

**AN ANALYSIS OF TENTH GRADE STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXT AT SMAN 1 KEC.GUGUAK LIMA PULUH KOTA**

THESIS



BY

LULU KARISSA

2010013121011

**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
PADANG
2024**

UNIVERSITAS BUNG HATTA

**AN ANALYSIS OF TENTH GRADE STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXT AT SMAN 1 KEC.GUGUAK LIMA PULUH KOTA**

THESIS

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



**BY
LULU KARISSA
2010013121011**

**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
PADANG
2024**

UNIVERSITAS BUNG HATTA

HALAMAN PERSETUJUAN SKRIPSI

Nama : Lulu Karissa
NPM : 2010013121011
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul : An Analysis of the Tenth Grade Students' Ability in Writing
Descriptive Text at SMA N 1 Kec. Guguk Lima Puluh Kota

Padang, Agustus 2024

Pembimbing


Drs. Adzanil Prima Septy, M.Pd. Ph.D

Diketahui Oleh:

Dekan Fakultas

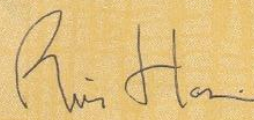
Keguruan dan Ilmu Pendidikan



Dr. Yetty Morelent, M. Hum

Ketua Program Studi

Pendidikan Bahasa Inggris


Fitrina Harmaini, S.S., MA

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Nama : Lulu Karissa
NPM : 2010013121011
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul : An Analysis of the Tenth Grade Students' Ability in
Writing Descriptive Text at SMA N 1 Kec. Guguak Lima
Puluh Kota

Dinyatakan **LULUS** setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta pada hari Rabu,
14 Agustus 2024.

Tim Penguji

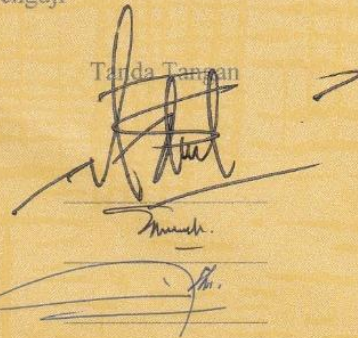
Nama

Tanda Tangan

Drs. Adzanil Prima Septy, M.Pd, Ph.D

Dra. Ernati, M.Pd

Drs. Khairul Harha, M.Sc



The image shows two handwritten signatures in black ink. The first signature is larger and more stylized, with a horizontal line underneath it. The second signature is smaller and also has a horizontal line underneath it. Both signatures are positioned to the right of the names of the examiners.

ACKNOWLEDGEMENT



Alhamdulillah rabbil' alamin. First of all, the researcher would like to express her deepest gratitude to the Almighty God – Allah SWT, who has given her blessing, strength, health, inspiration, opportunity, and patience to finish writing this thesis, she also would like to send *Sholawat* and *Salam* to Prophet Muhammad SAW. Finally, the researcher could finish her thesis, entitled “An Analysis of Tenth Grade Students’ Ability in Writing a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota”. The primary aim of this thesis is to fulfill a partial requirement for getting a strata one (S1) degree from the English Department, the Faculty of Teacher Training and Education, Bung Hatta University.

There are a lot of people who helped and gave motivation, advice, and support to the researcher in writing this thesis. Therefore, the researcher would like to express her gratitude to her advisor: Drs. Adzanil Prima Septy, M.Pd, Ph. D. who had given her guidance, time, inputs, and experience so that the researcher could finish writing this thesis. Then the researcher would like to express her gratitude to her examiners: Dra. Ernati, M.Pd, and Drs. Khairul Harha, M. Sc. Next, the researcher would like to present her sincere appreciation to Dr. Yetty Morelent, M.Hum. as the Dean of the Faculty of Teacher Training and Education, Dra. Zulfa Amrina, M.Pd. as the Vice Dean, Fitriana Harmaini, S.S., M.A. as the Head of the English Department, and all lecturers who taught and guided the researcher while studying at the English Department of Bung Hatta University, and she also expresses thanks to her beloved parents, Dedi Yosef. and Sakinah Febrina, S.Pd for

their fully support, motivation, and prayer for the researcher in writing this thesis. She would also thank her brothers, M. Agung Setya Permana and Fattur Rahman. Her sister, Rakesya for giving support. The researcher also appreciated herself.

The appreciation also goes to her beloved friends Bella Vista, Anisa Okiana, Maisharah Turmizi, Nadia Pahira, and Erdia Majholla, for their endless love, motivation, support, and prayer to finish this thesis. She also expresses thanks to all of her classmates at the English Department of Bung Hatta who cannot be mentioned one by one in this thesis.

Next, the researcher's deepest appreciation goes to Lisa Lazwardi, S.Pd, M.Pd as headmaster in SMAN 1 Kec. Guguak, and Lastra Lara, S.Pd, M.Pd as English teacher at SMAN 1 Kec. Guguak who had given their time and chance to collect the data. The researcher also thanks their lovely students in class X E 4 of SMAN 1 Kec. Guguak.

Finally, the researcher hopes that this research can be useful and can add insight for the readers, especially for the researcher herself. She realizes that this thesis is still not perfect yet, so she expects constructive suggestions and criticisms from the readers.

Padang, Agustus 2024
The Researcher

Lulu Karissa

ABSTRACT

Karissa, Lulu 2024. *An Analysis of Tenth Grade Students' Ability in Writing Descriptive Text at SMA N 1 vKec. Guguak Lima Puluh Kota.*

Advisor: Drs. Adzanil Prima Septy, M.Pd, Ph.D

The purpose of this study is to describe the tenth-grade students' ability in writing descriptive texts at SMAN 1 Kec, Guguak Lima Puluh Kota. The researcher used a descriptive method for this study. The population of this study was tenth-grade students at SMA N 1 Kec. Guguak. The researcher used cluster random sampling technique to select samples, and the number of samples was 31 students. The instrument to collect data in this study was a writing test. For the test to be reliable, the researcher used the inter-rater method. The results of the test analysis showed that the test was reliable. This is supported by the fact that the correlation coefficient is 0.99.

In general, the students had moderate ability in writing descriptive texts. This is supported by the fact that 31 students (100%) had moderate ability in writing descriptive text, and 0 student (0%) had difficult ability in writing descriptive text. The research results show that 28 students (90,3%) had a difficult ability in organize descriptive text. Additionally, 31 students (100%) had moderate ability in content descriptive text. 17 students (54,8%) had moderate ability in grammar descriptive text. Moreover, 18 students (58%) had moderate ability vocabulary descriptive text. 16 students (52%) had moderate ability in mechanics descriptive text. This could be due to language barrier factors.

Based on the findings, it can be concluded that the students generally had moderate ability in writing descriptive text. The researcher expected to find out and analyze factors that may cause the students having moderate ability in writing descriptive text.

Keywords: Writing Ability, Descriptive text

LIST OF CONTENTS

HALAMAN PERSETUJUAN SKRIPSI	i
HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	v
LIST OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF APPENDICES	x
CHAPTER I INTRODUCTION	1
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	5
1.5. The Research Questions	5
1.6. The Purpose of the Research	6
1.7. The Significance of the Research	6
1.8. The Definition of the Key Terms	7
CHAPTER II REVIEW OF RELATED LITERATURE	8
2.1 The Definition of Writing	8
2.2 The Process of Writing	10
2.3 The Component of Writing	12
2.4 The Ability in Writing	13
2.5 The Definition of Descriptive Text	17
2.6 Types of Descriptive Text	18
2.7 The Purpose of Descriptive Text	19
2.8 The Generic Structure of Descriptive Text	20
2.9 The Language Features of Descriptive Text	21
2.10 Example of Descriptive Text	23
2.11 Language Barrier of Students Ability in Writing	23
2.12 Review of Previous Study	24

CHAPTER III RESEARCH METHOD	28
3.1 Research Design	28
3.2 Population and Sample	28
3.3 Instrument	30
3.4 Technique of Collecting Data	32
3.5 Technique of Analyzing Data	34
CHAPTER IV FINDINGS AND DISCUSSION	36
4.1 Findings	36
4.1.1 The Tenth Grade Students' Ability in Writing Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota	36
4.1.2 The Tenth Grade Students' Ability in Writing Organization a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota	37
4.1.3 The Tenth Grade Students' Ability in Content a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota	37
4.1.4 The Tenth Grade Students' Ability in Grammar a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota	38
4.1.5 The Tenth Grade Students' Ability in Vocabulary a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota	38
4.1.6 The Tenth Grade Students' Ability in Mechanics a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota	39
4.2 Discussions	39
4.2.1 The Tenth-Grade Students' Ability in Writing a Descriptive Text	39
4.2.2 The Tenth Grade Students' Ability Writing in Organization a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota	40
4.2.3 The Tenth Grade Students' Ability Writing in Content a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota	41
4.2.4 The Tenth Grade Students' Ability Writing in Grammar a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota	42

4.2.5	The Tenth Grade Students' Ability Writing in Vocabulary a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota.	42
4.2.6	The Tenth Grade Students' Ability Writing in Mechanics a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota	43
CHAPTER V CONCLUSIONS AND SUGGESTIONS		44
5.1	Conclusions	44
5.2	Suggestions	45
REFERENCES		46
APPENDICES		51

LIST OF TABLES

Table 3.1	The Distribution of Population Numbers	29
Table 3.2	Scoring Rubric of Writing	32
Table 3.3	Classification of Student's Score Based on Level of Ability.	34
Table 4.1	The Percentage of the Tenth Grade Students' Ability in Writing a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota	37
Table 4.2	The Percentage of the Tenth Grade Students' Ability in Organization a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota.	37
Table 4.3	The Percentage of the Tenth Grade Students' Ability in Content a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota	38
Table 4.4	The Percentage of the Tenth Grade Students' Ability in Grammar a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota	38
Table 4.5	The Percentage of the Tenth Grade Students' Ability in Writing Vocabulary a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota	39
Table 4.6	The Percentage of the Tenth Grade Students' Ability in Mechanics a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota	39

LIST OF APPENDICES

- Appendix 1: Instrument**Error! Bookmark not defined.**
- Appendix 2: Students Ability in Writing Descriptive Text by First Scorer... **Error! Bookmark not defined.**
- Appendix 3: Students Ability in Writing Descriptive Text by Second Scorer**Error! Bookmark not defined.**
- Appendix 4: Reliability Analysis by Using Pearson Product Moment Formula .. 56
- Appendix 5: The Classification of the Tenth Grade Students' Ability in Writing a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh kota 58
- Appendix 6: The Percentage of the tenth Grade Students' Ability in Writing a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh kota.....59
- Appendix 7: The Tenth Grade Students' Ability in Organization a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota.....**Error! Bookmark not defined.**
- Appendix 8: The Tenth Grade Students' Ability in Content a Descriptive Text at **Error! Bookmark not defined.**
- Appendix 9: The Tenth Grade Students' Ability in Grammar a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota.....**Error! Bookmark not defined.**
- Appendix 10: The Tenth Grade Students' Ability in Vocabulary a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota 66
- Appendix 11: The Tenth Grade Students' Ability in Mechanics a Descriptive Text at SMA N 1 Kec. Guguak Lima Puluh Kota 68
- Appendix 12: Research Permission Letter**Error! Bookmark not defined.**
- Appendix 13: Research Permission Letter from Education Office..... **Error! Bookmark not defined.**
- Appendix 14: Letter of Completion of Research ...**Error! Bookmark not defined.**
- Appendix 15: Documentation**Error! Bookmark not defined.**

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, research questions, the purpose of the research, and the definition of the key terms.

1.1 The Background of the Problem

People use English to communicate with people in different countries. Using English to communicate may also help people understand and respect each other, particularly those with different backgrounds such as languages, cultures, etc. Pandarangga (2015). English is a tool for communicating orally in writing. On the other hand, communication through the written word also needs proficiency to be effective. Through writing, people are supported to express their ideas in writing form. In English, four skills must be mastered: listening, speaking, reading, and writing.

Writing skill is the ability to express ideas in a word that has meaning. According to Ningsih (2016), writing is one activity that transfers knowledge in the human brain into written form. The explanation above shows that writing is an essential skill that students should master in learning English as a foreign language. Writing is one of the important skills that have to be mastered by students because writing can help people to think critically and deeply to make good writing. Writing is also a necessary component of our society's education, livelihood, and function basics. Writing skills help learners gain independence, comprehensibility, fluency,

and creativity in writing. If learners had mastered these skills, they would be able to write so that not only they can read what they wrote, but other speakers of that language can read and understand it.

There are several types of text in learning English such as descriptive text, explanation text, recount text, narrative text, report text, procedure text, exposition text, and news item text. An important thing in the descriptive text is that the text should describe what things look like, not based on the speaker's opinion only. Descriptive text is a text describing a particular person, place, or thing. By learning writing, the students will learn how to write effectively, express ideas, and share their opinions with anyone by writing.

Suminar and Putri (2018) reveal that descriptive text is text describing a person, animal, thing, or place with a clear explanation to give readers a piece of information and understanding about the object described. Descriptive text has certain components, such as generic structure and lexical grammar. Descriptive text used simple present tense. The simple present tense is used for habitual and usual activity. In addition, descriptive text used other language features such as adjectives, linking verbs, relating verbs, and compound adjectives. In the vocabulary aspect, writing descriptive text has a lot of vocabulary. Therefore, the complex of components, generic structure, and lexicogrammatical as mentioned above, the students are uneasy about writing descriptive text well and perfectly.

Each student had different abilities in learning, especially in learning English in writing skills. When interviewing with one of the English teachers at SMA N 1 Kec. Guguak the researcher received information about student's ability

to write English texts. In the writing process, several factors cause students had abilities such as; organization, content, grammar, mechanics, and vocabulary. It is important to analyze students' ability to write descriptive text.

According to the explanation above, this researcher was interested in analyzing ability in writing descriptive texts. This title is descriptive and informative, indicating that the study is focused on analyzing the ability students face in writing descriptive texts. Moreover the researcher conducted research is entitled "An Analysis of Tenth Grade Students' Ability in Writing Descriptive Text at SMAN 1 Kec.Guguak Lima Puluh Kota".

1.2 The Identification of the Problem

Descriptive text is a text that describes a particular object in detail. According to Wulandari (2021), types of descriptive text are divided into three. Firstly, subjective descriptive text is a text that describes an object based on the impression given to the writer of the descriptive text. Secondly, spatial descriptive text is a text that describes objects such as places, objects, and space. Thirdly objective descriptive text is a text that describes the object according to the actual situation so that the reader can imagine the condition without further understanding from the writer. There are many types of descriptive text: a person, an animal, an object, and a place.

Students often face significant challenges in writing descriptive texts. First, in terms of organization, many students struggle to arrange their ideas logically. Paragraphs often lack clear order, and transitions between sections are not smooth, making the writing difficult for readers to follow. Additionally, the introduction of

the topic and the conclusion are often ineffective, leaving the text feeling incomplete.

Regarding content, students tend to provide descriptions that are not detailed or in-depth enough, making their descriptions less vivid and informative. They may include irrelevant information, which obscures the main focus of the text. The difficulty in providing concrete examples also results in their descriptions being too general or abstract.

In terms of grammar, improper sentence structure and inconsistent tense usage are common issues. Errors in subject-verb agreement frequently occur, indicating that students still struggle with understanding basic grammar rules.

Moreover, limited vocabulary is another challenge, where students often repeat the same words, making the text monotonous. The misuse of words or using words out of context can also lead to confusion, and the lack of rich descriptive language diminishes the quality of their descriptions.

Lastly, in terms of mechanics, errors in punctuation, capitalization, and spelling are quite common. These mistakes not only disrupt the flow and clarity of the writing but also show a lack of attention to detail. The combination of these various issues indicates that many students still need to improve their skills in writing descriptive texts to be more effective and communicative.

1.3 The Limitation of the Problem

Based on the problem above, several issues relate to students' difficulties in writing descriptive text. Therefore, the researcher limited the focus of the research

to analyze the ability in writing descriptive text about a person by tenth-grade students of SMA N 1 Kec.Guguak in the 2023/2024 Academic Year.

1.4 The Formulation of the Problem

The formulation of the problem above, the researcher formulated the problem of the research as; “How is the ability of the tenth-grade students in writing descriptive text at SMA N 1 Kec. Guguak Lima Puluh Kota?”

1.5 The Research Questions

By the formulation of the problem above, the researcher proposed some research questions to be answered as follows:

1. How is the tenth-grade students SMA N 1 Kec. Guguak had ability in the organization of descriptive text?
2. How is the tenth-grade students SMA N 1 Kec. Guguak had ability in the content of descriptive text? m
3. How is the tenth-grade students SMA N 1 Kec. Guguak had ability in the grammar of descriptive text?
4. How is the tenth-grade students SMA N 1 Kec. Guguak had ability in vocabulary of descriptive text?
5. How is the tenth-grade students SMA N 1 Kec. Guguak had ability in the mechanics (spelling, punctuation, capitalization) of descriptive text?

1.6 The Purpose of the Research

The general purpose of this research is to describe the difficulties of tenth-grade students' of SMAN 1 Kec, Guguak Lima Puluh Kota in writing descriptive text.

1. To find out the ability of tenth-grade students organization in writing a descriptive text at SMA N 1 Kec.Guguak.
2. To find out the ability of tenth-grade student content in writing a descriptive text at SMA N 1 Kec.Guguak.
3. To find out the ability of tenth-grade student grammar in writing a descriptive text at SMA N 1 Kec.Guguak.
4. To find out the ability of tenth-grade student vocabulary in writing a descriptive text at SMA N 1 Kec.Guguak.
5. To find out the ability of the tenth-grade students mechanics (spelling, punctuation, capitalization) in writing a descriptive text at SMA N 1 Kec. Guguak.

1.7 The Significance of the Research

After did this research. Researchers hope it useful information to teachers, students, and future researchers. For the teacher, get information about the students' difficulties in writing descriptive text, which can improve their motivation and knowledge to study English. For the students, they can improve skills in writing, motivation, academic performance, and overall communication skills. For future researchers, researchers hope that the research can also be a reference for the next research point of their study.

1.8 The Definition of the Key Terms

To avoid misunderstanding the key terms used in this research, the researcher defines them as follows:

1. Writing is a way to communicate by expressing knowledge or ideas processed by a writer.
2. Ability refers to the performance of tenth-grade students at SMA N 1 Kec. Guguk in writing descriptive text properly and correctly.
3. Descriptive text is one of the texts to describe things, people, or places.
4. Identification is identified the subject to be described. The identification is usually stated in the first paragraph to introduce the reader what the topic to be described in the next paragraphs.
5. Description is explained about the subject in detail. It is used to support identification.