AN ANALYSIS OF THE TENTH GRADE STUDENTS' ABILITY AND DIFFICULTIES IN WRITING DESCRIPTIVE TEXT

(A Descriptive Research of the Tenth Grade Students of MAN Demak in the 2021/2022 Academic Year)

A FINAL PROJECT

Submitted as a partial fulfillment of the requirements for the Bachelor Degree

(*Sarjana Pendidikan*) in English Education

Written by:

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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGE AND COMMUNICATION SCIENCE

SULTAN AGUNG ISLAMIC UNIVERSITY

SEMARANG

2022

APPROVAL

A Sarjana Pendidikan Final Projecton

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Approved by   Semarang,January 27th 2022

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VALIDATION

A Sarjana Pendidikan Final Project on

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Defended before the Board of Examiners

On

And Declared Acceptable

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Semarang, March 9th 2022

The Dean of Faculty of Language and Communication Science

Sultan Agung Islamic University

Kurniawan Yudhi Nugroho,S.Pd.,Mpd.

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DECLARATION OF ORIGINALITY

I hereby declare this final project is based on my own study for my Bachelor Degree. It does not contain the works of other people, except those which were cited in the quotations and the references. If my statement is not valid, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from the paper.

Semarang, January 24th 2022

Laelatul Afidah

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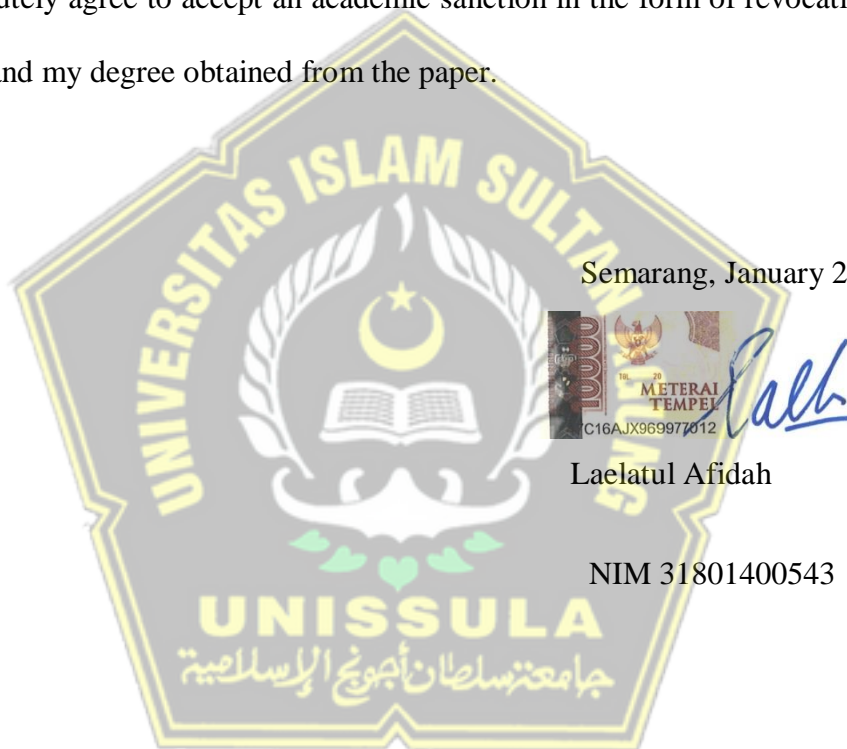
MOTTO AND DEDICATION

MOTTO

"To infinity and beyond!"

(Buzz Lightyear)

DEDICATION

This final project is dedicated for my precious ones who always pray and give me support, they are:

1. My beloved family, for encourage and always pray for me. You are the power and the reason I am able to stand until this time. I love you. You are my everything.

2. My special friends, Lina(*Senpai*), Nur Azizah (*Nakama*), Nur Khoiri Roifah (*Tomo*), Nurul Hidayati, Anna Anita Arifatul Jannah, Aifi Lutfiani, Dadi Nuryanti and Eni Hidayati, thank you very much for always support and give me energy. Your help is something precious, so I can finish this study.

ABSTRACT

Afidah, Laelatul. 2022. "AN ANALYSIS OF THE TENTH GRADE STUDENTS' ABILITY AND DIFFICULTIES IN WRITING DESCRIPTIVE TEXT*(A Descriptive Research of the Tenth Grade Students of MAN Demak in the 2021/2022 Academic Year).*A Final Project, English Education Program, College of Languages and Communication Science, Sultan Agung Islamic University. The advisor: Elok Widiyati. S.Pd, M.Pd.

The method of this study was descriptive research. The purpose of this study was to describe the students' ability and difficulties in writing descriptive text. This study was conducted in MAN Demak. The sample was X IPS 3, which consisted of 36 students. The instrument of the study was writing task. The result, it showed that the students' writing ability in X IPS 3 was classified as very poor with mean score 59. There were several difficulties which students faced in writing descriptive text, such as they still confused to connect ideas with the details, the use of subject and verbs, the use of punctuation, spelling and capitalization properly.

**Keywords:**writing ability, descriptivetexts, and descriptive research.
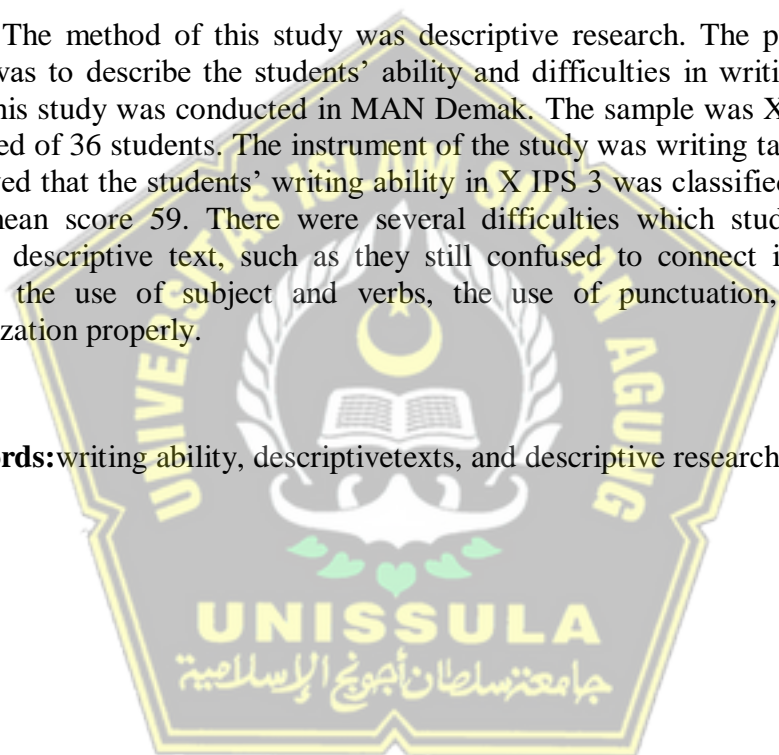
INTISARI

Afidah, Laelatul. 2022. "ANALISIS KEMAMPUAN DAN KESULITAN SISWA KELAS SEPULUH DALAM MENULIS TEKS DESKRIPTIF (penelitian deskriptif siswa kelas sepuluh MAN Demak tahun ajaran 2021/2022). Skripsi Program Studi pendidikan bahasa Inggris fakultas bahasa dan komunkasi, Universitas Sultan Agung Islam. Pembimbing: Elok Widiyati. S.Pd., M.Pd.

Penelitian ini merupakan penelitian yang menggunakan metode deskriptif. Tujuan dari penelitian ini untuk melihat kemampuan siswa dan kesulitan yang dihadapi dalam menulis teks deskriptif. Penelitian diselenggarakan di MAN Demak. Sample dalam penelitian ini adalah kelas X IPS 3 yang terdiri dari 36 siswa. Intrumen yang digunakan dalam penelitian ini adalah tes menulis. Hasil dari penelitian menunjukan bahwa kemampuan siswa kelas X IPS 3 tergolong *"very poor"*, dengan rata-rata nilai 59. Ada beberapa kesulitan yang siswa hadapi dalam menulis teks deskriptif, yaitu kesulitan dalam menghubungkan ide dengan kalimat penjelas, penggunaan subjek dan kata kerja, ketepatan penggunaan tanda baca, ejaan dan huruf kapital.

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Kata kunci: kemampuan menulis, teksdeskriptif, penelitian deskriptif.
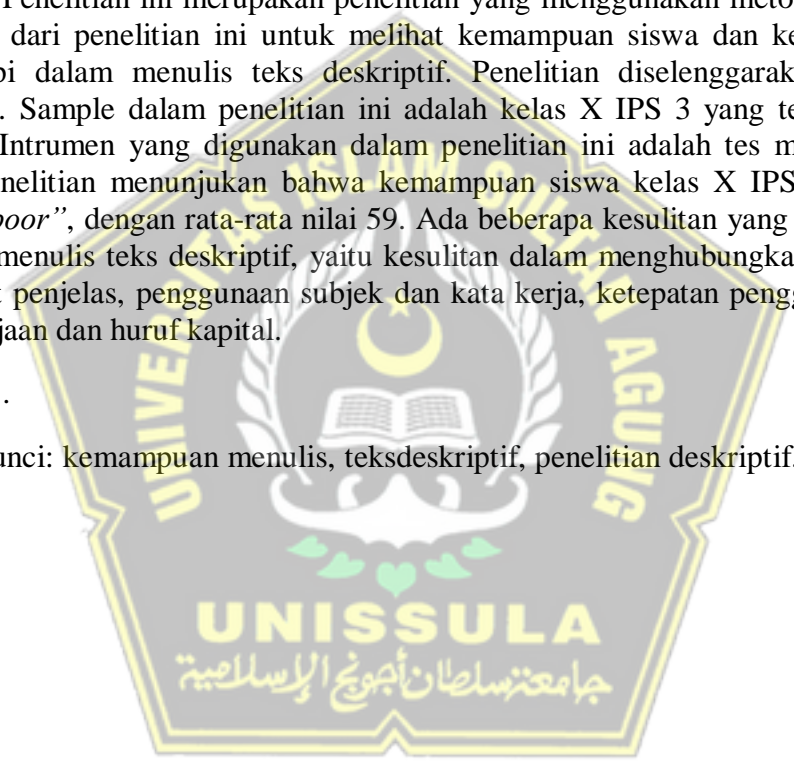
AKNOWLEDGMENT

In the name of Allah, the Merciful, the Gracious, I would like to convey my deepest gratitude to Allah. Shalawat and salam are always conveyed to our prophet Muhammad SAW. This final project has been completed due to valuable assistance, guidance, and support that is given by many people. Therefore, I would like to express my sincere gratitude to:

1. Mr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd., as the deanof Faculty of Language and Communication Science.
2. Mrs. Elok Widiyati, S.Pd., M.Pd., as the head ofEnglish Education Department and as my respectable advisor who had been patience and guide me until the last part.
3. Mrs. Mega Mulianing Maharani, S.Pd., M.Pd., as the secretary of English Education Department.
4. All lecturers and staff of English Education Department.
5. Mrs. Dwi Lestari, S.Pd., as the English teacher in MAN Demak.
6. Students of *X IPS 3* and *X Agama*in MAN Demak.
7. My beloved family and friends.

Finally, I completely realize that this final project still cannot be categorized into perfect work. However, I hope that this final project, at least will be useful for the readers.
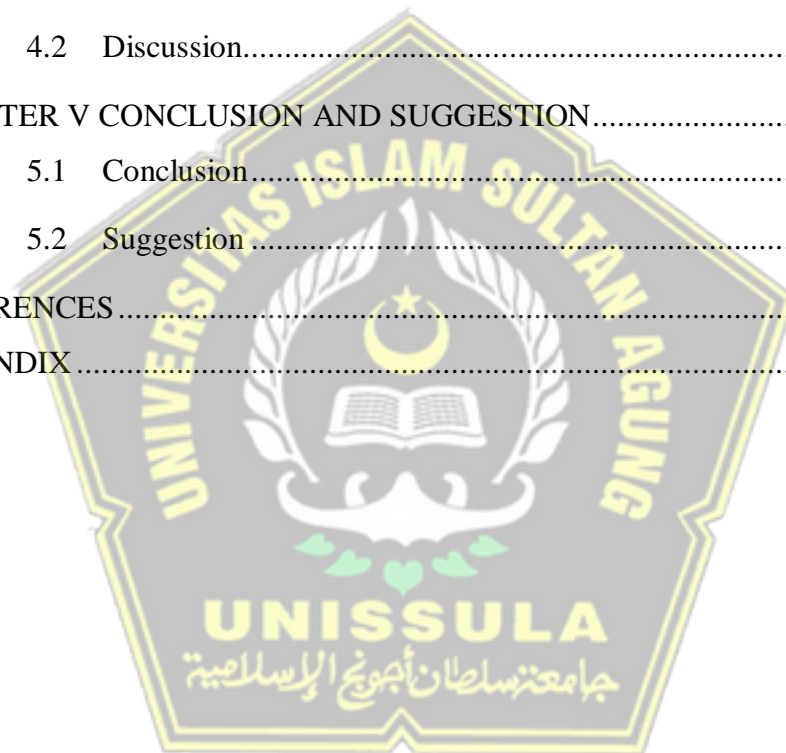
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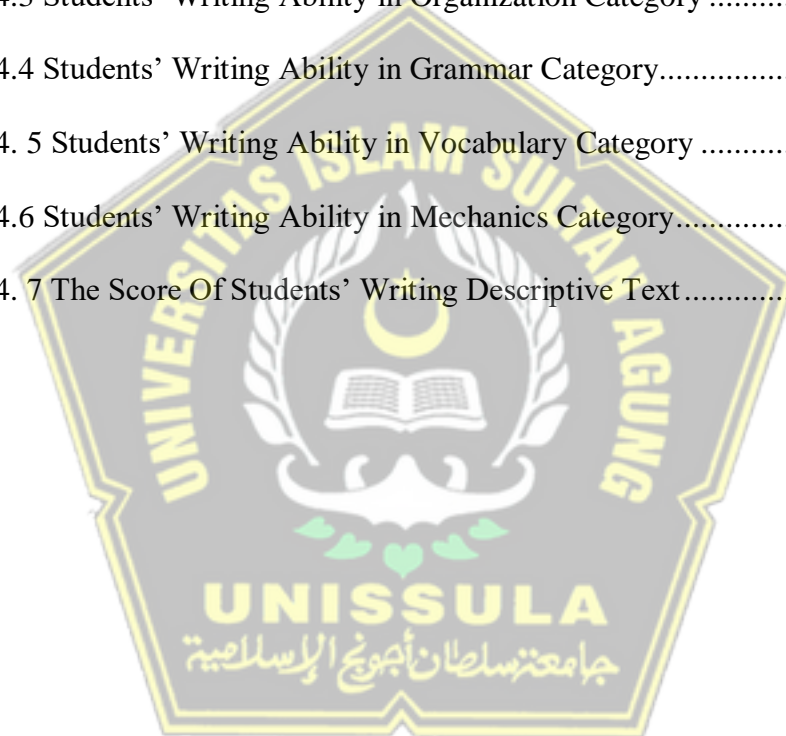
Laelatul Afidah

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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the reasons of choosing the topic, research question, the purpose of the study, the limitation of the study, the significance of the study, the definition of key terms, and the organization of study.

1.1 Background of the Study

People need to communicate with others through language. Language can be used as a media for people to convey, to express or to share their ideas to other people. In this global era, people are demanded to be able to communicate globally. Many foreign languages which we have known around the world are used to interact with other ones from other nations, especially English.

English is a popular language. This language is the most common language which is used all over the world. Reddy (2016), says that English is the majority language of people in several countries and it is officially used in 70 countries. Even in some non-native countries, English is learned in the school.

Seeing this phenomenon, we all know that how important for students to learn English. English is used as a global lingua franca, where language as a tool to interactwith people around the world. (Sneddon, 2003 in Reddy, 2016). By learningEnglish, it will help the people to open a bridge which connects with people around the world. And of course, it will give them more advantages in their life. For example in education, when students are able to use English well, it

will be easier for them to get more information since many books or articles are written in English. Moreover, English will be very useful for their career in the future since people with a good English skill will get more opportunities. That is why in this era students have to learn by using that language.

In studying English language, it has four major skills must be learned, because it is very crucial for students to have the skills. One of the language skills which plays important role in students' learning process is writing. Writing is a media for students to express about themselves (Sharpless, 1999). Hence, with writing the students are able to show their opinion, knowledge or feelings by arrange words turn into a text.

But unfortunately, students have low ability in writing as following evidences. First, according to Aulia (2019)students still face some problems in writing and get low mark. In addition to the evidence above, according to the writer's experience when was having teaching training (*PPL*) in MAN DEMAK, it was found that some students could not write even a sentence in English. The mostly problems for students in writing are about how to write, what to be written, and lack of vocabulary mastery. It is impossibleto create a good text, when the students cannot decide what are they going to write. Also, the lack of vocabulary mastery is very crucial for them.

In conclusion, the writer conducted a descriptive research and the title is "An Analysis ofThe Tenth Grade Students' Ability and Difficulties in Writing Descriptive Text". (A Descriptive Research of the Tenth Grade Students of MAN Demak in the 2020/2021 Academic Year).

1.2   The Reasons of Choosing the Topic

The writer chooses the topic of the study based on the following reasons:

1.   One of skills in learning language which must be understood by students is writing.With writing, the students can express their feeling, ideas or opinion into written form. Therefore, the writer wants to describe the tenth grade's ability in writing descriptive text.

2.   In writing some students get score under the KKM. They think that writing is very hard to do. Thus, the writer wants to describe what are the difficulties which students face in writing descriptive text.

1.3   Research Questions

Based on the background of study, this study tries to find out:

1.   How is the ability of the tenth grade students of MAN Demak in writing descriptive text?

2.   What are the difficulties which the tenth grade students of MAN Demak face in writing descriptive text?

1.4   The Purpose of the Study

According to the research question, this study has purpose:

To describe the ability and difficulties in writing descriptive text of the tenth grade students of MAN Demak.

1.5 **The Limitation of the Study**

The limitation of this study is focus to describe the ability and the difficulties in writing descriptive text of the tenth grade students of MAN Demak.

1.6 **The Significance of the Study**

1. **Pendagogical**

a. The result of the study can be used as the reference for other writers who have similar topic.

b. The study is expected to give useful information about the difficulties which students face in writing descriptive.

2. **Practical**

a. For the teachers, the result of this study will give them a new knowledge about what are the difficulties and the problems for students in writing descriptive text. So, the teachers can help the students and find solution to solve the problems.

b. For the students, this study is expected can motivate them in improving their ability in writing descriptive text.

1.7   Definition of Key Terms

There are some key terms in this study as follows:

1.   Writing

Based on Sharpless (1999) writing is a media for students to express about themselves.

2.   Descriptive text

Gerot and Wignell (1995) in Masitoh and Suprijadi (2015) say that descriptive text is a text to describe specific person, place or things.

1.8   The Organization of Study

This study is divided into five chapters:

Chapter one is introduction. It consists of eight parts: the background of the study, the reasons of choosing the topic, research questions, the purpose of the study, the limitation of the study, the significance of the study, the definition of key terms, and the organization of study.

Chapter two is review of related literature. It consists of four parts: definition of writing, the purpose of writing,descriptive text, and the review of previous studies.

Chapter three is research methodology. It consists of eight parts: research design, the subject of the study, instrumentof the study, validity and reliability, procedure of the study, procedure of data collection, data collection and data analysis.

Chapterfour is finding and discussion. It consists of two parts: research findings and discussion.

Chapter five is conclusion and suggestions.It consists of two parts: conclusion and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer gives some theories which are related to this study. Those are definition of writing, the purpose of writing, descriptive text, and the review of previous studies.

2.1   Writing

Learning English is very crucial for students, because English is used by many people around the world. In studying English, it has four major skills must be mastered bystudents. Writing is one of the those skills.

2.1.1   Definition of Writing

Based on Hyland (2004), writing is a method to share an individual meaning. Nawawi (2011) also says that writing is a way in sending message from a writer to readers. Writing is a tool to create language and express idea of someone (Hammer, 2004).It means, with writing someone can convey or show experiences and feeling turn into a text.Writing is a productive skill with thought and emotion (Hammer, 1991). According to Kirszner and Mandell (2011), writing is a process where students must take some steps as writers by making a plan about the topic, organizing the idea, then making a draft and also editing so the readers can get the meaning and the information.

From the definitions above, it can be concluded that writing is a media or a tool for someone inexpressing their feeling, ideas or knowledgeto readers into a

text. Writing is a productive skill which needs process. In writing students have to make a plan about what will they write, then organizing the ideas and editing into a text.

2.1.2   The Purpose of Writing

Each skill has their own purpose, including the writing itself. Writing can be used as a media or way to communicate with others. According to Cox (1962), there are four purposes of writing.

a. To inform

Writing can be used as a way for a writer to communicate with reader.A writer can convey or transfer their ideas, opinion, and knowledge as an information. So, reader can understand and get the meaning.

b. To amuse

Besides to deliver information, writing can be used to entertain or to amuse reader. Writer can put some humor into their writing. It will attract the reader and make them feeling happy.

c. To satirize

Satire is also a comedic in written form. It is a joke. But, it is more serious. Writing can be used to critic something in funny way and to effect reader.

d. To persuade

Writing can give an effect to someone's thought. Even it can influence someone to do something what is in the writing itself. So, if the purpose of writing is to persuade, make sure to use attractive words.

2.2 Descriptive Text

In senior high school, students must learn some kind of text. Descriptive text is simpler than other texts, it will be easier for student to understand the context and practice it.

2.2.1 Definition of Descriptive Text

Oshima and Hogue (1997) in Utami (2014), states that descriptive text is a text to tell about how something looks like by words. A description is good when the description is able to make the readers can imagine the person, the place, or thing in their head. Therefore, descriptive text is a text which tells a person, place or thing specifically and makes the readers can imagine it in their head.

2.2.2 Purpose of Descriptive Text

Every text has their particular purpose, generic structures and of course the language features. It is including the descriptive text. It also has a purpose which is different from the others. The purpose is to tell about a specific person, place or thing (Gerot and Wignel, 1995) in (Zetira, 2014). According to the definition, the purpose of descriptive text is to tell or to describe how the way things are.

2.2.3 Generic Structure of Descriptive Text

Generic structure is a structure which arranges a text. In descriptive text, it has two structures. They are introduction and description (Wardiman et al, 2008).

Hence, it can be concluded that there are two generic structures of descriptive text, they are introduction and description.

2.2.4   Language Features of Descriptive Text

According to Sutardi & Sukhrian (2004) the language features of descriptive text are,

a. The text focuses on certain thing, for example my mother, my cat, my house, and so on.

b. Contains attribute and identifying process, it is about the use of have and has.

c. Using simple present tense.

In short, every text has its own language features and also descriptive text. It uses certain and particular thing, identifying process, and simple present tense.

2.2.5   The Example of Descriptive Text

Based on the information above, descriptive text is a text to tell how the way things are. It can be about thing, someone or even a place.

Description about person

My Mother

- **Introduction**

In this good occasion, I am going to tell you about my beloved mother. My mom is Herlina Sari. She is a house wife and very adorable.

- **Description**

My mother is a gorgeousone. She looks like star model. She has fair skin. Her eyes are big with long lashes. She is a quite tall. Her height is around 170 cm. She has a pointed nose and thin lips. Her smile is sweet and soft at the same time. My favorite part of her is her hair. My mother has wavy black hair. It looks so shiny and pretty. I really want to have hair like hers.

My mother is a kindheart person. She is never tired to take care of me and my family. She loves to cook my favorite foods. When I feel sad or upset, my mother tries to amuse me. She also motivates me when I am feeling down. She is a strong woman that I have ever known. My mother is my hero. For me, she is everything.

The language features used in the text above are:

a. Using certain participant: my mother

b. Contains attribute and identifying process: She is a strong woman that I have ever known.

c. Comprises epithets and classifiers in nominal groups: She is a kindheart person.

d. Using simple present: My mother is my hero.

2.3   The Review of Previous Studies

This part explains the other studies which have the same topic with the study that will be conducted by the writer. There are some studies that are related with analysing students' writing skill.

The first was conducted by Feni Aulia (2019) from Muhammadiyah University of Makasar and the title was "An Analysis of Students' Ability and Difficulty in Writing Narrative Text". Itwas trying to analyze the ability and the difficulty which students face in writing narrative text. It used descriptive research. The sample or the subject was the second grade students of MA Muallimin Muhammadiyah Makasar. It included23 students. Writing test and questionnair were used to collect data. The result of the study, there were 18 students who were excellent to very good, 3 students were good to average, and 2 students were fair to poor. The mean scoreindicated that the second grade students of MA Muallimin Muhammadiyah Makasar was good and had competence in writing Narrative.

The second study was conducted by Isna Wahyumi (2019) from Muhammadiyah University of Makasar and the title was "An Analysis of Students Ability in Writing Descriptive Text". The aimwas to explain the ability and the difficulties which students found in writing descriptive text. The writer asked 30 students of VIII 3 class at SMPN 3 Bontonompo as the sample. The research design of the study was quantitative. Writing test was used by the writer to collect data. The result of the study was classified into very poor. It seemed

that the students of VIII 3 class at SMPN Bontonompo had not good understanding in writing descriptive text.

For the third previous study was done by Alvi Aulia Rahma (2017) from The State Institute for Islamic Studies Sultan Agung Maulana hasanuddin Banten. The study entitled "An Analysis of Students' Ability in Using Noun Phrase on Writing Descriptive Text". This study was conducted to analyzed the students' ability in using noun phrase in writing descriptive text.The writer used descriptive research as the method. The sample of the study was third grade students of SMP Daarunnajah Jawilan Serang Banten. There were 25 students as the respondents. To collect the data, the writer used writing test and interview as the instruments. The result of the analysis showed that the students' ability in using noun phrase in writing descriptive was fair.

Based on the previous studies, the writer can conclude the similarities and the differences between the previous studies and this study. The similarityisthe research design for the first one. Then the similaritybetween this study and the second previous study are the genre ofthe text and the research design. The last, the similarities between this study and the third previous study are the textand the research design. Generally, the same things are in the use ofreseach design and the topic of the study, which is analyzing students' writing skill.

Next, the writer explains about the differences between this study and the previous studies. The first one, the subject is the eleventh grade students while the subject of this study is the tenth grade students. The kind of the text is also

different. The first previous study uses narrative text, while this study will use descriptive text. Then the difference between this study and the second previous study is the subject. The subject of the second previous study is eighth grade students. Meanwhile, the subject of the study is tenth grade students. The last, the difference between this study and the third previous study is focus of the using noun phrase in writing descriptive text. Finally, it can be concluded that the difference is about the subject. That is why, based on the difference of the previous studies, the writer will conduct a descriptive study with a title "An Analysis of the Tenth Grade Students' Ability and Difficulties in Writing Descriptive Text (A Descriptive Research of the Tenth Grade Students of MAN Demak in 2021/2022 Academic Year".
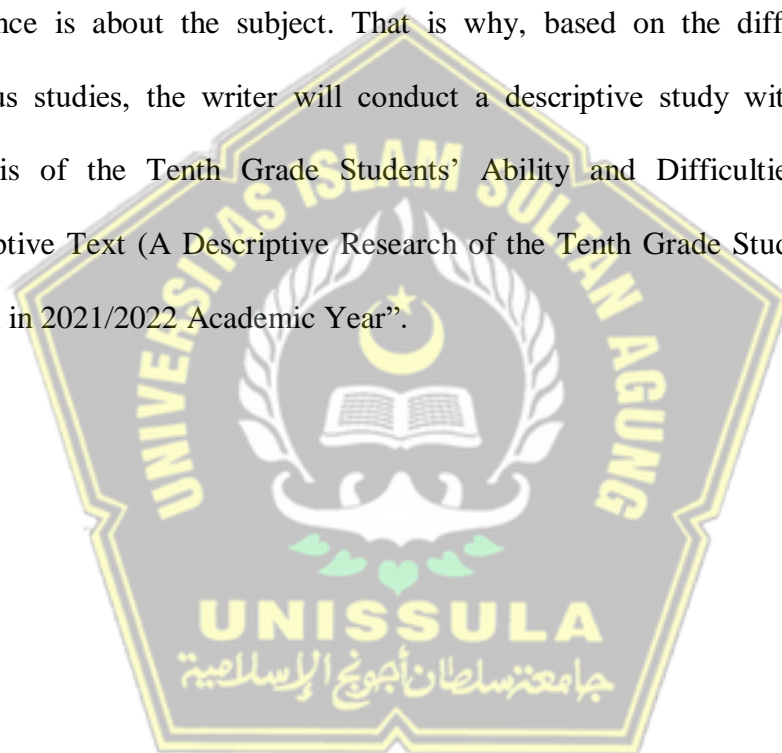
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design, the subject of the study, instrument of the study, validity and reliability, procedure of the study, procedure of data collection, data collection and data analysis.the data analysis.

3.1 The Research Design

Descriptive research was used by the writer.Descriptive research is analyzing and explaining the dataabout the subject (Gay, 1981). It has relation to answer and to describe the data.

3.2 The Subject of the Study

The subject of study is people who participate in the study that being target of observation by writer. The subject of the study tells about the population and the sample which is used.

3.2.1 Population

Population is the general zone which includes a lot of individual which has different characteristics. It means, population is the total subject of a study. The tenth grade students of MAN Demak in 2021/2022 academic year were the population in this study.

3.2.2 Sample

Sample is a small section which was cut from population (Cohen et al, 2006). Some number of individuals was selected for the study (Airasian, 2000). In this study, the writer used purposive sampling.The writer believed to represent given population. The writer took two classesand the selecting classes were decided by the school. *XAgama* as the non sample class, it involved 29 students. Then *XIIS 3* as the sample, it consisted of 36 students.

3.3 Instrument of the Study

Airasian and Gay (2000) in Fajrianti (2018) state that instrument is a set of things to assemble the data. There was one instrument in this study to help the writer in collecting data. It was students' writing task.

According to Burn (2010), classrooms are full of written documents; one of them is students' writing text. Students' writing task was used by the writer in order to help in collecting data. So, the writer could analyzedit.

In conclusion, the instrument was used to help the writer to obtain the data during the study. The collecting data was done by gave the students a writing task to see their abillity and difficulties in writing descriptive text.

3.4   Validity and Reliability

Validity and reliability is very crucialfora study. Validity and reliability is used to assess the grade of a study. Also to find out how well the instrument or test in measuring something.

3.4.1 Validity

According to Drost (2011), validity israngeof a standard appropriatelyindicate the trial that is intended to assess. It is about how accuracy of a measure. To obtain a useful result, the instrumen which is used in measuring must be valid. In this study, the writer used content validity. Content validity is used to measure the variables of interest.

3.4.2 Reliability

Reliability reflects the accuracy: consistency and stability of measurement by a trial. In this study, the writer used SPSS 20Cronbach Alpha. An instrument will be accurate if the score is >0.60.

3.5   Procedure of the Study

The procedure of the study were as the follows:

1. Inquiring the approval of the Principal and the English teacher of MAN Demak to carry out the study.

2. Taking one class as non sample and another class as sample, it was the students of *X IIS 3* and *X Agama*.

3. Conducting the study by giving the students a writing task about descriptive text.

3.6 Procedure of Data Collection

In this study, the writer used writing task as the instrument. There were the steps in doing the task or test:

1. The writer requested the students to make a descriptive text based on the topic given, "My Close Friend " for non sample class. Then, for the sample class, they had to write about "My Parents".

2. The writer gave the students 30 minutes to write the text.

3. After 30 minutes, the students had to stop.

3.7 Data Collection

The technique of collecting data in this study used descriptive research. Descriptive research was collecting data to find the answer of a question whichregarding of the subject. Descriptive research had relation to answer and to describe the data.

3.8 Data Analysis

Data analysis was very necessary in every study since it was the main process in collecting data. For analyzing the students' writing ability, the writer used a scoring writing rubric and passing grade standard (KKM) of students in MAN Demak. It was 70.

Table 3.1 Writing Descriptive Text Rubric (Brown, 2007)

Aspect	Score	Criteria	Performance Description
Content	4	Excellent	The student can complete the topic and give relating details about the topic
	3	Good	The student can complete the topic and give details which almost relate the topic
	2	Fair	The student can complete the topic, but the details are not relate
	1	Poor	The student cannot complete the topic and the details
Organization	4	Excellent	The student can complete the identification and write the descriptions based on the topic with proper connectives
	3	Good	The student almost complete the identification and write the descriptions based on the topic with proper connectives
	2	Fair	The student cannot complete the identification and write the descriptions with few misuse connectives
	1	Poor	The student cannot complete the identification and write the descriptions with misuse connectives
Grammar	4	Excellent	The student uses proper grammatical and agreement
	3	Good	The student uses some inaccuracies grammatical, but does not change the meaning
	2	Fair	The student uses numerous inaccuracies grammatical
	1	Poor	The student uses a lot of grammatical errors
Vocabulary	4	Excellent	The student can decide in using proper words and word forms
	3	Good	The student did some mistakes in using vocabulary, but does not change the meaning
	2	Fair	The student uses few inappropriate vocabulary
	1	Poor	The student is very lack of vocabulary
Mechanics	4	Excellent	The student can use the proper pronunciation, punctuation, and capitalization
	3	Good	The student did some errors in writing words, punctuation, and capitalization
	2	Fair	The studentdid a lot of errors in writing words,

			punctuation, and capitalization
	1	Poor	The student did a lot of mistakes in writing words, punctuation, and capitalization

The writer assembles the students' writing task of descriptive text to analyze their ability in writing. This writing descriptive rubric consists of content, organization, grammar, vocabulary, and mechanics. In the content aspect, it is about how students can elaborate the topic and make it coherent. In the organization aspect, it analyzes the composition of the descriptive text. In the grammar aspect, it is about how the students can use the grammar correctly. In the vocabulary aspect, it analyzes how the students can use and choose the appropriate words in their writing. In the mechanic aspect, it analyzes the capitalization, spelling, and punctuation.

The writer found out the students score by using the formula:

$$Score = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \, X10$$

Note:

C: score of content category

O: score of organization category

G: score of grammar category

V: score of vocabulary category

M: score of mechanics category

Table 3.2 Table of Writing Score Criteria

No	Score	Criteria
1	90 - 100	Excellent
2	80 -89	Good
3	70 -79	Fair
4	60 -69	Poor
5	0 -59	Very poor

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and the discussion of the research.

4.1   Research Findings

This chapter presents the analysis of the students' ability and difficulties in writing descriptive text at the tenth grade students of MAN Demak in the 2021/2022 academic year. There were 36 students in X IPS 3 class as the sample.

To assemble the data the writer used writing task. The content validity was used in this study to determine the validity of the test. Meanwhile for the reliability, the writer used SPSS to see the result.

4.1.1   Analyzing the Reliability

This study used Cronbach Alpha Formula in SPSS 20 to see wether the test was reliable or not. An instrument is reliable if the score of the reliabilty is more than 0.6. Cohen (2007) states that the minimal standard of reliability is 0.60, if under that score it means unacceptable. Meanwhile the reliability score of the instrument was 0.965. Looking of the result, the test was reliable.

Table 4.1Reliabilty Score

Cronbach's Alpha	N of Items
0.970	5

4.1.2   Analysis of The Students' Ability in Writing Descriptive Text

This part described the result of the writing task. The test was participated by 36 students of X IPS 3 as the sample. There were 5 categories or aspects in scoring, they were content, organization, grammar, vocabulary and mechanics. The writer explained the students' ability in each category.

1.   Content Category

The result of the writing test was presented into the table below:

Table 4.2Students' Writing Ability in Content Category

Levels	Frequency
Excellent	-
Good	18
Fair	12
Poor	6
The most frequent level	**Good**

Based on table 4.2, it showed that the most frequent level in good level. Almost all of the students' writing were relate to the topic, but they still need improvement, especially in developing the details of the topic itself. Most of them could not elaborate their ideas more.

2. Organization Category

The result of the writing test was presented into the table below:

Table 4.3 Students' Writing Ability in Organization Category

Levels	Frequency
Excellent	-
Good	12
Fair	18
Poor	6
The most frequent level	**Fair**

In organization category according to table 4.3, it could be seen that the most frequent students were in fair level. Most of them knew about the structure of descriptive text, but they still confused how to connect the ideas or took it into the correct place or paragraph. Hence, their writing was not organized properly. Moreover, some of them make it into one paragraph which contained of identification and description.

3. Grammar Category

The result of the writing test was presented into the table below:

Table 4.4 Students' Writing Ability in Grammar Category

Levels	Frequency
Excellent	-
Good	16
Fair	18
Poor	2
The most frequent level	**Fair**

Based on table 4.4, the most frequent level for grammar category was fair. It was found that numerous grammatical or agreement inaccuracies. Especially, how they used personal pronoun. For example, they used "he" for replacing a female. Then they used "his" in stating possessive thing for female and used "my" instead of me for object, which changed the meaning. Besides of using personal pronoun, it was also found that the students still confused using the proper verbs in writing descriptive text. For instance, "She is very love her family." It should be, "She really <u>loves</u> her family." Some of them, they even used verb 2, such as, "His thin lips always <u>spoke</u> softly."

4.   **Vocabulary Category**

The result of the writing test was presented into the table below:\

Table 4. 5Students' Writing Ability in Vocabulary Category

Levels	Frequency
Excellent	-
Good	20
Fair	12
Poor	3
The most frequent level	**Good**

Table 4.5 showed that the most frequent level in vocabulary category was good. It was found the student did some mistakes in using vocabulary, but did not change the meaning

5. **Mechanics Category**

The result of the writing test was presented into the table below:

Table 4.6Students' Writing Ability in Mechanics Category

Levels	Frequency
Excellent	-
Good	6
Fair	23
Poor	7
The most frequent level	**Fair**

Based on table 4.6, it showed that the most frequent level in mechanics category was fair. Most of the students did some errors of punctuation and capitalization. They often used small letters after the dot or wrote a name. For example, "my Mother is a housewife." It should be, "My mother is a housewife." They also often did some errors in spelling, for examples "noose for nose", "bron for born", "vaforite for favorite" and so on.

The writer also provided the students' table score in writing descriptive text as followed:

Table 4. 7The Score Of Students' Writing Descriptive Text

No	Score	Classification	Number of students
1	0-59	Very poor	15
2	60-69	Poor	11
3	70-79	Fair	6
4	80-89	Good	4
5	90-100	Excellent	-

According to table above, it showed there were 15 students who got score around 0 to 59, 11 students got 60 to 69, 6 students got 80 to 89 and the last was 4 students who got score around 80 to 89. It could be concluded that there were still many students who got score under 70.

Figure 4.1 Chart of Students' Ability in Writing Descriptive
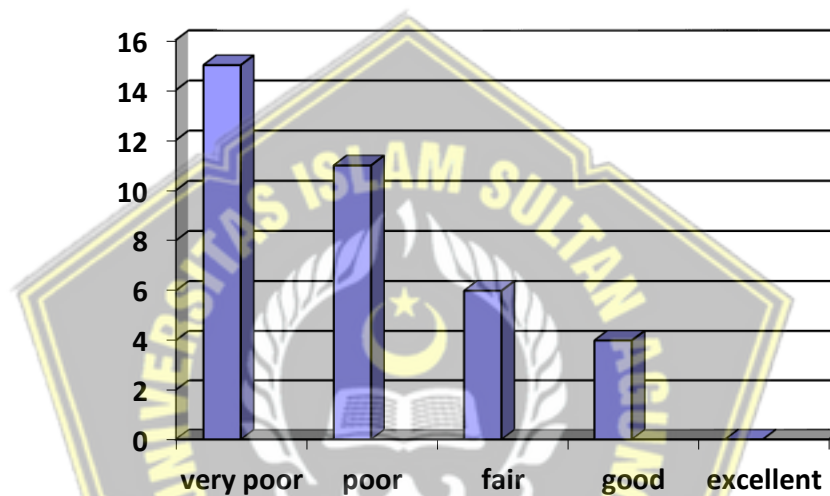
The chart showed it was only 4 students in good level and no one in excellent level. It could be concluded that the tenth grade students in MAN Demak still had to learn and practice more in writing descriptive text.

4.2 Discussion

After collected and analyzed the data, the writer would discuss the result of the study. As stated in the purpose of the study, this study aimed to describe how was the students' ability and difficulties in writing descriptive text. Based on the writing test which had been conducted, the writer found out the most frequent level in each category was different.

The students' writing ability in content category, it was found that the students were in good level. There were 18 students in good level, 12 students in fair level and 6 students in poor level.

The students' writing ability in organization category, it showed that the most frequent students were in fair level. There were 12 students in good level, 18 students in fair level and 6 students in poor level.

The students' writing ability in grammar category, there were 16 students in good level, 18 students in fair level and 2 students in poor level. It was found that numerous grammatical or agreement inaccuracies.

The students' writing ability in vocabulary category, there were 20 students in good level, 12 students in fair level and 3 students in poor level.

The students' writing ability in mechanics, it showed that the most frequent level in mechanics category was fair. It was showed that were 6 students in good level, while 23 students in fair level and then 7 students in poor level.

Based on the table, it showed that 15 studentsgot 0-59, 11 students got 60-69, 6 students got 70-79, and 4 students who got 80-89. The mean score of X IPS 3 in writing descriptive text was 59 and classifated as very poor.

The students found some difficulties in writing descriptive text. First, the they still confused how to connect the ideas or took it into the correct place or paragraph. Hence, their writing was not organized properly. Second, they still confused in using personal pronoun and the proper verbs into a text. Third, the

students still frequently did some errors in punctuation, spelling and capitalization.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter the writer presents the conclusion and the suggestion after conducted the study.

5.1 Conclusion

According to the first chapter, the purpose of the study is to analyze the tenth grade students' ability in writing descriptive text. The study was conducted at X IPS 3 in MAN Demak. Therefore, according to the findings and discussion in the previous chapter, the writer concludes:

1. The students' ability in writing descriptive text is very poor. It could be proved by seeing the total mean score was 59.
2. The students were good in contentand vocabulary categories. But, they were still fair in organization, grammar and mechanic categories.
3. The students had some hard time in writing descriptive text. First, they still confused how to connect the ideas or took it into the correct place or paragraph. Hence, their writing was not organized properly. Second, they still confused in using personal pronoun and the proper verbs into a text. Third, the students still frequently did some errors in punctuation, spelling and capitalization.

5.2   Suggestion

Based on the conclusion above, the writer would like to give some suggestions for the students, the English teacher and the next writer, as follow:

1. The English teacherhave to pay attention for students to improve theirability in writing descriptive text. Especially in using the right grammar, how to use the proper verbs or subjects. And also in mechanic categories, it was found that some students still used the wrong capitalization, punctuation and spelling.

2. The students should be more often in studying to improve their skill. Learn about grammar, punctuation, spelling and how to use capitalization.

3. The next writer should be more detail in analyze this topic, so it can help the teacher and the students for the next study.
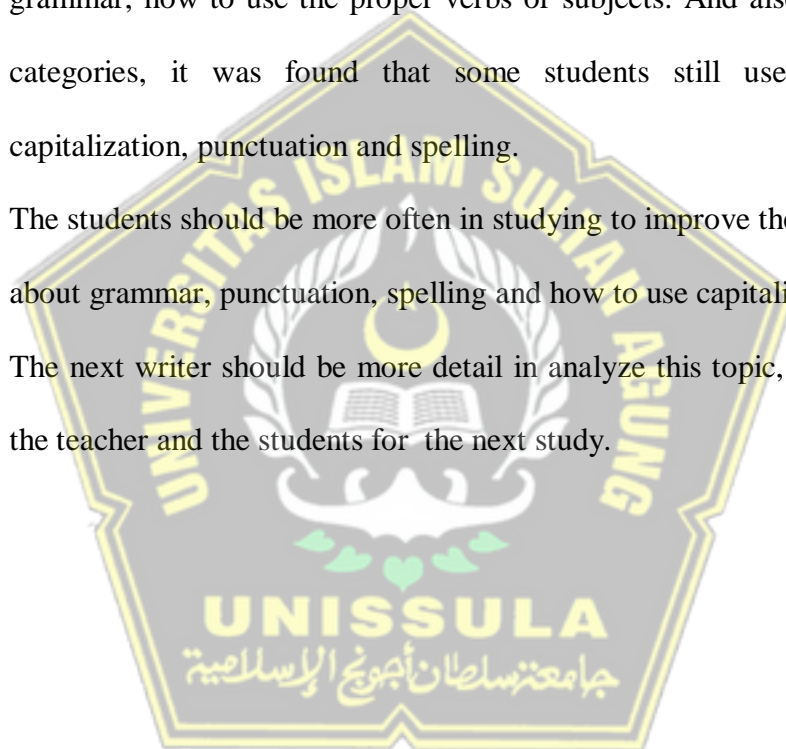
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