

AN ANALYSIS OF THE TENTH GRADE STUDENTS' ABILITY TO WRITE
DESCRIPTIVE TEXT BASED ON PICTURE AT SMAN 2 SAWAHLUNTO

THESIS



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*Submitted in Partial Fulfillment of the Requirement
for Getting Strata One (S1) Degree*



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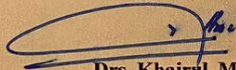
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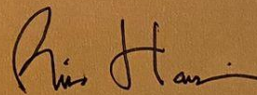
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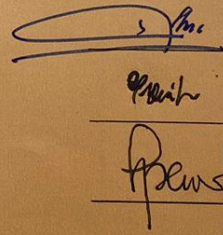
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The image shows three handwritten signatures in black ink, each written over a horizontal line. The first signature is for Drs. Khairul, M.Sc, the second for Dr. Lely Refnita, M.Pd, and the third for Lailatul Husna, S.Pd, M.Pd.

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.

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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.