

**STUDENTS' WRITING ABILITY ON ENGLISH
DESCRIPTIVE TEXT AT GRADE VIII.5
IN SMPN 33 PADANG**

THESIS



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*This thesis is submitted to fulfill one of the requirements to get
Master degree in Education*

**ENGLISH EDUCATION SECTION
LANGUAGE EDUCATION PROGRAM
GRADUATE PROGRAM
STATE UNIVERSITY OF PADANG
2014**

ABSTRAK


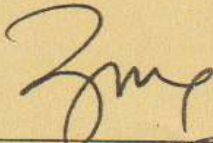
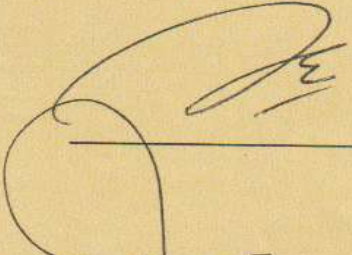

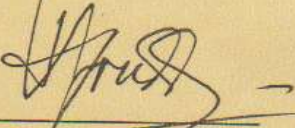
Ade Dwi Jayanti. 2014. Kemampuan Siswa dalam Menulis Teks Deskriptif Bahasa Inggris pada kelas VIII.5 di SMPN 33 Padang. Tesis. Program Pascasarjana. Universitas Negeri Padang.

Penelitian ini adalah penelitian deskriptif yang bertujuan untuk menganalisis kemampuan siswa dalam menulis teks deskriptif. Adapun indikator-indikator yang dianalisis dalam menulis teks deskriptif adalah struktur dalam menulis teks deskriptif itu sendiri, yaitu identifikasi, deskripsi, tata bahasa, kosa-kata dan mekanik. Pada penelitian ini, peneliti menggabungkan indikator-indikator teks deskriptif dari Gerot & Wignell (1994) dan rubrik skor tentang menulis dari Heaton (1988) untuk menganalisis teks deskriptif bahasa Inggris yang ditulis oleh siswa. Instrumen yang digunakan dalam penelitian ini adalah tes menulis. Peneliti memberikan tiga kali ujian menulis dengan 3 topik yang berbeda. Topiknya terdiri dari orang, benda dan tempat. Penelitian ini dilakukan di kelas VIII.5 di SMPN 33 Padang kelas. Jumlah partisipan yaitu 23 siswa.

Hasil penelitian menunjukkan bahwa siswa mengalami kesulitan dalam mengidentifikasi subjek dalam identifikasi. Begitu juga dalam deskripsi, siswa tidak mampu mengembangkan ide. Selanjutnya, dalam tata bahasa, siswa tidak memahami struktur *simple present tense*. Pada kosa kata, siswa memiliki keterbatasan kosa kata dalam menyampaikan ide. Kemudian, dalam mekanik, siswa juga melakukan kesalahan dalam penggunaan tanda baca dan ejaan.

Penelitian ini menjelaskan bahwa identifikasi, deskripsi, tata bahasa, kosa kata dan mekanik yang merupakan indikator dalam teks deskriptif, perlu diajarkan sehingga tercapai tujuan pendidikan dengan baik. Guru bahasa Inggris diharapkan dapat memberikan siswa banyak latihan menulis berkaitan dengan kemampuan menulis teks deskriptif bahasa Inggris. Peneliti lainnya diharapkan dapat mengadakan penelitian selanjutnya yang berkaitan dengan hasil penelitian ini.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the effective ways in communication besides speaking. The students are able to share his idea, feeling and thought to the reader. Writing is one of English skills that must be learned by the students. To acquire it, the students should get sufficient writing practices. These practices are supposed to stimulate the students' skill in writing and expressing thoughts in a good passage. Without practicing, it is impossible to write well and effectively.

As a skill in English, writing has become an indispensable skill for future life because it is required in various aspects such as science, technology, and others. Writing is one of the important ways to improve someone's general language skills in English. Writing practice can help the students to improve their vocabulary and of course increase their ability in grammar.

Based on KTSP (*Kurikulum Tingkat Satuan Pendidikan*) 2006 of Junior High School, kinds of texts are introduced to students from the first year until the third year at junior high school; they are narrative, descriptive, recount, report, and procedure. Each kind of text has its own characteristic and language features, because of that it is important for the

English teacher making the students know the different purposes of each text.

One of the texts which learned by Junior high school students is descriptive text. It is a kind of texts that expresses the ideas to describe thing, person, or place. This text is important to be mastered by the students, because it is mostly used by students in their daily activities. The descriptive text has been studied by students at the second year of SMPN 33 Padang. At the second semester of first year and first semester of second year, the students have studied the descriptive text.

Based on the writer's informal interview to some students of the second year of SMPN 33 Padang who have studied some texts in "*Bahasa Inggris*" subject, she found that the students do not know what they have to write in descriptive text. It is found that some students cannot describe the subject of English descriptive text well.

Besides that, the writer also interviewed English teacher in SMPN 33 Padang. She said that students don't understand to write descriptive text because they have limited vocabularies and grammatical skills. It is supported by less knowledge about the elements of writing descriptive text. She added, "They often ignore the punctuation and spelling, which made unmeaningful words. It means that the students are not interested in writing text because they don't comprehend it well. When I asked some questions, there are only few students who could answer. It was proved by

the fact in their test result of writing English descriptive text last semester that 2 students (8,70%) were good to average, 7 students (30,43%) were fair to poor and 14 students (60,87%) were very poor.” (Based on Heaton’s scale, 1988: 146)

Considering the fact above, the writer was interested in doing a research on grade VIII.5 students of SMPN 33 Padang to write English descriptive text. As the writer knows, descriptive activity is often acted by students. For example, if they are asked about a place by someone, they described the place details. Related to explanation above, the writer was interested in writing English descriptive text because it is appropriate to syllabus of *Bahasa Inggris* subject in SMPN 33 Padang. So, it was fixed with the participants’ ability to be researched.

B. Identification of the Problem

The students should learn some kind of texts in order to improve their writing skill. One of the texts is descriptive text. In junior high school, students have to be able to write a good descriptive text. In fact, that not all students are able to write a meaningful descriptive text. As it has been introduced previously, there were some problems that can be identified which related to students’ writing of English descriptive text.

The first problem was that some students do not know what they have to write in descriptive text. Sometimes, it is found that some students

cannot identify the topic. In this case, the topic can be a person, thing or place. Secondly, they have lack of vocabularies in writing English descriptive text, for example, when the teacher gave them an exercise to write a descriptive text, the students are often bored because they have no amount of vocabularies related to the topic given. It means that students confused in writing English descriptive text. In this case, the students have to use appropriate words. Thirdly, they also often use uncorrected grammatical structure. Because of that, the students make some mistakes, such as; they create a descriptive text with meaningless, even difficult to understood, which made the movement of one sentence to another is lack of coherence. Finally, they often ignore the punctuation and spellings, which make unmeaningful words. It means that the students make some mistakes in mechanic. They made the reader be confused to get the point or meaning of their writing. In this case, they have to use correct mechanics.

C. Limitation of the Problem

As writer mentioned above, there were various problems faced by students in writing English descriptive text, so in this research the writer limited her research to the students' writing of English Descriptive text. The research was conducted at grade VIII.5 in SMPN 33 Padang. It is focused on generic structure (identification and description), the language

features (using simple present tense, action verb, and adjective), vocabulary and mechanics (spelling and punctuation).

D. Formulation of the Problem

The problem of this research is formulated into the following question: “How is the grade VIII.5 students’ writing ability of English descriptive text of SMPN 33 Padang?”

E. Research Questions

In accordance with the formulation of the problem as clearly discussed before, the writer proposed some research questions as follows;

1. How is the grade VIII.5 students’ ability in writing the identification of English descriptive text in SMPN 33 Padang?
2. How is the grade VIII.5 students’ ability in writing the description of English descriptive text in SMPN 33 Padang?
3. How is the grade VIII.5 students’ ability in using the language features (present tense, action verb and adjective) of English descriptive text in SMPN 33 Padang?
4. How is the grade VIII.5 students’ ability in using the vocabulary of English descriptive text in SMPN 33 Padang?
5. How is the grade VIII.5 students’ ability in using the mechanics of English descriptive text in SMPN 33 Padang?

6. What are the problems faced by grade VIII.5 students in writing English descriptive text in SMPN 33 Padang?

F. Purpose of the Research

Based on the research questions above, the purpose of this research as follows;

1. To find out the students' ability in writing the identification of English descriptive text at grade VIII.5 of SMPN 33 Padang.
2. To find out the students' ability in writing the description of English descriptive text at grade VIII.5 of SMPN 33 Padang.
3. To find out the students' ability in using language features (present tense, action verb and adjective) of English descriptive text at grade VIII.5 of SMPN 33 Padang.
4. To find out the students' ability in using vocabulary of English descriptive text at grade VIII.5 of SMPN 33 Padang.
5. To find out the students' ability in using mechanics of English descriptive text at grade VIII.5 of SMPN 33 Padang.
6. To find out the students' problems in writing English descriptive text at grade VIII.5 of SMPN 33 Padang.

G. Significance of the Research

The result of this research is expected to give contributions to both theoretical and practical values. For the theoretical value, the result of this

research can be as useful input to the English teaching process especially in teaching writing English descriptive text in junior high school. The English teacher will pay attention to five indicators of writing English descriptive text, such: identification, description, language features, vocabulary and mechanics in teaching process.

For practically value, the writer wanted to find out the students' ability in writing English descriptive text. For the English teacher, it will give information for the improvement of her/his teaching. From the writing test given to the students, English teacher can see and obtain clear description about the ability of the students in writing descriptive text and then the teacher can pay attention to the students' weaknesses in order to help them to be good writers. For the students, it was expected to gain essential perspective about the importance to produce a text in the right order of generic structures and the correct use of grammatical features.

H. Definition of the Key Terms

To avoid misunderstanding on the parts of the readers, it is important to give clarification on the terms used in this research as follows:

1. Writing ability

Writing ability is an ability of the student to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand ideas conveyed.

2. *Descriptive text*

Descriptive text is a kind of text that expresses the ideas in describing thing, people, or place in such information detail that the reader can easily form a precise mental picture of what is being written about. It has five components such; identification, description, language features, vocabulary and mechanics.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the research findings, there are some conclusions which can be derived from the analysis:

1. In generally, the grade VIII.5 students' writing ability of SMPN 33 Padang in writing English descriptive text is fair to poor. In specifically, first, it is found that the students' ability of identification in writing English descriptive text was good to average (14 students). Second, it is found that the students' ability of description in writing English descriptive text is fair to poor (20 students). Third, it is found that the students' ability of using language features (present tense, action verb and adjective) in writing English descriptive text is fair to poor (12 students). Fourth, it is found that the students' ability of using vocabulary in writing English descriptive text is fair to poor (20 students). And finally, it is found that the students' ability of using mechanics in writing English descriptive text is fair to poor (19 students).
2. Meanwhile, the students have some problems in writing English descriptive text. They are:
 - a. Students' Problem in Writing Identification

Few students don't identify the subject (person, thing or place) clearly in writing identification.

b. Students' Problem in Writing Description

Some students do not describe parts, qualities and characteristics of subject in description. It is caused the students cannot develop their ideas or information related to subject in order to make descriptive text clearly.

c. Students' Problem in Using Language Features

In general, most of students do not know the basic structure of simple present tense itself. So, it affects error structure of sentences which is written by students.

In specific, most of them have omission of be, wrong use of singular and plural be, omission of suffix *-s/-es* and wrong use of verb. Furthermore, the students often use ordinary verb "have" to third singular subject because they do not know how to differentiate between singular and plural subjects in writing a sentence. After that, many students also often make mistakes in using V1 and V1+s/es. Finally, they often put adjective after noun/ object in writing sentence.

d. Students' Problem in Using Vocabulary

Many students have poor vocabulary in English. They have error of words (form, choice, or usage). As a result, many students use vocabulary which are unsuitable contextually. So they need to enrich their vocabulary.

e. Students' Problem in Using Mechanics

In punctuation, many students don't use period (.) at the end of sentence. Next, some students put commas (,) in uncorrected position, such; putting comma at the end of sentence. Furthermore, some students also write a run-on sentence which is caused by have no punctuation. The students have to pay attention to punctuation because it is necessary to make sentence meaning clearly.

In spelling, many students have miss-spelling in writing words because they cannot differentiate written of word to its pronunciation.

B. Implication

The implication of this research is in relation to the findings of the research, that is, these findings imply;

1. The implementation an interesting strategy in teaching English descriptive text should be concerned to stimulate the students' interest in order to get writing well.
2. Brainstorming before teaching and learning process related to topic or lesson. So the students can develop their ideas easily.
3. The generic structure and language features should be presented and reviewed often in order to comprehend the text deeply. By

having this ability, it will facilitate the students in writing English descriptive text well.

C. Suggestion

Based on the research findings and conclusions of the research, the writer would like to propose some suggestions as follows:

1. The English teachers are suggested to explain the generic structure and grammatical features of English descriptive text more deeply and clearly in order to get good results for the students.
2. The English teachers are suggested to give more practices to the students in writing especially when they are writing English descriptive text by using interesting strategy related to the students' ability in developing their ideas.
3. The English teachers are suggested to stimulate the students to build ideas related to the topic given. So, the students will be able to develop those ideas to be good writing.
4. The English teachers are suggested to be more active in teaching-learning process because they have important role in learning successful.

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