

**`Students' Ability in Writing Descriptive Text: A Research at Tenth Grade Students  
of SMAN 2 Lubuk Sikaping**

**Thesis**

***Submitted as Partial Fulfilment of the Requirements to Obtain Bachelor of  
Education (B. Ed) in English Language Education***



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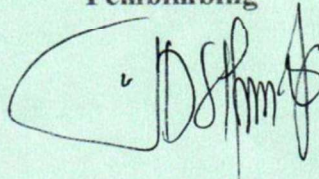
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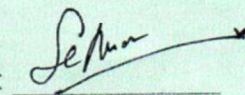
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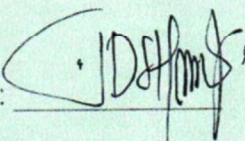
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## ABSTRACT

**Latifah (2023). *Students' Ability in Writing Descriptive Text: A Research at Tenth Grade Students of SMAN 2 Lubuk Sikaping*. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang.**

The aim of this research is to analyze the ability of the tenth grade students to write Topic Sentence and Supporting Details of descriptive text at SMA N 2 Lubuk Sikaping. This study has a descriptive quantitative research design. A writing test was required to a sample of 64 students across different classes of tenth-grade students of SMAN 2 Lubuk Sikaping. This data collection method provided quantitative data. The source of this data is primary, as it is gathered directly from the participants by the researcher. The researcher uses proportional random sampling which take a half of the population to be the sample of the data. The categories of the score are Excellent (3.26 – 4), Good (2.51 – 3.25), Fair (1.76 – 2.50) and Poor (1 – 1.75). The researcher analyzes the data by checking the writing test of the students then put them into the category. The result of this research is that the students' ability in writing Topic Sentence is categorized as "Fair" with the mean was 2,45. Then, the category of the students' ability in writing Supporting Details is categorized as "Fair" with the mean was 2,23.

**Keywords:** Descriptive Text, Writing Ability, Elements of a Paragraph.

## ABSTRAK

**Latifah (2023). *Students' Ability in Writing Descriptive Text: A Research at Tenth Grade Students of SMAN 2 Lubuk Sikaping*. Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Tujuan dari penelitian ini adalah untuk menganalisis kemampuan siswa kelas X dalam menulis Kalimat Bertopik dan Rincian Pendukung teks deskriptif di SMA N 2 Lubuk Sikaping. Penelitian ini menggunakan desain penelitian deskriptif kuantitatif. Sebanyak 64 siswa dari berbagai kelas di SMA N 2 Lubuk Sikaping diminta melakukan tes menulis. Metode pengumpulan data ini memberikan data kuantitatif. Sumber data ini bersifat primer, karena dikumpulkan langsung dari partisipan oleh peneliti. Peneliti menggunakan metode penarikan sampel acak proporsional yang mengambil setengah dari populasi sebagai sampel data. Kategori skor yang digunakan adalah: Sangat Baik (3,26 - 4), Baik (2,51 - 3,25), Cukup (1,76 - 2,50), dan Kurang (1 - 1,75). Peneliti menganalisis data dengan memeriksa tes menulis siswa kemudian memasukkannya ke dalam kategori. Hasil penelitian ini menunjukkan bahwa kemampuan siswa dalam menulis Kalimat Topik dikategorikan sebagai "Cukup" dengan rerata sebesar 2,45. Selanjutnya, kemampuan siswa dalam menulis Rincian Pendukung dikategorikan sebagai "Cukup" dengan rerata sebesar 2,23.

**Keywords:** Teks Dekriptif, Kemampuan Menulis, Elemen Paragraf.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

English language learning is based on four pillars: speaking, reading, listening, and writing. These skills can be split into two groups: receptive skills and productive skills. Because language is best understood when it is received rather than produced, reading and listening are regarded as receptive abilities. They can be compared to the practical skills of speaking and writing. Before moving on to productive usage when learning a new language, students must acquire receptive knowledge of the subject. We often learn in the following order: listening, speaking, reading, and writing.

Bello (1997) asserted that writing, a productive language skill, is vital to helping learners acquire language because it allows them to engage with words, phrases, and extended pieces of writing to express themselves clearly and to reinforce the grammar and vocabulary they are learning in class.

Experts have provided a few definitions of writing. Nunan (2003: 88) asserted that a sequence of contrasts might serve as a definition of writing. First, writing requires both mental and physical effort. Putting ideas or words to paper is primarily the physical act of doing so. Contrarily, writing is the mental process of organizing thoughts into words and paragraphs that, after being carefully considered and given several ways to convey them, will make sense to a reader.



The second aims to impress as well as to express. Typically, writers serve two masters: themselves, with their own desires to convey a thought or emotion, and readers, also known as the audience, who have particular expectations for how ideas should be expressed. The purpose of the writing will then determine the best format for it. The third is both a process and an outcome. The writer plans, creates edits, proofreads, and revises their writing. The writing process is typically circular and sporadic in its organization. What people see is ultimately a product, whether it's an instructor or a broader audience.

One of the written items is a text. The authors are able to create a wide range of works. One of them is the descriptive writing. Descriptive writing is written to show the traits of someone, something, or a particular place. The descriptive text is made up of the introduction and description. The paragraph's introduction and description sections serve as the characters' points of introduction and description, respectively. Writing is more difficult than other abilities because, as was said before, it requires more components. It addresses many different topics, like as syntax, vocabulary, mechanics, structure, and content.

A paragraph consists of three essential components: a topic sentence, supporting sentences, and a concluding sentence. The topic sentence serves as the paragraph's main idea, identifying the subject matter and narrowing it down to one or two areas that can be fully explored within a single paragraph. This specific area is referred to as the controlling idea. Supporting sentences elaborate on the topic sentence by providing reasons, examples, facts, statistics, and quotations.

Lastly, the concluding sentence marks the paragraph's conclusion and leaves the reader with key points to retain in their memory (Oshima, A. & A. H. 2006)

Meanwhile, the researcher discovered an issue that a result of preliminary investigation on an English instructor and students at SMAN 2 Lubuk Sikaping. The students committed a number of mistakes in writing the topic sentence and the supporting details while writing descriptive text. It was identified from their writing exercises.

There are several researchers doing related research about writing descriptive text. Saputra et al., (2018); Markhamah et al., (2013); Berliana (2013); Utami et al. (2018) conducted research related to descriptive text but they did not focused on the element of paragraph (the topic sentence and the supporting details).

Finally, the researcher wanted to focus the issue and the study's purpose on analyzing the 10th grade students' descriptive text writing skills. "An Analysis of Students' Ability in Writing Descriptive Text in The Tenth Grade of Senior High School 2 Lubuk Sikaping" is the title of the study that the researcher is conducting.

## **B. Identification of the Problem**

According to the background of the problem, some issues can be investigated. The first, problem is related to the analysis of students' writing ability in writing generic structure of descriptive text. The next problem is related

to the analysis of students' writing ability in writing generic structure of descriptive text. The last, the researcher can analyze the students' writing ability in writing elements of a paragraph of descriptive text.

From the problem found above, the researcher wants to investigate more about the students' writing ability in writing elements of a paragraph of descriptive text.

### **C. Limitation of the Problem**

Based on the background above, the researcher limits this elements of a paragraph, including the Topic Sentence and the Supporting Details.

### **D. Formulation of the Problem**

Relating to the background, identification, and limitation of the problem, the researcher formulated the research question "How is the ability of the tenth grade of SMA N 2 *Lubuk Sikaping* to write descriptive text"?

### **E. Research Questions**

1. How is the tenth grade students' ability to write Topic Sentence of descriptive text at SMA N 2 *Lubuk Sikaping*?
2. How is the tenth grade students' ability to write Supporting Details of descriptive text at SMA N 2 *Lubuk Sikaping*?

### **F. Purpose of the Research**

1. To analyze the ability of the tenth grade students to write Topic Sentence of descriptive text at SMA N 2 *Lubuk Sikaping*.



2. To analyze the ability of the tenth grade students to write Supporting Details of descriptive text at SMA N 2 *Lubuk Sikaping*.

### **G. Significance of the Research**

1. Based on the general framework, students may identify their writing flaws in descriptive texts, correct them, and enhance their descriptive text writing skills.
2. The research outcomes should provide information about the students' common skills for next researchers. It is anticipated that it will serve as motivation for the following researchers who work in this area. They may find it helpful in directing their research.

### **H. Definition of the Key Terms**

1. Writing is a sophisticated socio-cognitive activity that involves creating written words on a page of paper, another surface, or, more recently, a computer screen.
2. Descriptive text refers to a text that delivers facts with the intention of describing a certain person, location, or item.
3. Topic Sentence states the main idea of the paragraph.
4. Supporting Details develop the topic sentence, that is, they explain the topic sentence by giving reasons, and examples: facts, statistics, and quotations.
5. Description refers to the components, traits, or attributes of the person being described in the text.