

**THE SECOND GRADE STUDENTS' ABILITY IN WRITING A
DESCRIPTIVE TEXT AT SMPN 1 CANDUANG**

*Submitted as partial fulfillment of the requirements
to obtain strata one (S1) degree*

THESIS



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2013

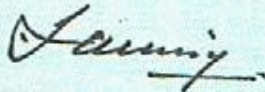
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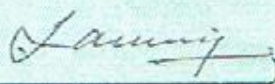
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Padang, Februari 2013

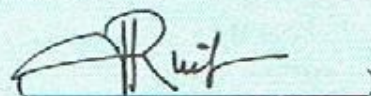
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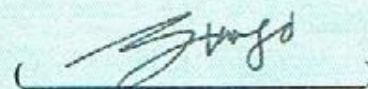
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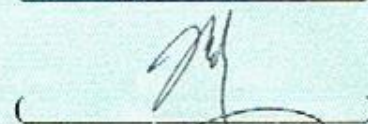
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ABSTRAK

Mardiyah Denil . 2013. The Second Grade Students' Ability in Writing a Descriptive Text at SMPN 1 Canduang. Skripsi. Jurusan Bahasa Inggris. FBS. UNP Padang.

Penelitian ini bertujuan untuk melihat kemampuan siswa dalam menulis teks deskriptif dilihat dari penulisan identifikasi, deskripsi dan penggunaan *simple present tense* serta untuk mengetahui permasalahan yang dihadapi siswa dalam menulis teks deskriptif. Jenis penelitian yang digunakan adalah deskriptif. Sumber data dari penelitian ini adalah murid kelas 8 SLTP 1 Canduang yang berjumlah 42 orang. Instrumen yang dipakai adalah tes tulis dan angket. Pertama, peneliti melakukan penelitian dengan menyuruh siswa untuk menulis teks deskriptif berdasarkan topic yang telah disediakan. Selanjutnya, peneliti memberikan angket. Berdasarkan hasil penelitian, ditemukan bahwa siswa memiliki kemampuan yang rendah dalam menulis struktur generik dan tata bahasa dari teks deskriptif. Dari hasil penelitian juga ditemukan bahwa siswa memiliki permasalahan dalam menulis teks deskriptif. Berdasarkan hasil penelitian, penulis menyarankan kepada siswa untuk lebih memperhatikan penggunaan struktur generik dan *simple present tense* dalam menulis teks deskriptif. Selain itu, penulis juga menyarankan agar guru lebih memperhatikan permasalahan yang dihadapi siswa dalam menulis sehingga dapat menemukan strategi untuk menyelesaikan permasalahan tersebut.

ACKNOWLEDGEMENTS

By saying “*Alhamdulillahirabbil ‘Alamin*”, the writer would like to express her praise to Allah SWT, who has given her chance, knowledge and strength in finishing this thesis entitled “**The Second Grade Students’ Ability in Writing a Descriptive Text**”. She also sends *shalawat* and *salam* along with greetings to the prophet Muhammad SAW, the last prophet and the greatest leader of human being.

Moreover, she would like to dedicate her sincere gratitude and appreciation to her advisors, Drs. Saunir Saun, M.Pd. and Dr. Refnaldi, S.Pd, M. Litt for their professional help, a great deal of time, guidance, and valuable advice in the completion of this paper from the beginning until the end. A sincere gratitude also to her examiners Drs. Sunaryo, Rusdi Noor Rosa, S.S, M.Hum and Yuli Tiarina, M.Pd for the suggestion and comments. Then the writer also thanks her academic advisor, Rusdi Noor Rosa, S.S, M.Hum for his support and attention during the studies, Dr. Kurnia Ningsih, M.A as the chair person of English Department, Dra. An Fauzia Rozani Syafei, M.A as the secretary of English Department and all lecturers who have taught and guided her during her studies.

Besides, the writer sends her gratitude and thanks to her beloved parents (Abizar and Yul Asni) and sister (Indri Wahyuni) for their pray, love, patience, caring, understanding, and supporting. Then, a special thankfulness for all of her friends (Sherly, Riza, Yosi, Widya, Icha, Riri, Hafiz, Rajab, Afdal, Ni Uut, and Robi) that always give motivation, support and care to the writer. Also, the writer would like to give regards for the second grade students of SMP N 1 who registered 2012/2013 (VIII1, VIII2, VIII3, and VIII4) who are very cooperative, joyful, and helpful. The writer would also like to give special regards for all his friends KP4 2008 who have given courage and spirit to the success of this thesis. The writer also apologizes deeply that he cannot mention the names of his other friends. Everything done by his friends is meaningful for the writer, even the smallest things.

Padang, Februari

The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The School- Based Curriculum is now used in the junior high school. The school-Based Curriculum or *Kurrikulum Tingkat Satuan Pendidikan (KTSP)* has a purpose to make the students able to communicate in daily life. Communication is ability in understanding and expressing ideas, feeling and information. By writing the students can share ideas and information with others.

In the level second grade of Junior High school, the School- Based Curriculum requires the students to master various texts in the form of short functional text (letter, banner, advertisement,etc) and short text. These short texts are descriptive, recount, and narrative (Mendiknas 2006). Through this curriculum the second grade students of Junior High school should be able to produce the language into oral and written forms. The students are not only expected to speak but also able to write.

Based on KTSP, the purpose of teaching writing at second grade of Junior High school is to make the students able to express the meaning in a short essay such as a descriptive text by using accurately written language to interact with their environment. In other words, the students must be able to interact by using written text in their environment.

A descriptive text is a kind of text which has purpose to describe a particular person, place or thing in details. The students should able to write a

descriptive text based on the generic structure. They also should write a descriptive text by using lexicogrammatical features appropriately. Based on the preliminary research, the students still got difficulties in writing a descriptive text. The students' difficulties were related to the generic structure and the lexicogrammatical features of a descriptive text. They were not able to write the generic structure in well order. Besides, they also were not able to use correct lexicogrammatical features of the descriptive text.

First, students' problem in using the generic structure of the descriptive text was when the teacher asked them to write a descriptive text based on the topic given. It could be seen from twenty four of the students, ten of the students' got difficulties in developing their ideas. They did not know what they should write for identification and description of the descriptive text. Most of the students were only copied the model of text. Meanwhile the rest of them wrote what in their opinion and translate it into English. As a result, their ideas were not arranged orderly.

The second problem is the student difficulties in the use of the lexicogrammatical features of a descriptive text. The lexicogrammatical features of a descriptive text are the use of vocabulary and grammar. The vocabulary commonly used in the descriptive text is related to the thing being described, for example for describing animal or person it might be related to appearance. In using vocabulary only 15 of the students could use appropriately. The students common mistake in using vocabulary are most of the students' used incorrect words for example *he is a smart student*, *he is good*, and *he is high*. Those words

are misused even though from the structure it can be accepted. The correct words are *he is a clever student, he is friendly and he is tall.*

The next problem related to the lexicogrammatical features of a descriptive text was the use of the grammar. Tense that usually in writing a descriptive text is simple present tense. In the use of the simple present tense, the students got problem in differentiate the use of the Verb 1 for the third person singular. As in the students' writing task, *she wear glasses, she look like an angel, and she like listening to the music.* Those sentences were wrong because for third person singular sV1 must added by -es/s. The correct sentences are *she wears glasses, she looks like an angel and she likes listening to the music.* From 24 of the students only 2 of them that could use simple present appropriately.

Based on the phenomena above, the students' ability in writing a descriptive text was still low. To know more the students ability in writing a descriptive text, this research will study more about phenomena that related to the second grade students' ability in a descriptive text at SMPN 1 Canduang.

B. Identification of the Problem

Based on the background of the problem, there are some problems were identified related to the use of the generic structure and the lexicogrammatical features in writing a descriptive text. First, the students got difficulties in developing ideas for identification based on the topic. They felt confused about what they should write in identification. Second, the students got difficulties in developing description of the text based on the topic. They did not know what

they should write for description. Third, the students had problems in the use of vocabulary. The students' common mistakes in using vocabulary were most of the students' used incorrect words and the students also confused when the teacher asked them to construct phrase and complement. Last, the students' problem was in the use of tense. Tense that is commonly used was the simple present tense, the students got problem in differentiate the use of the Verb 1 for first singular person.

C. Limitation of the Problem

Based on the identification of the problem above, there were only four problems that would be analyzed: identification, description, simple present tense and students' problems in writing a descriptive text.

D. Formulation of the Problem

Based on the limitation of the problems above, the problem of the research was formulated as follows:

How is the second grade students' ability in writing a descriptive text at SMPN 1 Canduang?

E. Research Questions

In order to answer the question above, the research was elaborated into the following research questions:

1. How is the students' ability in writing identification of a descriptive text based on the topic?

2. How is the students' ability in writing description of a descriptive text based on the topic?
3. How is the students' ability in using the simple present tense in writing a descriptive text?
4. What are students' problems in writing a descriptive text?

F. The Purpose of the Research

The purposes of the research are:

1. The students are able to develop identification of descriptive texts based on the topic given.
2. The students are able to develop description of descriptive texts based on the topic given.
3. The students are able to use simple present tense in writing a descriptive text.
4. To know about the students' problems in writing a descriptive text

G. Significances of the Research

There were some significances of the research. First, theoretically, it is expected that this research can be used as a reference for further researcher to get more information about the generic structure and the simple present tense. Second, practically, it is hoped that this research will help and provide information about the reasons of the important of the use of the generic structure

and the simple present tense in writing a descriptive text at the second grade of the Junior High School.

H. Definition of the Key Terms

- a. Writing ability: the students' ability in the use of the generic structure and the simple present tense in writing a descriptive text.
- b. Generic structure: the organization of descriptive text that consists of identification and description
- c. Simple present tense: The tense that is usually found in writing a descriptive
- d. Descriptive text: a kind of text which has a purpose to describe a particular person, place or thing in details.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research find it can be concluded that first, most of the students had problems in writing of identification. They could not write identification as the criteria of good identification. They could not identify subject that would be described. Besides, they also could not tell who or what would be described.

Second, in writing description, some of the students were poor in writing description. They could not write description in detail. Besides, they could not describe parts, qualities and characteristic of the object. Their description also did not support their identification even their description seems like a bibliography.

Third, there were still some of the students that did not understand about the simple present tense. They could not use the simple present tense in the right form. They also did not know to be that usually use for simple present tense.

Last, besides, the students' problems about identification, description and tense. The student also had problems in the use of punctuation, spelling, capitalization, vocabulary and written in English forms.

B.Suggestions

Based on the conclusions, it is suggested that the students need pay attention about the generic structure and the simple present tense that is used in writing a descriptive so that they can write a descriptive in well organized and can be understood. Besides, the teachers have to pay attention about their students' problems in writing a descriptive text. Therefore, the teacher can prepare the next strategy in order to help the students in solving their problems in writing a descriptive text.

Moreover, there are a lot of aspects that not include in this research. For the next researchers are hoped to find another problems in writing a descriptive text. By knowing some problems it will be helpful for teachers to find some strategies to solve it. Besides, for the next researcher, it also suggested to do writing test more than one so that the result will be better.

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