropriate material that will be measured called content validity.[30] It means the test had fulfilled the validity of the content.

The classification of students' score in writing Descriptive Text as follows[31]:

Table III.3

The Classification of Students Score in writing Descriptive Text

Score Level	Category
80-100	Excellent
66-79	Very Good
56-65	Good
46-55	Fair
0-45	Poor

[30]Ag. Bambang Setiyadi, *Metode Penelitian Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif,* Edisi Pertama (Yogyakarta: Graha Ilmu, 2006), p. 23.
[31]Anas Sudijono, 2009, *Pengantar Evaluasi Pendidikan*, Jakarta: Rajawali Pers, p.35.

Based on the table above, it is clearly that if the score level 80-100 are categorized into excellent. If the score level is 66-79, its categorized into very good. If the score level is 56-65, its categorized into good. If the score level is 46-55, its categorized into fair. Last, if the score level is 0-45, its categorized into poor.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data.

The data were from the score of the improvement of students' writing ability from the test. In giving tests, the students were asked to write spontaneously without any specific preparation by giving a certain topic. The writing test was deals with descriptive text. The topic were that had been taught in previous semester and evaluated by concerning five components of students' writing ability; content, organization, vocabulary, grammatical features, and spelling and punctuation. Each component had its score.

B. The Data Presentation

The data of this research was the written presentation test for testing students writing. Then, it was collected to the students' writing ability in descriptive text in terms of content, organization, vocabulary, grammatical features, and spelling and punctuation.

The score of students' ability in writing descriptive text

TABLE IV.1
Students' score

No.	Score	Frequency	Percent	Valid Percent
1	42	1	4	4
2	54	1	4	4
3	58	1	4	4
4	62	6	25	25
5	64	5	21	21
6	66	4	17	17
7	68	4	17	17
8	70	2	8	8

The table above described about the students' score in writing a descriptive text. The students' get score 42, 1 student (4%), the students' get score 54, 1 students (4%), the students' get score 58, 1 student (4%), the students' get score 62, 6 students (25%), the students' get score 64, 5 students (21%), the students' get score 66, 4 students(17%), the students' get score 68, 4 students (17%) and the students' get score 70, 2 students (8%).

To make clearer, the students' writing test result could be seen on the Chart.

Chart of Students' Score
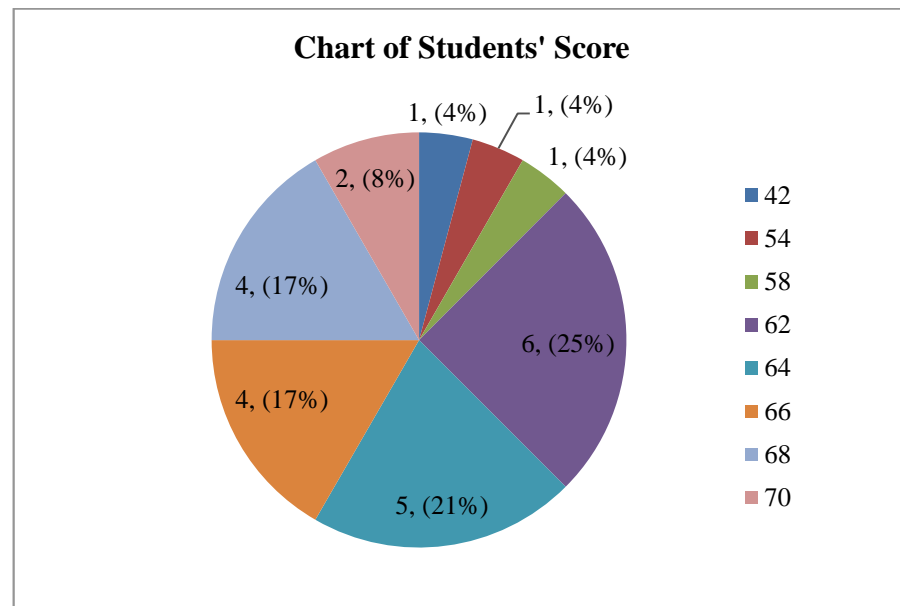

C. Score of the Students' Each Component

Based on the table of writing components of students' writing ability on class X.2 (**Appendix 1**), it could be seen that the students' writing ability in each component was various proven by each mean of each component; content, organizing, vocabulary, grammar features, spelling and punctuation. Among the five components that had been mentioned, the lowest mean score was grammar features;58.3 and the highest mean score was content; 68.3 while students' vocabulary was 65.4, organizing was 62.9, and spelling was 62.1. So, these indicated that the students had average ability in using those components that had important role in writing English. However the total of mean score of students' writing ability at experiment post-testis 65.8.

a. Content

TABLE IV.2
Students' score

No.	Score	Category	Frequency	Percent	Valid Percent
1	0-45	Poor	0	0	0
2	46-55	Fair	1	4	4
3	46-65	Good	2	8	8
4	66-79	Very Good	21	88	88
5	80-100	Excellent	0	0	0

The table above described about the students' score on point of Component in writing a descriptive text. Firstly, the students' get poor category, 0(0%),fair category, 1 student (4%), good category, 2 students (8%), very good category, 21 students (88%) and excellent category, 0 student (0%). To make clearer could be seen on the Chart.
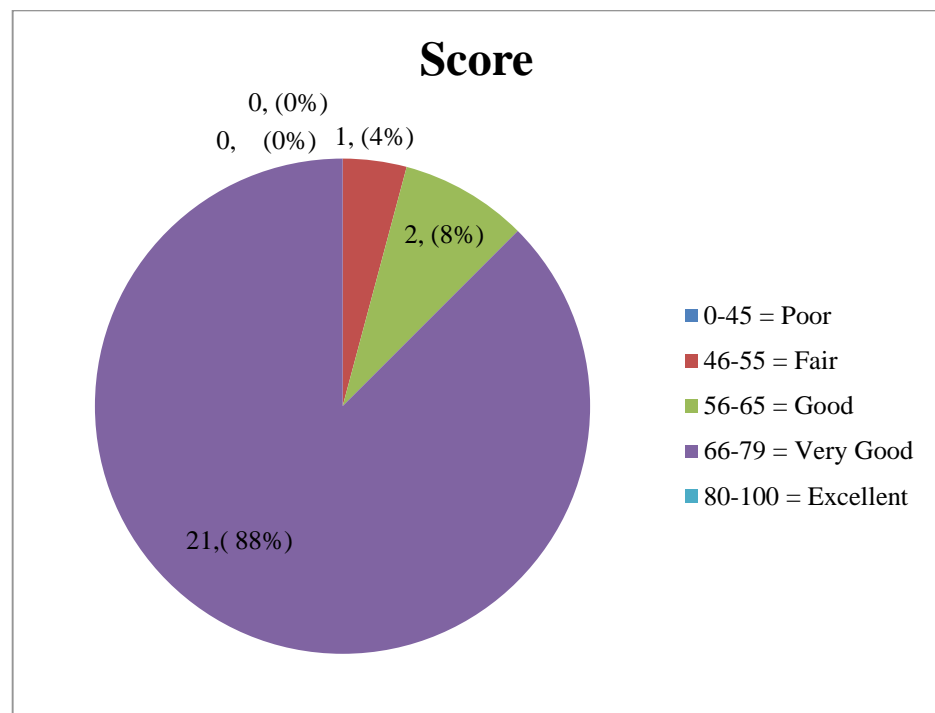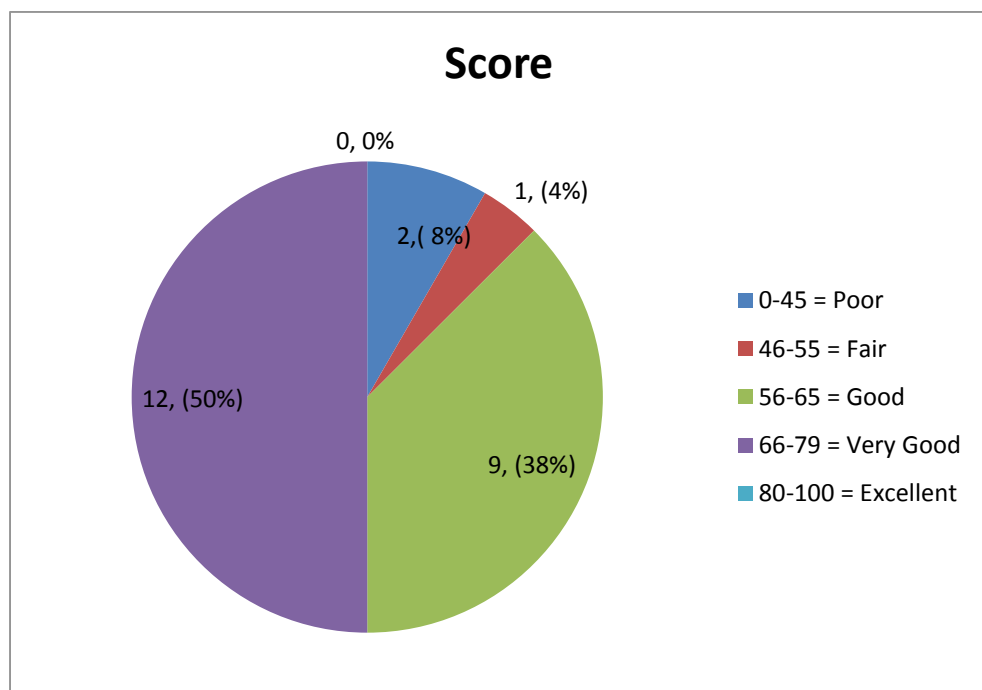
b. Organization

TABLE IV.3
Students' score

No.	Score	Category	Frequency	Percent	Valid Percent
1	0-45	Poor	2	8	8
2	46-55	Fair	1	4	4
3	46-65	Good	9	38	38
4	66-79	Very Good	12	50	50
5	80-100	Excellent	0	0	0

The table above described about the students' score on point of Organization in writing a descriptive text. Firstly, the students' get poor category, 2(8%),fair category, 1 student (4%), good category, 9 students (38%), very good category, 12 students (50%) and excellent category, 0 student (0%). To make clearer could be seen on the Chart.
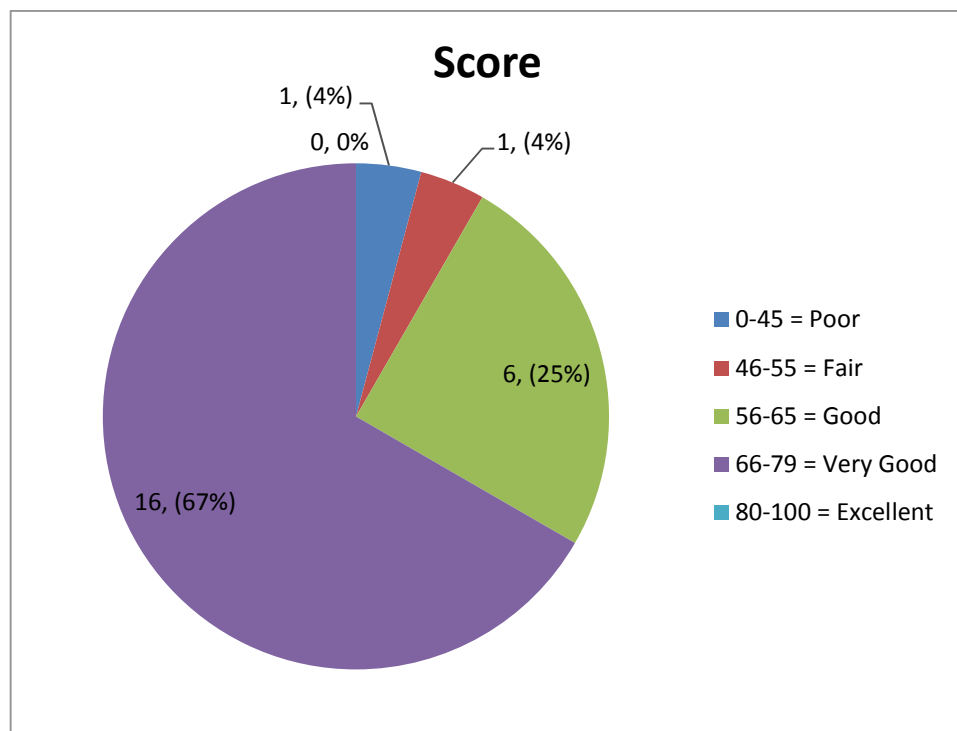
c. Vocabulary

TABLE IV.3
Students' score

No.	Score	Category	Frequency	Percent	Valid Percent
1	0-45	Poor	1	4	4
2	46-55	Fair	1	4	4
3	46-65	Good	6	25	25
4	66-79	Very Good	16	67	67
5	80-100	Excellent	0	0	0

The table above described about the students' score on point of Vocabulary in writing a descriptive text. Firstly, the students' get poor category, 1(4%), fair category, 1 student (4%), good category, 6 students (25%), very good category, 16 students (67%) and excellent category, 0 student (0%). To make clearer could be seen on the Chart.
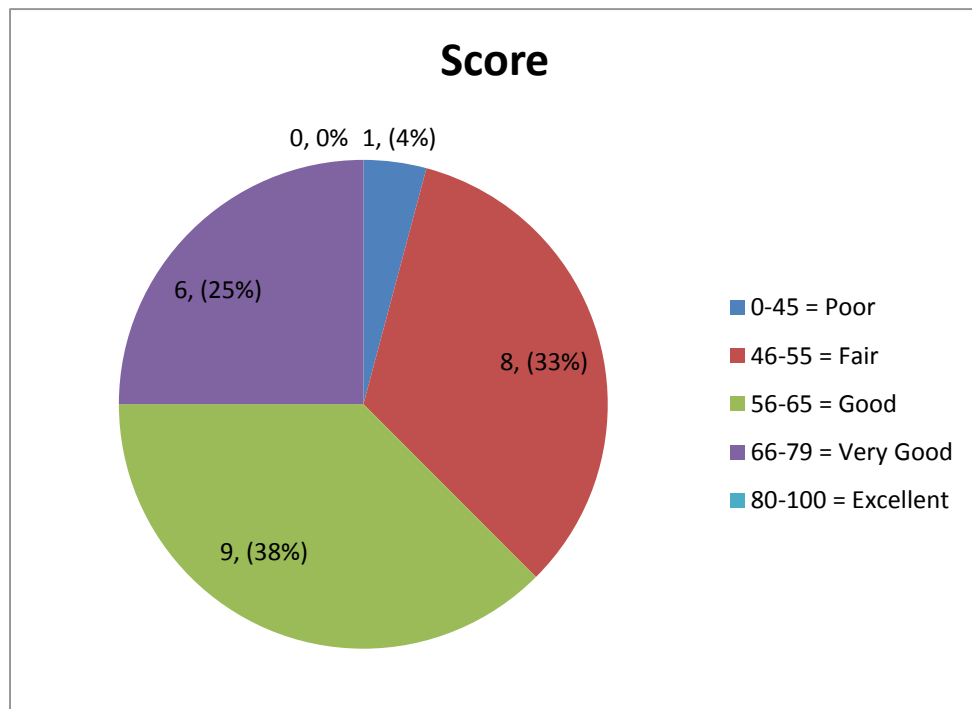
d. Grammar

TABLE IV.4
Students' score

No.	Score	Category	Frequency	Percent	Valid Percent
1	0-45	Poor	1	4	4
2	46-55	Fair	8	33	33
3	46-65	Good	9	38	38
4	66-79	Very Good	6	25	25
5	80-100	Excellent	0	0	0

The table above described about the students' score on point of Grammarin writing a descriptive text. Firstly, the students' get poor category, 1(4%),fair category, 8 students (33%), goodcategory, 9 students (38%), very good category, 6 students (25%) and excellent category, 0 student (0%). To make clearer could be seen on the Chart.

e. Spelling

TABLE IV.5
Students' score

No.	Score	Category	Frequency	Percent	Valid Percent
1	0-45	Poor	1	4	4
2	46-55	Fair	1	4	4
3	46-65	Good	14	59	59
4	66-79	Very Good	8	33	33
5	80-100	Excellent	0	0	0

The chart above described about the students' score on point of Spelling in writing a descriptive text. The students' get poor, category 1(4%),fair category, 1 student (4%), good category, 14 students (59%), very good category, 8 students (33%) and excellent category, 0 student (0%). To make clearer could be seen on the Chart.
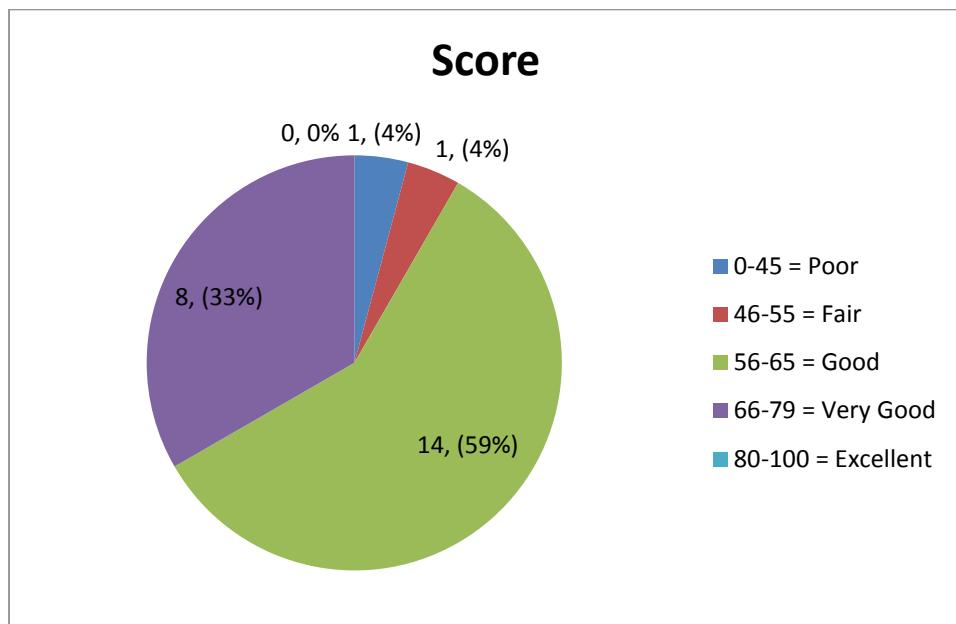
The chart of each writing component above describe that the mean score of the students' ability in finding content in writing descriptive text was categorized into very good level, the mean score of the students' ability in finding organization in writing descriptive text was categorized into good level, the mean score of the students' ability in finding vocabulary in writing descriptive text was categorized into good level, the mean score of the students' ability in finding grammar in writing descriptive text was categorized into good level, the mean score of the students' ability in finding spelling in writing descriptive text is categorized into good level. The score students' ability in writing a descriptive text is categorized in good level.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring on the data analyzes and data presentation explained at the chapter IV, finally the researcher concludes that answer the formulation of the problem, the mean score of students' writing ability showed that students' ability is categorized into good level. The mean score of the students' ability in finding organization, vocabulary, grammar, and spelling in writing descriptive text is categorized into good level. The mean score of the students' ability in finding content in writing descriptive text is categorized into very good level.

B. Suggestion

Based on the research finding, the researcher would like to give some suggestions. From the conclusion of the research above. The suggestions are below:

1. The teachers should support their teaching activity with the interesting media.

2. For the students, they have to hard effort to improve their writing ability and take a part actively in learning process in order to support their writing mastery.

3. For the school, it is an improvement in learning process especially in English subject that useful to increase quality of school itself.

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