

## ACKNOWLEDGMENT

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Finally, the researcher expects that the readers will benefit from and can add insight to this research. She is aware that this thesis is not perfect yet. So, she welcomes the readers' suggestions and criticism

Padang, March 2024

The Researcher,

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## ABSTRACT

Andriani, Dhea Viollita. 2024. *An Analysis of the Tenth Grade Students's Ability to Write Descriptive Text Based on Picture at SMAN 2 Sawahlunto*

Advisor: Drs. Khairul, M. Sc.

The purpose of this research was to describe the tenth grade students' ability in writing descriptive text based on picture at SMAN 2 Sawahlunto. The researcher used descriptive method for this research. The population of this research was the tenth grade students at SMAN 2 Sawahlunto. The researcher used cluster random sampling technique to select the sample, and the number of sample was 32 students. The instrument for collecting the data in this research was a writing test in the form of writing a descriptive text. To make the test reliable the researcher used inter-rater method. The result of analysis showed that the test was reliable. It was supported by the fact that the coefficient correlation was 0.86. The test was valid because it had covered the material that the students had learnt.

Mostly, the students had low ability in writing descriptive text. It was supported by the data analysis that 7 students (21.87%) had high ability and 25 students (78.13%) had low ability in writing descriptive text based on picture. In organizing a descriptive text, 3 students (9.37%) had high ability and 29 students (90.63%) had low ability. In expressing content in writing a descriptive text based on picture, 9 students (28.125%) had high ability and 23 students (71.875%) had low ability. In applying grammar in writing a descriptive text based on picture, 10 students (31.25%) had high ability and 22 students (68.75%) had low ability. In using vocabulary in writing a descriptive text based on picture, 28 students (87.5%) had high ability and 4 students (12.5%) had low ability. In using mechanics in writing a descriptive text based on picture, 10 students (31.25%) had high ability and 22 students (68.75%) had low ability.

Considering that the students had low ability in writing a descriptive text based on picture, the researcher gives some suggestions to English teachers, students, and future researchers. English teachers are suggested to explain more about how to organize a descriptive text, express the content, apply correct grammar, and apply correct mechanics in writing descriptive text. The students should study more about how to write a descriptive text and do more exercises to improve their ability in writing. The future researchers are suggested to use this research as reference, and find reasons why the students had low ability.

## TABLE OF CONTENTS

<b>ACKNOWLEDGMENTS</b> .....	<b>i</b>
<b>ABSTRACT</b> .....	<b>iii</b>
<b>TABLE OF CONTENTS</b> .....	<b>iv</b>
<b>LIST OF TABLES</b> .....	<b>vii</b>
<b>LIST OF APPENDICES</b> .....	<b>viii</b>
<b>CHAPTER I: INTRODUCTION</b>	
1.1 The Background of the Problem .....	1
1.2 The Identification of the Problem .....	3
1.3 The Limitation of the Problem .....	4
1.4 The Formulation of the Problem .....	4
1.5 The Research Questions.....	4
1.6 The Purposes of the Research .....	5
1.7 The Significance of the Research.....	5
1.8 The Definition of Key Terms .....	6
<b>CHAPTER II: REVIEW OF RELATED LITERATURE</b>	
2.1 Writing.....	7
2.1.1 The Definition of Writing .....	7
2.1.2 The Components of Writing .....	8
2.1.3 The Purposes of Writing .....	9
2.1.4 The Process of Writing .....	10
2.2 Descriptive Text.....	11
2.2.1 The Definition of Descriptive Text .....	11
2.2.2 The Types of Descriptive Text.....	12
2.2.3 The Generic Structure of Descriptive Text .....	13
2.2.4 The Example of Descriptive Text .....	14
2.3 Picture.....	15
2.3.1 The Definition of Picture .....	15
2.3.2 The Types of Picture.....	15
2.3.3 The Advantages of Using Picture.....	17
2.4 Review of Previous Related Study .....	17

2.5 Conceptual Framework.....	18
<b>CHAPTER III: RESEARCH METHOD</b>	
3.1 Research Design.....	20
3.2 Population and Sample .....	20
3.3 Instrumentation.....	22
3.4 Technique of Collecting Data .....	24
3.5 Technique of Analyzing Data .....	26
<b>CHAPTER IV: FINDINGS AND DISCUSSIONS</b>	
4.1 Findings .....	28
4.1.1 The Tenth Grade Students' Ability in Writing Descriptive Text Based on Picture at SMAN 2 Sawahlunto .....	28
4.1.2 The Tenth Grade Students' Ability to Organize a Descriptive Text Based on Picture at SMAN 2 Sawahlunto .....	29
4.1.3 The Tenth Grade Students' Ability to Express Content in Writing a Descriptive Text Based on Picture at SMAN 2 Sawahlunto .....	30
4.1.4 The Tenth Grade Students' Ability to Apply Grammar in Writing a Descriptive Text Based on Picture at SMAN 2 Sawahlunto .....	30
4.1.5 The Tenth Grade Students' Ability to Use Vocabulary in Writing a Descriptive Text Based on Picture at SMAN 2 Sawahlunto .....	31
4.1.6 The Tenth Grade Students' Ability to Apply Mechanics in Writing a Descriptive Text Based on Picture at SMAN 2 Sawahlunto .....	32
4.2 Discussions.....	33
4.2.1 The Tenth Grade Students' Ability in Writing Descriptive Text Based on Picture at SMAN 2 Sawahlunto.....	33
4.2.2 The Tenth Grade Students' Ability to Organize a Descriptive Text Based on Picture at SMAN 2 Sawahlunto .....	33

4.2.3 The Tenth Grade Students' Ability to Express Content in Writing a Descriptive Text Based on Picture at SMAN 2 Sawahlunto.....	34
4.2.4 The Tenth Grade Students' Ability to Aply Grammar in Writing a Descriptive Text Based on Picture at SMAN 2 Sawahlunto.....	35
4.2.5 The Tenth Grade Students' Ability to Aply Mechanics in Writing a Descriptive Text Based Picture at SMAN 2 Sawahlunto.....	36
4.2.6 The Tenth Grade Students' Ability to Use Vocabulary in Writing a Descriptive Text Based on Picture at SMAN 2 Sawahlunto.....	37
<b>CHAPTER V: CONCLUSIONS AND SUGGESTIONS .....</b>	<b>39</b>
5.1 Conclusions .....	39
5.2 Suggestions .....	40
<b>REFERENCES .....</b>	<b>41</b>
<b>APPENDICES.....</b>	<b>44</b>

## LIST OF TABLES

Table 3.1: The Distribution of Population Members by Class.....	21
Table 3.2: Criteria of Scoring.....	25
Table 3.3: KKM/Minimum of Criteria Based on SMAN 2 Sawahlunto.....	27
Table 4.1: The Tenth Grade Students' Ability in Writing a Descriptive Text Based on Picture .....	29
Table 4.2: The Students' Ability to Organize a Descriptive Text Based on Picture .....	29
Table 4.3: The Tenth Grade Students' Ability to Express Content in Writing a Descriptive Text Based on Picture.....	30
Table 4.4: The Tenth Grade Students' Ability to Apply Grammar in Writing a Descriptive Text Based on Picture.....	31
Table 4.5: The Tenth Grade Students' Ability to Apply Mechanics in Writing a Descriptive Text Based on Picture.....	31
Table 4.6: The Tenth Grade Students' Ability to Use Vocabulary in Writing a Descriptive Text Based on Picture.....	32

## LIST OF APPENDICES

<b>Appendix 1:</b> Instrument .....	44
<b>Appendix 2:</b> Students' Scores in Writing Descriptive text Based on Picture at SMAN 2 Sawahlunto by First Scorer.....	45
<b>Appendix 3:</b> Students' Scores in Writing Descriptive text Based on Picture at SMAN 2 Sawahlunto by Second Scorer.....	47
<b>Appendix 4:</b> Reliability Analysis by Using Pearson Product Moment Formula.....	49
<b>Appendix 5:</b> The Classification of Tenth Grade Students' Ability in Writing Descriptive Text Based on Picture at SMAN 2 Sawahlunto.....	51
<b>Appendix 6:</b> The Tenth Grade Students' Ability to Organize a Descriptive Text Based on Picture at SMAN 2 Sawahlunto.....	53
<b>Appendix 7:</b> The Tenth Grade Students' Ability to Express Content in Writing a Descriptive Text Based on Picture at SMAN 2 Sawahlunto .....	56
<b>Appendix 8:</b> The Tenth Grade Students' Ability to Apply Grammar in Writing a Descriptive Text Based on Picture at SMAN 2 Sawahlunto.....	57
<b>Appendix 9:</b> The Tenth Grade Students' Ability to Use Vocabulary in Writing a Descriptive Text Based on Picture at SMAN 2 Sawahlunto.....	59
<b>Appendix 10:</b> The Tenth Grade Students' Ability to Apply Mechanics in Writing a Descriptive Text Based on Picture at SMAN 2 Sawahlunto.....	61
<b>Appendix 11:</b> Research Permission Letter to the Education Office of West Sumatra Province.....	63
<b>Appendix 12:</b> Research Permission Letter from the Education Office of West Sumatra Province to SMAN 2 Sawahlunto.....	64



**Appendix 13: Statement Letter that the Researcher has Conducted Research**  
at SMAN 2 Sawahlunto .....65

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, research questions, the purposes of the research, the significance of the research, and the definitions of key terms. The explanation of each part can be seen as follows.

#### 1.1 The Background of the Problem

English is an international language that students must learn, because it has an important role in the improvement of technology and literature. It is acceptable around of the world. Recently, English, as the first foreign language in Indonesia, has been taught from elementary school to college. Indonesian students as a part of society absolutely need it. They need it as means of future communication in both spoken and written (Vanesa and Setiawati, 2021).

There are four language skills of English. They are listening, speaking, reading, and writing. Writing is one of four basic skills that is important to be improved. Writing skills are complex and sometimes difficult to teach, because it requires not only the mastery grammatical and rhetorical device but also conceptual and judgment elements (Vanesa and Setiawati, 2021).

In general, high school students in Indonesia still have problem in writing in English. This is supported by finding of Putriani's (2016), study entitled "*Improving the Students' Writing Ability by Using Picture Series at Grade VIII in SMP Pembangunan Piyungan*". the result shows that writing is not an easy skill to be studied by most students in Indonesia. The students cannot produce a good writing because of some reasons. First, they do not know the right generic structure

of text. Sometimes they lost the story line so that their writing becomes incoherent. Second, they still have lack of knowledge on grammar. They do not know the grammar rules well so that they often make mistakes and finally make wrong sentences. Thirdly, they often find it difficult to get idea to begin a story. They do not know what thing they have to write. Lastly, they are sometimes confused about the appropriate words to be used in writing the text.

Writing is a complicated skill that needs processes and many aspects to be considered. Brown (2001: 335) states that written products are the result of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise a text for clearer meaning and how to edit a text for appropriate grammar and how to produce a final product.

According to Pepi an English teacher at SMAN 2 Sawahlunto, there are several problems faced by the students in writing descriptive text. When they wanted to transfer their ideas they felt confused about what they wanted to write in their writing. Besides, they do not know many vocabularies. Consequently, they felt bored in English learning to writing. Relating to this, teachers need to use interesting media such as picture to make learning writing process fun as well as to generate their students' motivation.

As mentioned above, picture can be used as media in teaching writing. Kurotun (2015) states that picture is one of the varieties of teaching aid which is used to explain language meaning and construction, and to engage students in a

topic or as the basis of a whole activity. Picture is recommended because it will stimulate the students to develop their mind and help them to write easily by using picture.

Based on the phenomena as discussed above, the researcher is interested in conducting a research entitled “An analysis of students’ ability to write descriptive text by using picture at SMAN 2 Sawahlunto”.

### 1.2 The Identification of the Problem

Based on the background of the problem above, there are probably some problems in writing descriptive text. The first problem is that the students feel insecure and reluctant to start writing sentences. They struggle to find stories and ideas to write. Some of them are hesitant to start writing, even when answering the teacher's questions. Second, they do not know the type of text yet. They can not distinguish one type of text from another. Sometimes the sentences are poorly organized, as some people do not yet understand the overall structure of the sentences. The third problem is a lack of grammatical understanding. Almost all of them still do not understand the grammatical rules and are still confused about subject-verb agreement. Next, They also can not use punctuation correctly. Fourth, the problem is a lack of vocabulary. Many students still do not know some of the vocabulary that is frequently used in daily life.

One of the appropriate teaching media in teaching writing descriptive text is pictures. Picture is recommended because it has many benefit in the teaching and learning process of writing. The kinds of picture that can be used as media in teaching writing descriptive text are picture of individuals and situational picture.

### 1.3 The Limitation of the Problem

Concerning with the identification of the problem above, researcher limited this research to tenth grade students' ability in writing a descriptive text based on picture of individual.

### 1.4 The Formulation of the Problem

Based on the limitation of the problem above, this research problem was formulated as follows; How is the ability of tenth grade students in writing descriptive text based on picture at SMAN 2 Sawahlunto?

### 1.5 Research Questions

Based on the formulation of the problem above, the researcher has six research questions to be answered as follows:

1. How is the ability of the tenth grade students to organize descriptive text based on picture?
2. How is the ability of the tenth grade students to express the content in writing a descriptive text based on picture?
3. How is the ability of the tenth grade students to apply grammar in writing a descriptive text based on picture?
4. How is the ability of the tenth grade students to apply vocabulary in writing a descriptive text based on picture?
5. How is the ability of the tenth grade students to apply mechanics in writing a descriptive text based on picture?

### 1.6 The Purposes of the Research

In general the purpose of this research is to find out the tenth grade students' ability in writing a descriptive text based on picture at SMAN 2 Sawahlunto. Specifically, the purposes of this research as the followings:

1. To find out the ability of tenth grade students at SMA N 2 Sawahlunto to organize descriptive text based on picture.
2. To find out the ability of tenth grade students at SMA N 2 Sawahlunto to express the content in writing descriptive text based on picture.
3. To find out the ability of tenth grade students at SMA N 2 Sawahlunto to apply grammar in writing descriptive text based on picture.
4. To find out the ability of tenth grade students at SMA N 2 Sawahlunto to apply vocabulary in writing descriptive text based on picture.
5. To find out the ability of tenth grade students at SMA N 2 Sawahlunto to apply mechanics in writing descriptive text based on picture.

### 1.7 The Significance of the Research

The researcher expects that the finding of this research could give a contribution to the to teachers, students, researchers, and further research. For teachers, they can use the results of this study as an input to improve students' ability to write descriptive texts. The results of this study are also expected to increase students' writing skills in descriptive text. For students, this research will develop students' writing skills. For researchers, conducting this research can increase their knowledge in conducting research and can use this method to improve their writing skills. For further research, the results of this study can be a reference and contribution to further research.

## 1.8 The Definition of Key Terms

To avoid misunderstanding about the key terms used in this research, the researcher provide their definitions as the followings:

1. Writing is process of inventing ideas, organizing them and expressing them in written form.
2. Text is a collection of sentences or letters that are understandable by the reader.
3. Descriptive text is a text that describes a particular person, place, and things.
4. A picture is an illustration that can be used as a two dimensional visual representation of person, place, or things.
5. Picture of Individuals is a picture that shows a person in close detail, it is useful for intermediate and advanced learner.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher discusses three main topics. The first one deals with writing consisting of the definition of writing, the components of writing, and the purposes of writing. The second main topic deals with descriptive text comprising definition of descriptive text, types of descriptive text, the generic structure of descriptive text, and an example of descriptive text. The third main topic deals with picture, and it includes the definition of picture, types of picture, and the advantages of using picture in writing descriptive text.

#### **2.1 Writing**

Writing is a part of language learning. The mastery of English writing is needed to improve and support the other language skills (reading, speaking and listening).

##### **2.1.1 The Definition of Writing**

Writing is not an easy skill to be mastered. Many learners think that it is the most difficult skill to be mastered. Richards and Renandya (2002: 303) state that writing is the most difficult skill for second language learners. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into a readable text. The skills that are involved in writing are highly complex. Second language writers have to pay attention to their skill of planning and organizing as well as their skill of spelling and giving punctuation.

Nunan (2003:88) defines, “writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statements and paragraphs clearly”. It indicates that the students are expected to



explore the ideas and arrange them into good paragraphs. Furtherly, Martin (1994) in Ginting (2018: 83) states that writing is a process of transferring ideas into understandable written form.

From the definitions above, the researcher concludes that writing ability is capacity of someone to produce written message from words, into sentences, into text, into coherence whole where the readers can understand the meaning.

### **2.1.2 The Components of Writing**

There are some aspects of writing that should be considered by the writers. These aspects will determine whether our writing product is good or not. That is why it is very crucial to understand well the aspects of writing. To make a good writing the student needs a lot of vocabulary, correct grammar and good comprehension. Adapted from Nurgiantoro (2001 : 306-308), There are some components of writing as follows:

#### **a. Content**

Content refers to a set of information that support the specific topic talked about. In the content aspect, the writer can develop the details idea to describe the main topic.

#### **b. Organization**

Organization means how the students arrange their ideas. The organization of the text is clear ideas, good organization, logic sequence and cohesive.

#### **c. Vocabulary**

Appropriateness in choosing and using vocabulary in each sentence is an important thing in writing.

#### d. Grammar

Grammar is the rule of language in combining the words. The use of grammar can be applied in all the kinds of sentence structures so that it make writing more meaningful.

#### e. Mechanics

Mechanic means how the students write. Paragraph is a combination of some sentences which need good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable.

### **2.1.3 The Purposes of Writing**

In writing, the writer has purposes to convey messages to the reader no matter what kind of writing the writer does, he/she should has a specific and clear purpose. It can be done by selecting the appropriate words and suitable sentence structures to convey the intended meaning. The purpose of a piece of writing will determine the rhetorical form chosen for it. According to Grenville (2001), there are three purpose of writing: as the followings:

- To entertain; Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.
- To inform; Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, an events. It can beseen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university.

- To persuade; The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act upon it.

#### **2.1.4 The Process of Writing**

Harmer (2004, p. 4) explains the process of writing, as follows:

##### a. Planning

Planning is the first step in writing. It is very important because talking about planning what is going to write in the paper. For some researchers, this may involve making a detailed note. For another, a few jotted words may be enough.

##### b. Drafting

A draft is a basis for most successful authors (Reid, 1988). Drafting is a step at which to begin to put the ideas and everything following the topic. As the writing process into editing, several drafting may be produced on the way to the final version.

##### c. Editing

Editing is a process to revise after drafting. The writer should read and see what have written. So, it is important to know the writing is clear or not, and the way ambiguous or confusing.

d. Final version

The final version is a process to revise and edit the draft, making the change that considers being necessary. This could look significantly completely different from both the original plan and therefore the first draft as a result of things that have modified within the writing process. In the step, the researcher omits some important things also sometimes add some necessary one. In the process, we should pay attention to the text as a whole.

## **2.2 Descriptive Text**

Reading is a part of language learning. The mastery of English writing needs to improve and support by the other language skills (reading, speaking and listening).

### **2.2.1 The Definition of Descriptive Text**

Descriptive text is a text that describes the characteristic of something. Wyrick (1999: 227) states that “the writer of description creates a word picture of person, place, objects, and emotions using a careful selection of detail to make an impression on the reader”. From the information above, the researcher got the conclusion that the descriptive text is a kind of texts which describes the characteristics, definition about something, object, certain places or person.

Wignell cited in Anggraeni, Rohmat, & Nurhaeni (2018) states that descriptive text is a text that describes a particular person, place, and things. In the same book, Wignell added that descriptive text contains some elements such as generic structure, social function, and grammatical features. Descriptive text is one

of English lesson that should be mastered by Indonesian students in school. Gerot & Wignell (1995) cited in Anggraeni et al. (2018) mentions some language features of descriptive text, and one of them use clause with attributive and identifying processes.

### **2.2.2 The Types of Descriptive Text**

According to Setiawati and Vanesa (2021), descriptive text has three types or kinds as follows:

#### **1) Description of a Person**

If you are writing a description of a person, you gather informative details about that person and then ask yourself what these details add up to. In describing a person, there are many ways such as his/her face, color of hair, clothes, skin, body shape, etc. In describing a person, however, you are not obliged to give every single detail about the person's appearance. You can focus on one or two striking features that convey something about the person's character.

#### **2) Description of a Thing or an Object**

McKay (1983: 17) gives her mind about the description of a thing or an object that the best way to describe the physical characteristics of an object or a thing. The best way to describe the physical characteristics of an object is, of course, to point to the actual object or to show a picture of it. At times, however, it is not necessary or possible to include an illustration of the object. Instead a description of the important characteristics of the object such as its

size, shape, and color is adequate. The description might then proceed to describe other characteristics of the object such as its purpose or construction.

### 3) Description of a Place

When we start to write anything in a description, it should be clear. As stated by McKay (1983: 17), as with an object, the best way to describe a place is to show some one the actual place or to take a picture of it. When this is not possible or necessary, a description of the important characteristics of the place can be given. If the place is a home or a room, it is important to describe the size and arrangement of the space involved. If, in other hand, the place includes many building such as a downtown area, the description will likely focus on the location of the various buildings. Finally, if the place is an entire country, the description will be much more general and provide information about provide information about such thing as the land formation, climate, and major cities.

#### **2.2.3 The Generic Structure of Descriptive Text**

Gerot and Wignell (1994: 208) and Yusak (2004: 49) add their opinion about generic structures of descriptive text. They say that there are two generic structures of descriptive text as follows:

##### a. Identification

Identification is necessary in order to avoid having general statement. It means that a writer needs to identify which particular thing. In this case, it identifies a phenomenon or a subject that is going to be described. The subject can be a person, thing or place. Masruri (2010: 1) adds that identification is a

part of paragraph which introduces or identifies the character. If a student writes an identification part clearly, he/she will develop the ideas easily in description part. It means that, the sentence or paragraph can guide the student to organize and develop ideas to be good writing.

b. Description

It describes specifically parts, qualities, and characteristics of a phenomenon or a subject details that is being described. Masruri (2010: 1) adds that description is a part of paragraph which describes the character. So, the writer describes all information related to topic.

Then, the ideas should be good organized. In this case, each of idea has relationship and organized. So, the reader can comprehend well what the English descriptive text is about. It means that the reader will get a clear picture of the phenomenon or subject which is described in English descriptive text if the writer expresses the message clearly although the readers are not faced with the writer directly.

#### **2.2.4 An Example of Descriptive Text**



[Document title]

## Zayn Malik

This is my favorite artist, Zayn Malik. His full name is Zayn Javvad Malik. He is a famous singer in the world. He was born on 12 January 1992 in Bradford, Inggris. Zayn loves Fashion styles. His hair styles changes quite often. Sometimes he perform with black color but, in another chance he perform with green color.

I like Zayn Malik so much, he is handsome and he has a beautiful voice. He is tall. He has long black hair. He has pretty brown eyes and thick eyebrows. He also has beard and some tattoos. Zayn is very succes in his band One Direction, but he was out of One Direction on the 25th March 2015. Now zayn is a solo singer.

### **2.3 Picture**

Picture is a part of media learning. The use media in teaching can motivate students in learning.

#### **2.3.1 The Definition of Picture**

Kurotun (2015) states that Picture is one of the varieties of teaching aid which is used to explain language meaning and construction, engage students in a topic or as the basis of a whole activity.

#### **2.3.2 The Types of Picture**

Vanesa and Setiawati (2021) state that to make the picture more specific, it must be classified according to its types. There are two kinds of pictures that useful for teaching aids: pictures of individual persons and object, and picture in which person and objects are in action.



- a. Picture of Individuals; it may be used to introduce or test vocabulary items. Portraits, that is picture that show a person in close detail, are useful for intermediate and advanced learners, such as form of questions, For example: about the age and profession of the person, whether he/she is married, his/her interests and traits of character.



- b. Situational Picture; situational pictures that show or suggest relationship between objects and/or people can be perfect teaching aids for introducing, practicing, or reviewing grammatical structures from the simplest to the most complex;
- The indicative structure: there is (a) and there are (some)
  - A range of prepositional phrase: beside, towards, just behind, etc.
  - The use of tense: present Continuous, Future Simple, etc.



### **2.3.3 Advantages of The Use of Picture**

Picture is recommended because it has many benefit in the teaching and learning process of writing. The advantages of using picture is that it will make the students interested, motivated and stimulated in participating in the process of teaching and learning writing (Wright:1989). Another benefits is that picture will stimulate the students to develop their mind and help them to write easily by using picture.

#### **2.3.4 Review of Previous Related Study**

The researcher found several previous study related to this research. The first study was conducted by Putriani (2016). The title is “improving students’ writing ability by using picture series at grade VII in SMP pembangunan”. The results show that picture series as teaching media is attained well in improving students’ English writing ability of the tenth grade students of SMAN 2 SAWAHLUNTO.

The second study was conducted by Mayasari (2014). The title is "Using Picture Series to Improve The Writing Ability of The Eight Grade Students at

SMP Negeri 2 Wonosari". The finding of the research showed that the use of picture series was able to improve the students' writing ability, and in more specific, picture series could help the students to generate and organize their ideas.

The third study was conducted by Amalia (2014) The title is "The Use of Pictures Media in Teaching Descriptive Text to Improve the First Grade Studets' Writing Ability at SMP Al Badri Gumuksari". The finding of the research showed that the use of picture media could improve the students' writing descriptive text ability. It can be seen that picture was useful to help the students to express and develop their ideas in writing.

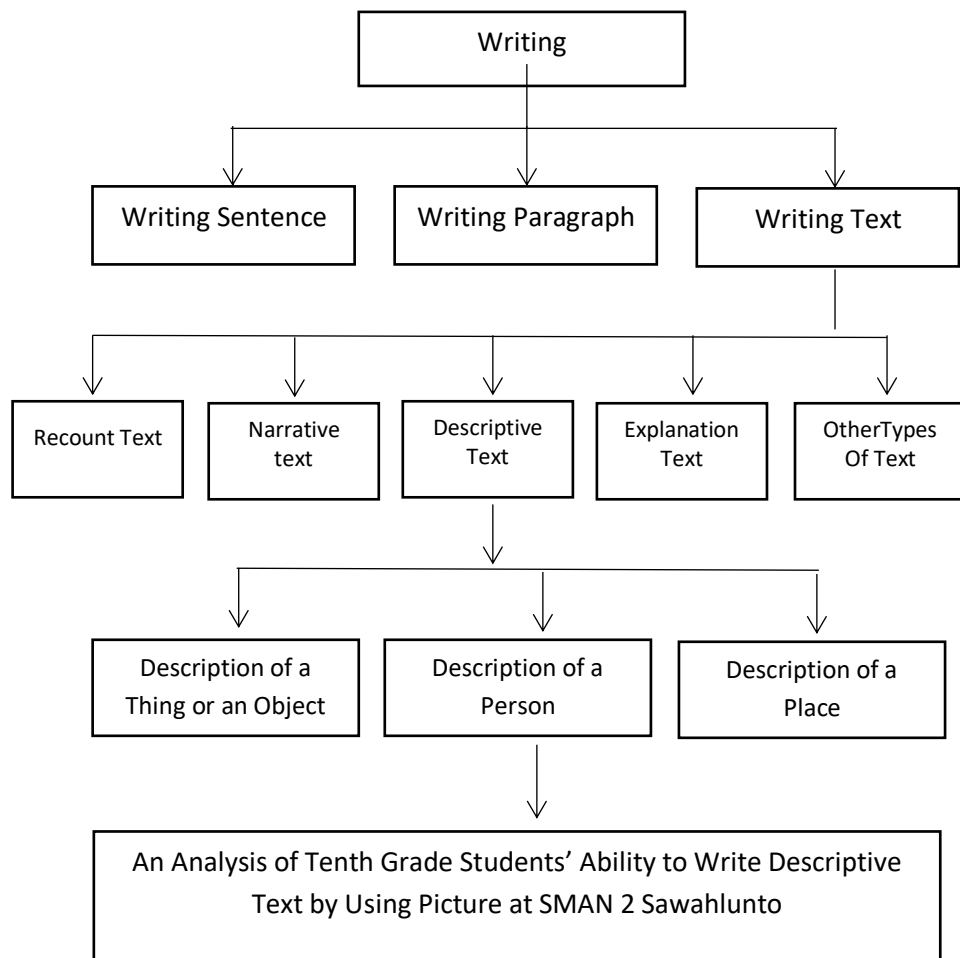
Based on the previous related studies above, there are similarities and differences with this research. The similarity between the previous studies with the current one the research discuss about writing descriptive texts by using picture. The difference is that previous study discusses how picture series improve students' ability in writing descriptive text, whereas in this research, the researcher studies the students' ability to write descriptive text using the picture of individuals.

### 2.3.5 Conceptual Framework

Donn (1988: 2) stated that writing is organizing the sentences into a text, into a coherent whole which is as explicit as possible and complete in itself to communicate successfully with the readers. In writing there are several parts that is Writing Sentence, Paragraph, and Text, and then in writing text the are some kinds of text, it consist Recount Text, Narrative Text, Descriptive Text, Explanation Text, and Others.

In this research, the researcher choose a Descriptive Text as a writing test. in a writing descriptive text, the researcher use picture as a media in writing descriptive text. The kind of picture that the researcher use is picture of individuals.

Based on the explanation above, the researcher chooses to conduct research entitled An Analysis of Tenth Grade Students' Ability to Write Descriptive Text By Using Picture At SMAN 2 Sawahlunto.



## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher talks about research design, population and sample, instrumentation, the technique of collecting data, and the technique of analyzing data.

#### 3.1 Research Design

The researcher used descriptive method for this research. Refnita (2018:17) states that descriptive research involves collecting data to test hypotheses or to answer questions concerning the current status of the subject of the study. According to Atmowardoyo (2018), descriptive research is to describe or to tell the way things are.

This research was aimed to analyze the tenth grade students' ability in writing descriptive text by using picture at SMAN 2 Sawahlunto.

#### 3.2 Population and Sample

Population is the group of interest to the researcher, the group to which he or she likes the result of the study to be generalizable (Refnita, 2018). The population of this research was the tenth grade students at SMAN 2 Sawahlunto. The total number of population members of this research was 178 students which were grouped into eight classes, as shown in Table 3.1:

**Table 3.1**  
**The Distribution of Population Members by Class**

No.	Classes	Number of Students
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1.	X 1	32
2.	X 2	28
3.	X 3	28
4.	X 4	30
5.	X 5	29
6.	X 6	31
Total		178

Because the size of population was large, the researcher used or took sample from population to do this research. Gay (2009:121) states that sampling is the process of selecting a number of individuals for a study in such a way that they represent the large group from which they were selected. Gay states that for descriptive research sample of 18% of the population is considered minimum. It means that more than 18% is received. In this research, the researcher used 18% of population as sample.

The researcher used cluster random sampling to choose the sample of this study. It means that the sample was selected by choosing a class among others. The researcher used this technique because the members of population were distributed in groups or classes and the characteristic of population members were homogeneous. They had same books and learning materials in learning English. According to Gay (2009: 110), cluster random sampling in which groups, not individuals, are randomly selected. Cluster means that the researcher divides the

population into separate groups. Meanwhile, random sampling means that the researcher takes a sample in which everyone in the entire target population has the same opportunity to be selected.

In selecting the sample, the researcher carried out some procedures. Firstly, the researcher wrote the names of each class (X 1, X 2, X 3, X 4, X 5, X 6) on six pieces of paper and put them into a box. Secondly, the researcher closed her eyes and took a piece of paper among six pieces of paper from a box. The selected class was X 1 as the class sample and all students in it became the sample of this study.

### 3.3 Instrumentation

The instrument to collect the data in this research was a writing test. The researcher gave a writing test to the students. She asked them to write a descriptive text by using a picture of some people shown on powerpoint, then they wrote it on a piece of paper for 60 minutes.

The researcher had to make sure that the test was valid and reliable. According to Cohen et al. (2007), validity refers to the extent to which a test accurately assesses the construct it proposes to measure. There are some types of validity. They are face validity, content validity, criterion validity, and construct validity. The researcher used content validity to know the validity of the test, in which the test material was constructed based on curriculum, syllabus, and teaching material given to the tenth grade students in SMAN 2 Sawahlunto.

Reliability is the degree of consistency of measures (Arikunto 2012). To analyze the reliability of the test, the researcher used inter-rater technique. This technique was used to eliminate subjectivity to give scores. It means that there were two scorers (scorer 1 and scorer 2). The first scorer was the researcher and the second scorer was Kholisa Amalia. The researcher asked her to be the second scorer because she had good skills in writing, and she got A for all writing subjects.

To find out the correlation index of two sets of scores, the researcher used Pearson Product Moment Formula (Arikunto, 2015) as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Where :

$r_{xy}$  = the coefficient correlation between variable x dan y

x = the score given by the first scorer

y = the score given by the second scorer

n = the number of students

$\sum_{xy}$  = the total score of cross product xy

$\sum_x$  = the total score from the first scorer

$\sum_y$  = the total score from the second scorer

Then the researcher classified the degree of coefficient of correlation of the test based on Arikunto (2015) as follows :

0.81-1.00 : very high

0.61-.80 : high

0.41-.60 : moderate



0.21-.40 : low

0.00-.20 : very low

Based on the result of calculating, it was found that the reliability index of this test was 0.86. Gay (2009) states that if the coefficient correlation is very high, it means that the test is reliable.

### 3.4 The Technique of Collecting Data

The data in this study were students' scores on writing and they were collected with the following procedures:

1. The researcher prepared several pictures on power point.
2. The researcher asked to choose one of the pictures from the power point and write a descriptive text.
3. The researcher gave 60 minutes to students to write a descriptive text.
4. The researcher collected the students' answer sheets.
5. The researcher made copies of students' answers and gave them to the second scorer.
6. The researcher and the second scorer gave the score based on the scoring criteria below:

**Table 3.2**  
**The Criteria of Scoring**

No	Categories	Description	score
1	Developing Ideas (Content)	The descriptive text gives paragraph unity (topic, state good topic sentence, supporting sentence, concluding sentence) and coherence (relationship among ideas, understandable). It fulfill all criteria well	25
		The descriptive text gives paragraph unity (topic, state good topic sentence) but one of the criteria is weak.	20
		The descriptive text give paragraph unity (topic, state topic sentence, conclusion of topic sentence) but some criteria above are weak	15
		The descriptive text give paragraph unity (topic, state topic sentence) but most criteria above are weak	10
		The descriptive text still give topic but all criteria are weak	5
2	Organizing Ideas	Student write the descriptive text with complete generic structures. The descriptive text is coherence and the coherences are correct.	25
		Student write the descriptive text with complete generic structures. The descriptive text is coherence but the coherence among sentences are weak.	20
		Student write he descriptive text with only one of two generic structures. But the descriptive text is coherence.	15
		Student write a descriptive text with only one of two generic structures. The coherence among sentences are weak.	10
		Student write only one of two generic structures. The descriptive text is not coherence among the sentences.	5

3	Grammar	Use present tense correctly, use relational verb and adjective words correctly	20
		Use present tense, use relational verb but do not use adjective words correctly	16
		Make errors of tenses, use relational words and use adjective words	12
		Make errors of tenses, do not use relational verbs correctly, and use adjective words	8
		Make errors of tenses, relational verbs and adjective words	4
4	Vocabulary	All or almost all of the descriptive text words are use effectively	20
		Use many descriptive words effectively	16
		Use some descriptive words	12
		There are some mistakes in using descriptive words	8
		Do not use the descriptive words correctly	4
5	Mechanics	The descriptive text uses correct punctuation, spelling and capitalization. It fulfill all criteria	10
		The descriptive text uses correct punctuation, spelling but fairly capitalization but one of the criteria is weak	8
		The descriptive text punctuation uses fairly punctuation but loosely correct spelling and capitalization. Some criteria are weak	6
		The descriptive text uses fairly punctuation but inadequate correct spelling and capitalization. Most criteria are weak	4
		The descriptive texts do not use correct punctuation, spelling and capitalization.	2
		Total score	100

### 3.5 Technique of Analyzing Data

After collecting the data, the researcher analyzed the data. In analyzing the data, the researcher used the following steps below:

1. The researcher used the formula below to determine the average scores that students obtain from two scorers.

$$\frac{\text{Score given by scorer 1} + \text{Score given by scorer 2}}{2}$$

2. The researcher converted the students' scores to answer each research question by using formula:

$$\text{Students' converted score} = \frac{\text{Student's score}}{\text{Maximum score}} \times 100$$

3. The researcher classified students' ability based on KKM at SMAN 2 Sawahlunto. The minimum criteria at SMAN 2 Sawahlunto is 76. Then the researcher classified the students' ability as follows:

**Table 3.3**  
**KKM/Minimum of Criteria Based on SMAN 2 Pariaman**

KKM/Criteria	Ability
$\geq 76$	High Ability
$< 76$	Low Ability

4. The researcher counted the number of students who had high ability and low ability.
5. The researcher counted the percentage of the students who had high ability and low ability by using the formula:

$$P = \frac{R}{T} \times 100\%$$

Where :

P = Percentage of students

R = The sum of students who get high, and low ability

T = The sum of students

6. Finally the researcher described the result of data analysis.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

In this chapter, the researcher presents the results of data analysis of the second grade students' ability in writing descriptive text about a person at SMAN 2 Sawahlunto.

## **4.1 Findings**

The researcher presents the results of the tenth grade students' ability in writing descriptive text by using picture at SMAN 2 Sawahlunto. Especially, it consists of the tenth grade students' ability to organize a descriptive text, to express content, to apply grammar, to apply mechanics, and to use vocabulary in writing descriptive text based on picture. Those are described below.

### **4.1.1 The Tenth Grade Students' Ability in Writing Descriptive Text based on Picture at SMAN 2 Sawahlunto**

To find out the tenth grade students' ability in writing a descriptive text by using picture, the researcher calculated the students' scores in general. The results of data analysis showed that 7 students (21.87%) had high ability in writing descriptive text by using picture. Meanwhile, 25 students (78.13%) had low ability in writing descriptive text by using picture. (See Appendix 6). It means students' ability in writing descriptive text was low.

It can be seen in the Table 4.1 below:

**Table 4.1**  
**The Tenth Grade Students' Ability in Writing a Descriptive Text**  
**Based on Picture**

<b>Ability</b>	<b>Number of students</b>	<b>The percentage of students</b>
High	7	21.87%
Low	25	78.13%
<b>Total</b>	<b>32</b>	<b>100%</b>

**4.1.2 The Tenth Grade Students' Ability to Organize a Descriptive Text based on Picture at SMAN 2 Sawahlunto**

The researcher calculated the tenth grade students ability to organize descriptive text by using picture at SMAN 2 Sawahlunto. The result of the data analysis showed that 3 students (9.37%) had high ability and 29 students (90.63%) had low ability (See Appendix 7). It can be seen in the Table

4.2 below:

**Table 4.2**  
**The Students' Ability to Organize Descriptive Text based on Picture**

<b>Ability</b>	<b>Number of students</b>	<b>The percentage of students</b>
High	3	9.37%
Low	29	90.63%
<b>Total</b>	<b>32</b>	<b>100%</b>

### **4.1.3 The Tenth Grade Students' Ability to Express Content in Writing**

#### **a Descriptive Text based on picture at SMAN 2 Sawahlunto**

The researcher calculated the tenth grade students' ability at SMAN 2 Sawahlunto to express the content of descriptive text by using picture. After calculating the scores of content it was found that 9 students (28.125%) had high ability to express the content of descriptive text by using picture. Meanwhile, 23 students (71.875%) had low ability to express content of descriptive text by using picture (See Appendix 8). It can be seen in the Table 4.3 below:

**Table 4.3**  
**The Second Grade Students' Ability to Express Content in Writing**

#### **a Descriptive Text based on Picture**

<b>Ability</b>	<b>Number of students</b>	<b>The percentage of students</b>
High	9	28.125%
Low	23	71.875%
<b>Total</b>	<b>32</b>	<b>100%</b>

### **4.1.4 The Tenth Grade Students' Ability to Apply Grammar in Writing**

#### **a Descriptive based on Picture at SMAN 2 Sawahlunto**

Based on the scoring criteria of grammar in writing descriptive text by using picture, it was found that 10 students (31.25%) had high ability to apply grammar correctly in writing descriptive text by using picture. Meanwhile, 22 students (68.75%) had low ability to apply



grammar correctly in writing descriptive text by using picture(See Appendix 9).

It can be seen in the Table 4.4 below:

**Table 4.4**  
**The Tenth Grade Students' Ability to Apply Grammar in Writing**  
**a Descriptive Text based on Picture**

<b>Ability</b>	<b>Number of students</b>	<b>The percentage of students</b>
High	10	31.255%
Low	22	68.75%
<b>Total</b>	<b>32</b>	<b>100%</b>

#### **4.1.5 The Tenth Grade Students' Ability to Use Vocabulary in Writing**

##### **a Descriptive Text based on Picture at SMAN 2 Sawahlunto**

Based on the results of data analysis, the researcher found that the tenth grade students' ability at SMAN 2 Sawahlunto to use vocabulary in writing a descriptive text by using picture. It was found that 28 students (87.5%) had high ability. Besides, 4 students (12.5%) had low ability to use vocabulary in writing descriptive text by using picture (See Appendix 11). It can be seen in the Table 4.6 below:

**Table 4.5**  
**The Second Grade Students' Ability to Use Vocabulary in Writing**  
**a Descriptive Text based on Picture**

<b>Ability</b>	<b>Number of students</b>	<b>The percentage of students</b>
High	28	87.5%
Low	4	12.5%
<b>Total</b>	<b>32</b>	<b>100%</b>

#### **4.1.6 The Tenth Grade Students' Ability to Apply Mechanics in Writing**

##### **a Descriptive Text based on Picture at SMAN 2 Sawahlunto**

To know the students' ability to apply mechanics in writing descriptive text by using picture, the researcher counted the scores based on the scoring criteria that have been made. It was found that 10 students (31.25%) had high ability to apply mechanics in writing descriptive text by using picture. In addition, 22 students (68.75%) had low ability to apply mechanics in writing descriptive text by using picture (See Appendix 10). It can be seen in the Table 4.5 below:

**Table 4.6**

##### **The Second Grade Students' Ability to Apply Mechanics in Writing**

##### **a Descriptive Text based on Picture**

<b>Ability</b>	<b>Number of students</b>	<b>The percentage of students</b>
High	10	31.25%
Low	22	68.75%
<b>Total</b>	<b>32</b>	<b>100%</b>

## **4.2 Discussions**

In this part, the researcher presents the discussions about the students' ability at SMAN 2 Sawahlunto in writing a descriptive text by using picture.

### **4.2.1 The Tenth Grade Students' Ability in Writing Descriptive Text based on Picture at SMAN 2 Sawahlunto**

The researcher found that the tenth grade students at SMAN 2 Sawahlunto had low ability in writing descriptive text by using picture. The data showed that most of the students still had problems in writing components of descriptive text. The components analyzed in this research are: their ability to organize a descriptive text, to express the content of descriptive text, to apply grammar, to apply mechanics, and to use vocabulary in writing descriptive text by using picture. It was not in line with study conducted by Soehela (2017) with the title "An Analysis of the Tenth Grade Students' Ability to Write Personal Descriptive Text Using Pictures at SMKN 1 Padang". Based on her result, it was found that 23 students had high ability to write personal descriptive text using pictures.

### **4.2.2 Tenth Grade Students' Ability to Organize a Descriptive Text based on Picture at SMAN 2 Sawahlunto**

Based on data analysis, the researcher found that the tenth grade students at SMAN 2 Sawahlunto had low ability to organize a descriptive text based on picture. It is in line with the study conducted by Soehela (2017) showing that the tenth grade students at SMKN 1 Padang had low ability to organize a descriptive text. Masruri (2010: 1) adds that identification is a part of paragraph which introduces or

identifies the character. The researcher found that many of students wrote too specific identification. For example:

- Students' writing:

I have a Idol, she is a famous singer, taylor has pointed nose, she has blue eyes, and brown hair, she has a healthty and white skin, she is tall. She has beautiful voice. She has get married.

- An alternative answer:

Taylor Swift is popular singer and also a songwriter. Her full name is Taylor Alison Swift. She is American. She has a lot of songs that even come from her life stories and most of her song is popular.

#### **4.2.3 The Tenth Grade Students' Ability to Express Content in Writing a Descriptive Text based on picture at SMAN 2 Sawahlunto**

Based on data analysis, the researcher found that the tenth grade students at SMAN 2 Sawahlunto had low ability to express content in writing descriptive text by using picture.

- Students' writing:

I have my idol Taylor Swift, she is a singer, she has is brown hair, she has blue eyes, she has skin white, she where earing and she has beautiful voice. She has international singer.

- An alternative answer:

I have an idol Taylor Swift. She is a singer, She has long brown hair. She has bangs. She has blue eyes. She has white skin. She has pointed nose. She has red lips. She wears red dress. She wears earring and she has a godd voice. She is an international singer.

This study is in contrast with the other study which was conducted by Aliffiya (2022) entitled “An Analysis of Students’ Ability in Writing a Descriptive Text After Watching a Video at Class X Engineering Major in SMKN 1 Painan”. Based on her result, it was found that 20 students had high ability to express content in writing a descriptive text. But, 12 students had low ability to express content in writing a descriptive text. So, these studies found different findings.

#### **4.2.4 The Tenth Grade Students’ Ability to Apply Grammar in Writing a Descriptive Text based on picture at SMAN 2 Sawahlunto**

Based on the result of analysis data, the tenth grade students’ at SMAN 2 Sawahlunto had low ability to apply grammar in writing descriptive text by using picture. The result of this research agrees with Wahyumi (2019) which found that the students was classified poor because most of the students made grammatical error in writing descriptive text. It happens because they did not mastery grammar, and most of the students still confused with using subject and verb.

- Students’ writing

She is a singer from America. She born in desember 13. 1989. She **have** a good voice and a beautiful face.

- An alternative answer

She is a singer from America. She was born in Desember 13, 1989. She has good voice and beautiful face.

- Students' writing

I have **my** idol Pratama Arhan, Arhan **have** sweet smile,

- An alternative answer

I have an idol Pratama Arhan. Arhan has sweet smile,

This study is in contrast with the other study that was conducted by Aliffiya (2022) entitled "An Analysis of Students' Ability in Writing a Descriptive Text after Watching a Video at Class X Engineering Major in SMK NEGERI 1 PAINAN". She found that students had high ability to apply grammar in writing a descriptive text, Meanwhile, this study is in line with two studies done by Refnita. She found that even university students had less competence in basic grammar (Refnita, 2014; Refnita 2015).

#### **4.2.5 The Tenth Grade Students' Ability to Apply Vocabulary in Writing a Descriptive Text based on picture at SMAN 2 Sawahlunto**

Based on the data analysis, the researcher found that the tenth grade students at SMAN 2 Sawahlunto to apply vocabulary in writing descriptive text by using picture had high ability. It was proved that 28 students (87.5%) had high ability and 4 students (12.5%) had low ability in using vocabulary in writing descriptive text by using picture. The result of this research agrees with Rianto (2017) which found that many students have limited vocabulary list and poor choice of words. The problem in writing descriptive text could be happened because the students did not

know many English vocabulary and they tend to put the words which were inappropriate in context. It is in line with study which was conducted by Apriliansyah (2016) which showed that the tenth grade students at SMKN 6 Surakarta had high ability in using vocabulary in writing a descriptive text. It was proved by the data that 55 students had high ability and 8 students had low ability in using vocabulary in writing a descriptive text. These studies found similar findings.

#### **4.2.6 The Tenth Grade Students' Ability to Apply Mechanics in Writing a Descriptive Text based on picture at SMAN 2 Sawahlunto**

The next finding of this research was that the tenth grade students' ability to apply mechanics in writing descriptive text by using picture at SMAN 2 Sawahlunto was low. A study by Jayanti (2019) found that in the mechanics aspect, there were 19 students classified as fair to poor, 3 students were very poor, and only 1 student was good. The result indicated the same finding with this research because many students still made errors in mechanics in writing descriptive text, which may be caused by students' lack of understanding in punctuation, capitalization, and spelling. This might happen because students are not disciplined in correctly using punctuation, capitalization, and spelling in their daily writing.

Many students had problem in using punctuation, capitalization, and spelling. For example:

- Students' writing

**my Idol pratama arhan hii Is footLL player hii has a blak hear**

- An alternative answer

My idol is Pratama Arhan. He is a football player. He has a black hair.

- Students' writing

Taylor swift has many fans, she has a long neck, she has a beautiful **shap** face.

- An alternative answer

Taylor Swift has many fans. She has a long neck. She has a beautiful shape face.

It is in line with study that was conducted by Ristyningrum et al. (2022), it showed that the tenth grade students at SMKN 1 Pacitan had high ability to apply mechanics in writing a narrative text. The Tenth Grade Students' Ability to Use Vocabulary in Writing Descriptive Text by using picture at SMAN 2 Sawahlunto.



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

In this chapter, the researcher draws conclusions and propose suggestions.

These are made based on the findings of this research.

#### **5.1 Conclusions**

Based on the findings and discussions, it can be concluded that the ability of the tenth grade students at SMAN 2 Sawahlunto in writing descriptive text by using picture was low. This conclusion was supported by the fact that 7 students (21.875%) had high ability and 25 students (78.125%) had low ability. In detail the abilities are as follows:

- 1) The tenth grade students at SMAN 2 Sawahlunto had low ability to organize a descriptive text by using picture. It was found that 3 students (9.375%) had high ability and 29 students (90.625%) had low ability.
- 2) The tenth grade students at SMAN 2 Sawahlunto had low ability to express content in writing descriptive text by using picture. It was found that 9 students (28.125%) had high ability and 23 students (71.875%) had low ability.
- 3) The tenth grade students at SMAN 2 Sawahlunto had low ability to apply grammar in writing descriptive text by using picture at SMAN 2 Sawahlunto. It was proved by the analysis data that 10 students (31.25%) had high ability and 22 students (68.75%) had low ability.
- 4) The tenth grade students at SMAN 2 Sawahlunto had high ability to use correct

vocabulary in writing descriptive text by using picture. It was proved by analysis data that 28 students (87.5%) had high ability and 4 students (12.5%) had low ability.

5) The tenth grade students at SMAN 2 Sawahlunto had low ability to apply mechanics in writing descriptive text by using picture. It was found that 10 students (31.25%) had high ability and 22 students (68.75%) had low ability.

## **5.2 Suggestions**

Based on the conclusions, the researcher gives some suggestions as follows:

1) English teachers are suggested to improve how they teach in the learning process and give more exercises in writing a descriptive text. Then, the teacher must explain more about how to organize a descriptive text, express the content, apply correct grammar in writing a descriptive text, such as writing correct sentences, and apply mechanics in descriptive text. Afterthat, the teachers should look for other ideas to motivate and encourage students' excitement for learning English so that they focus and understand every learning material.

2) The students should study more about descriptive text. The students are expected to pay attention when the teacher explains the material. The students should do more exercises to organize a descriptive text, express the content, apply grammar, and apply mechanics. Then, the students are expected to increase their literacy and practice learning basic English.

3) The future researchers are suggested to study more about descriptive text and find out other problems with students' difficulties in writing descriptive text and the factors why students' ability in writing descriptive text is low.

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**Appendix 1:**  
Instrument

**WRITING TEST**

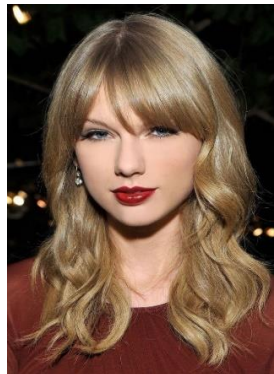
Subject : Writing Test

Time : 60 Minutes

Directions :

1. Write your name and class on the piece of paper.
2. Choose one of the pictures below as your topic of writing.
3. Write a descriptive text about it.

Pictures that you can choose are as follow:



## Appendix 2:

Students' Scores in Writing Descriptive Text about a Person at SMAN 2 Sawahlunto by First Scorer.

NO	Student Code	Organization	Content	Grammar	Vocab	Mechanic	Score of All Components
1	A	15	15	12	20	8	70
2	B	15	5	12	8	6	46
3	C	20	20	12	16	6	74
4	D	15	15	20	15	2	67
5	E	20	15	12	8	2	57
6	F	20	15	12	16	8	71
7	G	10	10	12	8	4	44
8	H	20	15	12	20	6	73
9	I	20	20	12	20	6	78
10	J	15	20	12	16	4	67
11	K	15	20	12	16	4	67

12	L	15	20	12	20	8	75
13	M	20	15	12	20	6	73
14	N	15	20	12	20	8	75
15	O	15	15	12	20	6	68
16	P	15	15	12	20	6	68
17	Q	10	15	8	16	4	53
18	R	15	15	20	16	6	72
19	S	10	10	20	16	4	60
20	T	15	20	12	16	8	71
21	U	15	15	12	20	8	68
22	V	25	20	12	20	6	83
23	W	10	10	8	16	4	48
24	X	15	15	12	16	6	65
25	Y	25	20	20	20	8	93
26	Z	15	15	20	20	8	78



27	AA	15	15	20	20	10	80
28	AB	20	15	12	20	4	71
29	AC	15	15	12	20	8	70
30	AD	15	15	12	16	8	66
31	AE	20	20	20	20	4	83
32	AF	15	15	20	20	2	72

### Appendix 3:

Students' Scores in Writing Descriptive Text about a Person at SMAN 2 Sawahlunto by Second Scorer.

NO	Student Code	Organization	Content	Grammar	Vocab	Mechanic	Score of All Components
1	A	15	15	12	20	8	70
2	B	10	5	12	8	6	41
3	C	15	20	16	16	6	73
4	D	15	15	20	20	2	72
5	E	15	10	12	8	4	49
6	F	15	15	12	20	8	70
7	G	10	10	8	8	4	40
8	H	15	25	6	16	8	80
9	I	20	20	12	20	6	78

10	J	15	20	12	16	4	67
11	K	15	20	12	16	4	67
12	L	15	20	12	20	8	75
13	M	15	15	12	20	8	70
14	N	15	20	12	20	8	75
15	O	15	15	12	20	6	68
16	P	15	15	12	20	6	68
17	Q	15	20	12	20	6	73
18	R	10	15	20	16	6	67
19	S	10	20	16	20	8	75
20	T	15	20	12	16	8	71
21	U	15	15	12	20	8	68
22	V	15	20	20	20	8	83
23	W	15	15	12	16	4	62
24	X	15	15	12	16	6	65

25	Y	25	20	20	20	8	93
26	Z	15	15	20	20	8	78
27	AA	15	15	20	20	10	80
28	AB	15	20	12	20	4	71
29	AC	15	15	12	20	8	70
30	AD	15	15	12	16	8	66
31	AE	20	15	20	20	8	83
32	AF	15	15	20	20	2	72

**Appendix 4:**

## Reliability Analysis by Using Pearson Product Moment Formula

No	Students' Code	Scorer 1 (X)	Scorer 2(Y)	X <sup>2</sup>	Y <sup>2</sup>	XY
1	A	70	70	4900	4900	4900
2	B	46	41	2116	1681	1886
3	C	74	73	5476	5329	5402
4	D	67	72	4489	5184	4824
5	E	57	49	3249	2401	2793
6	F	71	70	5041	4900	4970
7	G	44	40	1936	1600	1760
8	H	73	80	5329	6400	5840
9	I	78	78	6084	6084	6084
10	J	67	67	4489	4489	4489
11	K	67	67	4489	4489	4489
12	L	75	75	5625	5625	5625
13	M	73	70	5329	4900	5110
14	N	75	75	5625	5625	5625
15	O	68	68	4624	4624	4624
16	P	68	68	4624	4624	4624
17	Q	53	73	2809	5329	3869
18	R	72	67	5184	4489	4824
19	S	60	75	3600	5625	4500
20	T	71	71	5041	5041	5041
21	U	68	68	4624	4624	4624
22	V	83	83	6889	6889	6889
23	W	48	62	2304	3844	2976
24	X	65	65	4225	4225	4225
25	Y	93	93	8649	8649	8649
26	Z	78	78	6084	6084	6084
27	AA	80	80	6400	6400	6400
28	AB	71	71	5041	5041	5041
29	AC	70	70	4900	4900	4900
30	AD	66	66	4356	4356	4356
31	AE	83	83	6889	6889	6889
32	AF	72	72	5184	5184	5184
	<b>SUM</b>	2206	2240	155604	160424	157496

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\}\{n \sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{32 \times 157496 - (2206)(2240)}{\sqrt{\{(32 \times 155604) - (2206)^2\}\{32 \times 160424 - (2240)^2\}}}$$

$$r_{xy} = \frac{5039872 - 4941440}{\sqrt{\{(32 \times 155604) - (4866436)\}\{(32 \times 160424) - (5017600)\}}}$$

$$r_{xy} = \frac{98432}{\sqrt{\{4979328 - (4866436)\}\{(5133568) - (5017600)\}}}$$

$$r = \frac{98432}{\sqrt{112892 \times 115968}}$$

$$= \frac{98432}{\sqrt{13091859456}}$$

$$= \frac{98432}{114419.663}$$

$$r_{xy} = \frac{x}{y} = 0.8602717 (0.86)$$

**Appendix 5:**

The Classification of Tenth Grade Students' Ability in Writing

Descriptive Text About a person at SMAN 2 Sawahlunto

No	Students' Code	Score by Scorer 1	Score by Scorer 2	Average Score	Ability
1	A	70	70	70	Low
2	B	46	41	43.5	Low
3	C	74	73	73.5	Low
4	D	67	72	69.5	Low
5	E	57	49	53	Low
6	F	71	70	70.5	Low
7	G	44	40	42	Low
8	H	73	80	76.5	High
9	I	78	78	78	High
10	J	67	67	67	Low
11	K	67	67	67	Low
12	L	38	75	56.5	Low
13	M	73	70	71.5	Low
14	N	75	75	75	Low
15	O	68	68	68	Low
16	P	68	68	68	Low
17	Q	53	73	63	Low
18	R	72	67	69.5	Low
19	S	60	75	67.5	Low
20	T	71	71	71	Low
21	U	68	68	68	Low
22	V	83	83	83	High
23	W	48	62	55	Low
24	X	65	65	65	Low
25	Y	93	93	93	High
26	Z	78	78	78	High
27	AA	80	80	80	High
28	AB	71	71	71	Low
29	AC	70	70	70	Low
30	AD	66	66	66	Low
31	AE	83	83	83	High
32	AF	72	72	72	low

The Percentage of the Second Grade Students' Ability in Writing

Descriptive Text about a Picture at SMKN 2 Sawahlunto

Categories	Numbers of Students
High Ability	7
Low Ability	25
<b>Total Numbers of Students</b>	<b>32</b>

The percentage of the second grade students' ability in writing descriptive text about a person at SMAN 2 Sawahlunto

a. High Ability

$$P = \frac{R}{T} \times 100\% = \frac{7}{32} \times 100\% = 21.875\%$$

b. Low Ability

$$P = \frac{R}{T} \times 100\% = \frac{25}{32} \times 100\% = 78.125\%$$



**Appendix 6:**

The Second Grade Students' Ability to Organize Descriptive Text

about a person at SMAN 2 Sawahlunto

No	Student Code	Score by scorer 1	Score by scorer 2	Average score	Converted score	Ability
1	A	15	15	15	60	Low
2	B	15	10	12.5	50	Low
3	C	20	15	17.5	70	Low
4	D	15	15	15	60	Low
5	E	20	15	17.5	70	Low
6	F	20	15	15	60	Low
7	G	10	10	10	40	Low
8	H	20	15	17.5	70	Low
9	I	20	20	17.5	70	Low
10	J	15	15	15	60	Low
11	K	15	15	15	60	Low
12	L	15	15	10	40	Low
13	M	20	15	17.5	70	Low
14	N	15	20	15	60	Low
15	O	15	15	15	60	Low
16	P	15	15	15	60	Low
17	Q	10	15	15	60	Low
18	R	15	10	12.5	50	Low
19	S	10	10	12.5	50	Low
20	T	15	15	15	60	Low
21	U	15	15	12.5	50	Low

22	V	25	15	20	80	High
23	W	10	15	12.5	50	Low
24	X	15	15	15	60	Low
25	Y	25	25	25	100	High
26	Z	15	15	15	60	Low
27	AA	15	20	17.5	70	Low
28	AB	20	15	17.5	70	Low
29	AC	15	15	15	60	Low
30	AD	15	15	15	60	Low
31	AE	20	20	20	80	High
32	AF	15	15	15	60	Low

The percentage of the second grade students' ability to organize descriptive text about a person at SMAN 2 Sawahlunto

a. High Ability

$$P = \frac{R}{T} \times 100\% = \frac{3}{32} \times 100\% = 9.375\%$$

b. Low Ability

$$P = \frac{R}{T} \times 100\% = \frac{29}{32} \times 100\% = 90.625\%$$

**Appendix 7:**

The Second Grade Students' Ability to Express the Content of a  
Descriptive Text about a person at SMAN 2 Sawahlunto

No	Student Code	Score by scorer 1	Score by scorer 2	Average score	Converted score	Ability
1	A	15	15	15	60	Low
2	B	5	5	5	20	Low
3	C	20	20	20	80	High
4	D	20	15	17,5	70	Low
5	E	15	10	12,5	50	Low
6	F	15	15	15	60	Low
7	G	10	10	10	40	Low
8	H	15	25	20	80	High
9	I	20	20	20	80	High
10	J	20	20	20	80	High
11	K	20	20	20	80	High
12	L	20	20	20	80	High
13	M	15	15	15	60	Low
14	N	20	15	17,5	70	Low
15	O	15	15	15	60	Low
16	P	15	15	15	60	Low
17	Q	15	20	17,5	70	Low
18	R	15	15	15	60	Low
19	S	10	20	15	60	Low
20	T	20	20	20	80	High
21	U	15	15	15	60	Low

22	V	20	20	20	80	High
23	W	10	15	12,5	50	Low
24	X	15	15	15	60	Low
25	Y	20	20	20	80	High
26	Z	15	15	15	60	Low
27	AA	15	20	17,5	70	Low
28	AB	15	20	17,5	70	Low
29	AC	5	15	10	40	Low
30	AD	5	15	10	40	Low
31	AE	20	15	17,5	70	Low
32	AF	15	15	15	60	Low

a. High Ability

$$R = 8$$

$$- P = \frac{R}{T} \times 100\% = \frac{8}{32} \times 100\% = 25\%$$

c. Low Ability

$$R = 24$$

$$- P = \frac{R}{T} \times 100\% = \frac{24}{32} \times 100\% = 75\%$$

**Appendix 8:**

The Second Grade Students' Ability to Apply Grammar in  
writing DescriptiveText about a person at SMAN 2 Sawahlunto

No	Student Code	Score by scorer 1	Score by scorer 2	Average score	Converted score	Ability
1	A	12	12	12	60	Low
2	B	12	12	12	60	Low
3	C	12	16	14	70	Low
4	D	12	20	16	80	High
5	E	12	12	12	60	Low
6	F	12	12	12	60	Low
7	G	12	8	10	50	Low
8	H	12	16	14	70	Low
9	I	12	12	12	60	Low
10	J	12	12	12	60	Low
11	K	12	12	12	60	Low
12	L	12	12	12	60	Low
13	M	12	12	12	60	Low
14	N	12	12	12	60	Low
15	O	12	12	12	60	Low
16	P	12	12	12	60	Low
17	Q	8	12	10	50	Low
18	R	20	20	20	100	High
19	S	20	16	18	90	High
20	T	12	12	12	60	Low
21	U	12	12	12	60	Low
22	V	12	20	16	80	High

23	W	8	12	10	50	Low
24	X	12	12	12	60	Low
25	Y	20	20	20	100	High
26	Z	20	20	20	100	High
27	AA	20	12	16	80	High
28	AB	20	20	20	100	High
29	AC	12	12	12	60	Low
30	AD	12	12	12	60	Low
31	AE	20	20	20	100	High
32	AF	12	20	16	80	High

a. High Ability

$$R = 10$$

$$- P = \frac{R}{T} \times 100\% = \frac{10}{32} \times 100\% = 31.25\%$$

d. Low Ability

$$R = 22$$

$$- P = \frac{R}{T} \times 100\% = \frac{22}{32} \times 100\% = 68.75\%$$

**Appendix 9:**

The Second Grade Students' Ability to Apply Mechanics in Writing

DescriptiveText about a person at SMAN 2 Sawahlunto

No	Student Code	Score by scorer 1	Score by scorer 2	Average score	Converted score	Ability
1	A	8	8	8	80	High
2	B	6	6	6	60	Low
3	C	6	6	6	60	Low
4	D	4	2	3	30	Low
5	E	2	4	3	30	Low
6	F	8	8	8	80	High
7	G	4	4	4	40	Low
8	H	6	8	7	70	Low
9	I	6	6	6	60	Low
10	J	4	4	4	40	Low
11	K	4	4	4	40	Low
12	L	8	8	8	80	High
13	M	6	8	7	70	Low
14	N	8	8	8	80	High
15	O	6	6	6	60	Low
16	P	6	6	6	60	Low
17	Q	4	6	5	50	Low
18	R	6	6	6	60	Low
19	S	4	4	4	40	Low
20	T	8	8	8	80	High
21	U	8	8	8	80	High
22	V	6	8	7	70	Low

23	W	4	4	4	40	Low
24	X	6	6	6	60	Low
25	Y	8	6	7	70	Low
26	Z	8	8	8	80	High
27	AA	10	8	9	90	High
28	AB	4	4	4	40	Low
29	AC	8	8	8	80	High
30	AD	8	8	8	80	High
31	AE	4	8	6	60	Low
32	AF	2	2	2	20	Low

a. High Ability

$$R = 10$$

$$- P = \frac{R}{T} \times 100\% = \frac{10}{32} \times 100\% = 31.25\%$$

e. Low Ability

$$R = 22$$

$$- P = \frac{R}{T} \times 100\% = \frac{22}{32} \times 100\% = 68.75\%$$



**Appendix 10:**

The Second Grade Students' Ability to Use Vocabulary in

Writing DescriptiveText about a person at SMAN 2 Sawahlunto

No	Student Code	Score by scorer 1	Score by scorer 2	Average score	Converted score	Ability
1	A	20	20	20	100	High
2	B	8	8	8	40	Low
3	C	16	16	16	80	High
4	D	16	20	18	90	High
5	E	8	8	8	40	Low
6	F	16	20	18	90	High
7	G	8	8	8	40	Low
8	H	20	16	18	90	High
9	I	20	20	20	100	High
10	J	16	16	16	80	High
11	K	16	16	16	80	High
12	L	20	20	20	100	High
13	M	20	20	20	100	High
14	N	20	20	20	100	High
15	O	20	20	20	100	High
16	P	20	20	20	100	High
17	Q	16	20	18	90	High
18	R	16	16	16	80	High
19	S	16	20	18	90	High
20	T	16	16	16	80	High
21	U	20	20	20	100	High
22	V	20	20	20	100	High

23	W	16	16	16	80	High
24	X	16	16	16	80	High
25	Y	20	20	20	100	High
26	Z	20	20	20	100	High
27	AA	20	20	20	100	High
28	AB	20	20	20	100	High
29	AC	20	20	20	100	High
30	AD	16	16	16	80	High
31	AE	20	20	20	100	High
32	AF	20	10	15	75	Low

a. High Ability

$$R = 28$$

$$- P = \frac{R}{T} \times 100\% = \frac{28}{32} \times 100\% = 87.5\%$$


f. High Ability

$$R = 4$$

$$- P = \frac{R}{T} \times 100\% = \frac{4}{32} \times 100\% = 12.5\%$$

## Appendix 11:

### Research Permission Letter to the Education Office of West Sumatra Province

 **Yayasan Pendidikan Bung Hatta**  
**UNIVERSITAS BUNG HATTA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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Nomor : 346/Pend-03/VII/2023 25 Juli 2023  
Lamp. : -  
Hal : **Permohonan Izin Penelitian**


Yth. Sdr. Kepala Dinas Pendidikan Provinsi Sumatera Barat  
Jl. Jendral Sudirman No. 52, Jati Baru, Kec. Padang Timur  
Kota Padang


Dengan hormat,  
Bersama surat ini disampaikan kepada Saudara bahwa mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta berikut ini :

Nama : Dhea Violita Andriani  
NPM : 1910013121034  
Jurusan : Pendidikan Bahasa Inggris  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **An Analysis Of Tenth Grade Students' Ability to Write Descriptive Text By Using Picture at SMA N 2 Sawahlunto**

Memerlukan penelitian di **SMA N 2 Sawahlunto**, untuk pengumpulan data dalam rangka penulisan skripsi. Lama penelitian/pengumpulan data tersebut dilakukan selama **1 Bulan**, di mulai dari tanggal **31 Juli** sampai tanggal **31 Agustus 2023**. Oleh karena itu, kami mohon kepada Saudara untuk memberikan izin kepada mahasiswa tersebut di atas.

Demikianlah surat ini disampaikan kepada Saudara. Atas perhatian dan kerja sama Saudara kami ucapkan terima kasih.

Wassalam dan hormat  
Wakil Dekan,  
  
- 03 - Dra. Zulfa Amrina, M.Pd.




Tembusan :  
Yth. Ketua Prodi PING Universitas Bung Hatta

---

Kampus I : Jalan Sumatera Ulak Karang Padang, Kode Pos 25133, Telepon (0751) 7051678/7052096, Fax: 7055475  
Kampus II : Jalan Bagindo Aziz Chan By Pass Air Pacah Padang, Kode Pos 25176, Telepon (0751) 463250  
Kampus III : Jalan Gajah Mada Nomor 19 Olo Nanggalo Padang, Kode Pos 25143, Telepon (0751) 7054257, Fax: 7051341  
Email : [sekretariat.rektor@bunghatta.ac.id](mailto:sekretariat.rektor@bunghatta.ac.id), [rektoral@bunghatta.ac.id](mailto:rektoral@bunghatta.ac.id),  
[humas@bunghatta.ac.id](mailto:humas@bunghatta.ac.id), [pascaSarjana@bunghatta.ac.id](mailto:pascaSarjana@bunghatta.ac.id), website: [www.bunghatta.ac.id](http://www.bunghatta.ac.id)

## Appendix 12:

Statement letter that the researcher has conducted research at SMAN 2 Sawahlunto

**PEMERINTAH PROVINSI SUMATERA BARAT**  
**DINAS PENDIDIKAN**  
Jln. Jenderal Sudirman No. 52 Tel/ p.(0751) 20152- 21955 Fax (0751) 37047 - 27510 Padang

Nomor : 420.02/2140 /P.SMA/2023  
Lampiran : -  
Perihal : Izin Penelitian

Padang, 26 Juli 2023

Kepada Yth:  
Wakil Dekan I FKDIP  
Universitas Bung Hatta  
di  
Tempat


Sehubungan dengan surat Saudara Nomor: 347/Pen-03/VII/2023 Tanggal 25 Juli 2023 perihal, Izin Penelitian ke sekolah untuk memenuhi kelengkapan skripsi dengan judul *"An Analysis Of Tenth Grade Students' Ability to Write Descriptive Text By Using Picture at SMAN 2 Sawahlunto"* atas nama :

Nama : Dhea Viollita Andriani  
NIM/TM : 1910013121034  
Program Studi : Pendidikan Bahasa Inggris  
Tempat : SMAN 2 Sawahlunto  
Jadwal : 31-07-2023 s/d 31-08-2023

Berkaitan dengan hal tersebut Dinas Pendidikan Provinsi Sumatera Barat pada prinsipnya **tidak keberatan** memberi izin kepada Mahasiswa/i yang namanya diatas untuk melaksanakan Penelitian, namun diharapkan selama kegiatan dapat memperhatikan hal-hal sebagai berikut:

1. Berkordinasi dengan Kepala Sekolah Terkait
2. Pelaksanaan Kegiatan tetap memperhatikan Protokol Kesehatan
3. Tidak mengganggu kegiatan proses belajar dan mengajar disatuan pendidikan
4. Tidak memberatkan pembiayaan kepada peserta didik disatuan pendidikan
5. Observasi yang dilakukan sepenuhnya untuk kepentingan pendidikan dan tidak untuk dipublikasikan secara umum
6. Data yang diambil sesuai dengan peraturan perundangan-undangan yang berlaku
7. Setelah selesai melaksanakan penelitian agar menyampaikan laporan ke Dinas Pendidikan Provinsi Sumatera Barat

Demikianlah surat ini kami berikan, agar dapat dipergunakan sebagaimana mestinya.

Kepala Bidang PSMA  
  
Mahyan, S.Pd, M.M  
NIP. 19741115 200012 1 002

Tembusan disampaikan kepada, Yth:

1. Karabdin yang terkait
2. MKKS yang terkait
3. Kepala Sekolah yang terkait
4. Arsip

**Appendix 13:**

Statement letter that the researcher has conducted research at SMAN 2 Sawahlunto

