

**AN ANALYSIS OF THE ELEVENTH GRADE STUDENT'S WRITING
ABILITY IN DESCRIBING THEIR IDOL ON TIKTOK AT
SMAN 2 SOLOK**

THESIS



**BY:
RAHMI APRILIA SURYANI
1910013121032**

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

2024

UNIVERSITAS BUNG HATTA

**AN ANALYSIS OF THE ELEVENTH GRADE STUDENT'S WRITING
ABILITY IN DESCRIBING THEIR IDOL ON TIKTOK AT
SMAN 2 SOLOK**

THESIS

*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at the
English Department, Teacher Training and Education Faculty,
Bung Hatta University*



**BY:
RAHMI APRILIA SURYANI
1910013121032**

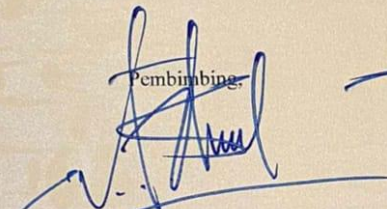
**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
PADANG
2024**

UNIVERSITAS BUNG HATTA

HALAMAN PERSETUJUAN SKRIPSI

Nama : Rahni Aprilia Suryani
NPM : 1910013121032
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul : Analysis Of The Eleventh Grade Student's Writing Ability In
Describing Their Idol On TikTok At SMAN 2 Solok

Padang, 4 September 2024

Pembimbing.

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

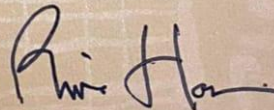
Diketahui oleh:

Dekan Fakultas Keguruan
dan Ilmu Pendidikan

Ketua Program Studi
Pendidikan Bahasa Inggris



Dr. Yetty Morelent, M.Hum



Fitriana Harmaini, S.S., M.A

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Nama : Rahmi Aprilia Suryani
NPM : 1910013121032
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul : Analysis Of The Eleventh Grade Student's Writing Ability In
Describing Their Idol On TikTok At SMAN 2 Solok

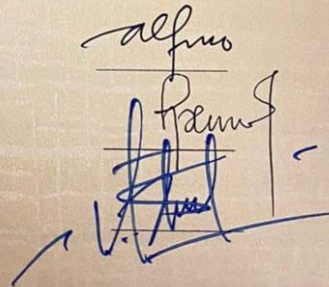
Dinyatakan LULUS setelah dipertahankan di depan Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bung Hatta pada hari Rabu, 23 Agustus 2024.

Tim Penguji Skripsi

Nama

Tanda Tangan

1. Dr. Joni Alfino, S.Pd, M.Pd
2. Lailatul Husna, S.Pd, M. Pd.
3. Drs. Adzanil Prima Septy, M.Pd,Ph.D



ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin. First of all, the researcher would like to express her gratitude to Allah SWT for giving her the opportunity, strength, motivation, inspiration, and patience to complete this thesis. Then *sholawat* and *salam* are also addressed to the Prophet Muhammad SAW. The researcher could finish her thesis, entitled *“An Analysis of the Eleventh-Grade Student’s Writing Ability in Describing Their Idol on Tiktok at SMAN 2 Solok”*. This thesis aims to fulfill one of the requirements for obtaining a Strata One (S1) degree in the English Department, Faculty of Teacher Training and Education, Bung Hatta University.

Many people have helped and given the researcher motivation, advice, and support in writing this thesis. Therefore, the researcher would like to express her special thanks to Drs. Adzanil Prima Septy, M.Pd, Ph.D as my advisor for the time and guidance during the thesis completion process. His suggestions and support are very valuable in finishing this thesis. The researcher also expresses his 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 of the lecturers who have helped the researcher while learning at the English Department of Bung Hatta University.

The researcher would like to express her deepest gratitude to his beloved parents, Jacky Harianto and Nurahni Oktavia for their endless love, attention, prayers and motivation. The researcher would also like to thank her beloved family who have supported, prayed for and motivated until the completion of this thesis. I

also express my appreciation to my beloved friends, especially to my closed friends Novi, Lala, Silva, Agesti, and Netha who always have helped and encouraged me until this thesis could be completed. Researcher also gives appreciation to my younger sibling Prayoga Gemilang who has helped, understood, and supported until this thesis can be completed. The researcher would also like to thank her classmates at the English Department at Bung Hatta University who cannot be mentioned one by one in this thesis. The researcher also would like to thank the second scorer Lala Fajri Yuni, S.Pd who helped the researcher in calculating the raw score data and provided support to the researcher to complete the writing of this thesis. Furthermore, the researcher would like to express her highest appreciation to Ujang Sayuti, S.Pd, M.Pd., the headmaster of SMAN 2 Solok, who has given time and opportunity to conduct this research, and Hiyang Putri S. Pd as the English teacher of SMAN 2 Solok, who has provided assistance, advice and suggestions during the writing of this thesis. The researcher would also like to thank the beloved students of SMAN 2 Solok as research respondents.

Finally, the researcher hopes this research can be useful and add insight for the readers, especially for the researcher herself. The researcher realizes that this thesis still needs improvement. Therefore the researcher hopes for constructive suggestions and criticism from the readers.

Padang, Agustus 2024
The Researcher

Rahmi Aprilia Suryani

UNIVERSITAS BUNG HATTA

ABSTRACT

Suryani, R. A. 2024. *An Analysis of the Eleventh-Grade Student's Writing Ability in Describing Their Idol on Tiktok at SMAN 2 Solok.*

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

The purpose of this research is to describe the ability of eleventh-grade students in writing descriptive text using their idol on TikTok at SMAN 2 Solok. The researcher used a descriptive method for this research. The sample of this research were eleventh-grade students of XI MIPA 2 and XI MIPA 6 at SMAN 2 Solok. The researcher used a purposive sampling technique to select samples, and the number of samples was 68 students. The instrument to collect data in this research was a writing test on TikTok. In order for the test to be reliable, the researcher used the inter-rater method. The results obtained from the analysis test show that the test is reliable. This is supported by the fact that the correlation coefficient is 0.8200. Then the test was valid in terms of content as it covered all the material that students had learned.

In general, the students had high proficiency in writing descriptive texts (developing content, organizing, using vocabulary, using grammar, and using mechanics). This is supported by the fact that 49 students (72,06%) had a high ability in writing descriptive text and 19 students (27,94%) had a low ability in writing descriptive text. In detail, 49 students (72,06%) had a high ability and 19 students (27,94%) had a low ability to develop the content of a descriptive text. 49 students (72,06%) had a high ability and 19 students (27,94%) had a low ability to organize descriptive text. 45 students (66,18%) had a high ability and 23 students (33,82%) had a low ability to use grammar in writing descriptive text. 42 students (61,77%) had a high ability and 26 students (38,23%) had a low ability to use vocabulary in writing descriptive text. 33 Students (48,52%) had a high ability and 35 students (51,48%) had a low ability to use mechanics in writing a descriptive text.

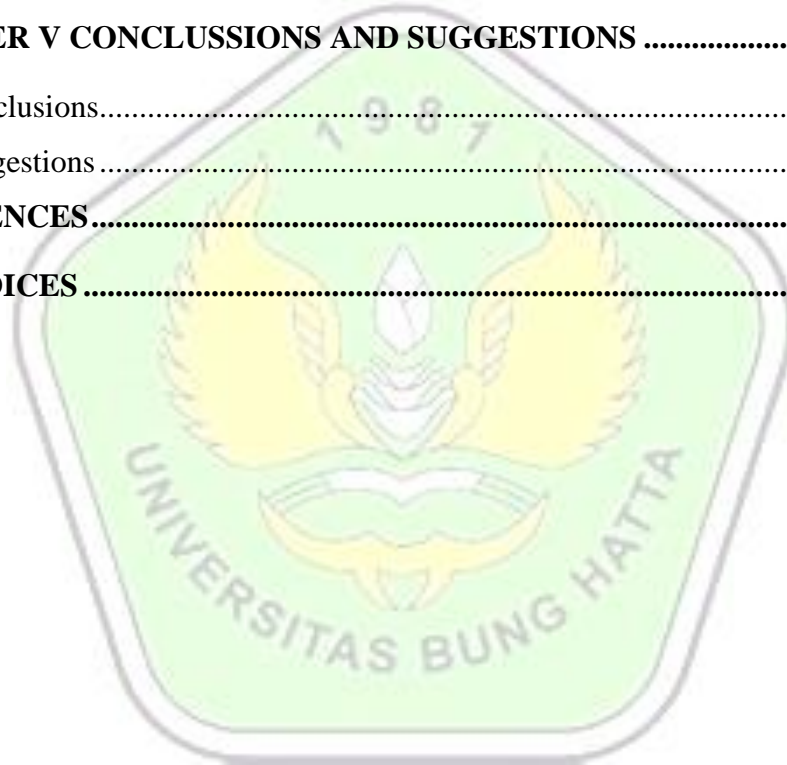
Based on the result, of this research, the students should improve their ability to write descriptive text by doing more exercises. They should learn more about the aspects of writing especially in using mechanics in writing descriptive text because they had a low ability in using mechanics. The future researcher is suggested to investigate students' writing ability in describing other objects.

TABLES OF CONTENTS

ACKNOWLEDGEMENTS	i
ABSTRACT	iii
TABLES OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF CHARTS	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION	1
1.1 The Background of the Problem.....	1
1.2 Identification of the Problem	4
1.3 Limitation of the Problem.....	5
1.4 Formulation of the Problem.....	5
1.5 Research Questions.....	6
1.6 Purposes of the Research	6
1.7 Significance of the Research	7
1.8 Definition of the Key Terms	7
CHAPTER II REVIEW OF RELATED LITERATURE	9
2.1 Writing	9
2.2 Aspects of Writing	10
2.3 Descriptive Text.....	11
2.4 Generic Structure of descriptive text	13
2.5 Language features of Descriptive Text	14
2.6 TikTok.....	14
2.7 Review of Previous Study	15
CHAPTER III RESEARCH METHOD	19
3.1 Research Design.....	19

3.2 Population and Sample of the Research.....	19
3.3 Instrumentation	21
3.4 Technique of Collecting Data	23
3.5 Technique of Analyzing Data	25
CHAPTER IV FINDINGS AND DISCUSSION	27
4.1 Findings.....	27
4.1.1 The Eleventh-Grade Students' Writing Ability in Describing Their Idol on TikTok at SMAN 2 Solok.	27
4.1.2 The Eleventh Grade Students Seen From the Content in Writing Personal Descriptive Texts in Describing Their Idol on TikTok by Students at SMAN 2 Solok.....	28
4.1.3 The Eleventh-Grade Students Seen From Organization in Writing Personal Descriptive Texts in Describing Their Idol on TikTok by Students at SMAN 2 Solok.....	30
4.1.4 The Eleventh-Grade Students to Use Language Features (Grammar) in Writing Personal Descriptive Texts in Describing Their Idol on TikTok by Students at SMAN 2 Solok.....	31
4.1.5 The Eleventh-Grade Students to Use Vocabulary in Writing Personal Descriptive Texts in Describing Their Idol on TikTok by Students at SMAN 2 Solok.....	32
4.1.6 The Eleventh-Grade Students to Use Mechanics in Writing Personal Descriptive Texts in Describing Their Idol on TikTok by Students at SMAN 2 Solok.....	34
4.2 Discussions	35
4.2.1 The Eleventh-Grade Students Seen From The Content In Writing Personal Descriptive Texts In Describing Their Idol On TikTok By Students At SMAN 2 Solok.....	35
4.2.2 The Eleventh Grade Students Seen From Organization In Writing Personal Descriptive Texts In Describing Their Idol On TikTok By Students At SMAN 2 Solok.....	36

4.2.3	The Eleventh-Grade Students To Use Language Features (grammar) In Writing Personal Descriptive Texts In Describing Their Idol On TikTok By Students At SMAN 2 Solok.	36
4.2.4	The Eleventh-Grade Students To Use Vocabulary In Writing Personal Descriptive Texts In Describing Their Idol On TikTok By Students At SMAN 2 Solok.....	37
4.2.5	The Eleventh-Grade Students To Use Mechanics In Writing Personal Descriptive Texts In Describing Their Idol On TikTok By Students At SMAN 2 Solok.....	37
CHAPTER V CONCLUSSIONS AND SUGGESTIONS		38
5.1	Conclusions.....	38
5.2	Suggestions	38
REFERENCES.....		40
APPENDICES		42



LIST OF TABLES

Table 3. 1 The Distribution of Population Number.....	20
Table 3. 2 Scoring Criteria	22
Table 3.3 KKM/Minimum of Criteria Based on SMKN 2 Kota SoloK.....	26
Table 4.1 The Eleventh Grade Students Seen from the Content in Writing Personal Descriptive Texts in Describing Their Idol on TikTok by Students at SMAN 2 Solok	28
Table 4.2 The Eleventh-Grade Students Seen from Organization in Writing Personal Descriptive Texts in Describing Their Idol on TikTok by Students at SMAN 2 Solok.....	30
Table 4.3 To Find Out the Ability of Eleventh-Grade Students to Use Language Features (Grammar) in Writing Personal Descriptive Texts in Describing Their Idol on TikTok by Students at SMAN 2 Solok	31
Table 4.4 To Find Out the Ability of Eleventh-grade Students to Use Vocabulary in Writing Personal Descriptive Texts in Describing Their Idol On TikTok By Students At SMAN 2 Solok.....	33
Table 4.5 To Find Out the Ability of Eleventh-Grade Students to Use Mechanics in Writing Personal Descriptive Texts in Describing Their Idol on TikTok by Students at SMAN 2 Solok.....	34

LIST OF CHARTS

Chart 4.1 The Eleventh-Grade Students Seen From the Content in Writing Personal Descriptive Text in Describing Their Idol on TikTok by Students at SMAN 2 Solok.....	29
Chart 4.2 The Eleventh-Grade Students Seen From Organization in Writing Personal Descriptive Text in Describing Their Idol on TikTok by Students at SMAN 2 Solok.....	32
Chart 4.3 To Find Out the Ability of Eleventh-Grade Students to Use Language Features (Grammar) in Writing Personal Descriptive Texts in Describing Their Idol on TikTok by Students at SMAN 2 Solok.....	30
Chart 4.4 To Find Out the Ability of Eleventh-Grade Students to Use Vocabulary in Writing Personal Descriptive Texts in Describing Their Idol on TikTok by Students at SMAN 2 Solok	33
Chart 4.5 To Find Out the Ability of Eleventh-Grade Students to Use Mechanics in Writing Personal Descriptive Texts in Describing Their Idol on TikTok by Students at SMAN 2 Solok.....	35

LIST OF APPENDICES

Appendix 1: Instrumentation	42
Appendix 2: Students Score in Writing Descriptive Text by First Scorer	44
Appendix 3: Students Score in Writing Descriptive Text by Second Scorer	46
Appendix 4: Realibility Analysis by Using Pearson Product Moment Formula	48
Appendix 5: To Calculate the Coefficient of Correlation of Two Scores, The Researcher Used Pearson Product Moment Formula	50
Appendix 6: The Average Scores of Two Scorers.....	51
Appendix 7: The Eleventh-Grade Students' Ability to Express the Content of Personal Descriptive Text in Describing Their Idols on Tiktok by SMAN 2 Solok.....	54
Appendix 8: The Eleventh-Grade Students' Ability to Writing Organization of Personal Descriptive Text In Describing Their Idols On Tiktok By SMAN 2 Solok.....	57
Appendix 9: The Eleventh-Grade Students' Ability to Writing Language Features (Grammar) of Personal Descriptive Text In Describing Their Idols On Tiktok By SMAN 2 Solok.....	60
Appendix 10: The Eleventh-Grade Students' Ability to Writing Vocabulary of Personal Descriptive Text In Describing Their Idols On Tiktok By SMAN 2 Solok	63
Appendix 11: The Eleventh-Grade Students' Ability to Writing Mechanics of Personal Descriptive Text In Describing Their Idols On Tiktok By SMAN 2 Solok.....	66
Appendix 12: Research Permission Letter	69
Appendix 13: Research Permission Letter From the University	70
Appendix 14: Research Permission Letter	71
Appendix 15: Letter of Completion of Research From School	72
Appendix 16: Research Recommendation Letter	73

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, the research question, the purpose of the research, the significance of the research, and the definition of the key terms.

1.1 The Background of the Problem

Language serves to avoid language barriers between different people and also between different countries. English is an international language, which means it is the English language accepted by almost all countries and, therefore, a common language of all nations. English is one of the compulsory subjects in high school. In learning English has four skills to learn. There are listening, speaking, reading, and writing. According to Eni Ismayanti (2020) writing is important of the four skills. Writing is one of the English skills that English language learners must master. Writing is an activity that is useful for preparing other skills in listening, speaking and reading. The aspect of writing is organization, content, grammar, and mechanics. Writing is considered the most difficult subject for students. Students have many ideas and experiences in their daily lives, but they find it very difficult to explain their thoughts in writing.

Based on the 2013 curriculum, several types of written text must be introduced in high schools, such as descriptive, narrative, and news articles in everyday activities. Descriptive text is one of the texts that high school students have to study. Vol & Yoandita, (2019) state descriptive text is the text that describes

people, places, objects, or events using appropriate information. If the descriptive text has only one purpose, that is, to describe, represent, or express a person or an object, both abstract and concrete. Furthermore, description activities are used to describe an object so that readers understand it more easily, so they can imagine the object to be described as original.

The structure of the descriptive text is identification, description, and conclusion. This text contains several paragraphs describing an object or place. Before writing descriptive text, authors must identify the object or event to be written. Description involves describing something based on what you see, feel, or touch. The second step is a description containing descriptive details based on the subjective responses of the authors. This description describes what you see: the part, the color scheme, and the author's impression of the object. The final stage is the conclusion. This includes the writer's general impression of the object being described. In this case, teaching descriptive texts to high school teachers must have techniques that are effective, interesting, and easily understood by students to achieve the goals of learning descriptive texts. The problems in writing experienced by students are the lack of writing generating ideas such as organization and vocabulary and they were low grammar and mechanics.

Writing descriptive text is one of the materials for class XI that is studied in high school and must be mastered by students. But this is not an easy thing for students. Based on the results of observations during teaching practice at SMAN 2 Kota Solok, the researcher found that some students had difficulty in writing

descriptive texts, such as, the use of mechanics that are often wrong, the use of wrong grammar, lack of vocabulary, and difficulties in developing ideas.

Currently, almost every student uses TikTok, especially in the development of the digital era now, young people use cell phones more often than read books. Therefore, this development is used as media material to develop and motivate students to train students skills in expressing ideas and thoughts in writing descriptive texts. TikTok is now one of the most used social media.

According to Umbara (2021), TikTok is a social media platform based on short videos with creative music and this platform is dedicated to young people. TikTok users can choose a song as the background music, record a short video of a certain length, then upload it to create their own masterpiece on TikTok.

According to Nurdin (2019), idol is someone adept at observing other people, or whose character is a role model in all respects, including attitude, behavior, and style of dress, including the way of speaking, and many others look up to him. He said he imitated. Describing their idols aims to entertain listeners with their favorite idol character. students can attract attention in various ways by telling their idols. Figures that are idolized are of course different, some idolize artists, heroes, national figures, sportsmen, or others.

Based on previous research done by Nabilah (2021) with entitled “Students’ Perception Toward the Use of TikTok Video in Learning Writing Descriptive Text at MAN 1 Gresik students in writing descriptive text”. The result was high ability. In another research done by Affi (2022) with entitled “The use of TikTok

Application for Descriptive Text In English Writing for the Tenth Grade of Vocational High School”. The result was high ability.

Based on the description above, the researcher was interested in analyzing students' writing skills by using TikTok as a supporting medium in the learning process. The research conducted by the researcher is entitled *"An Analysis of Eleventh Grade Students' Writing Ability in Describing Their Idol on TikTok at SMAN 2 Solok "*.

1.2 Identification of the Problem

According to Maulana (2021), Students often feel confused when writing in English. Especially when students find it difficult to write several texts, including descriptive text. Therefore, students must pay attention to several important parts when writing descriptive text properly and correctly. This component includes ideas, grammar, punctuation, and capitalization.

According to Mardiyah & Saun (2016), student have problem in using the generic structure of the descriptive text. They did not know what they should write for identification and description of descriptive text. Most of the students were only copied the model of text. Curriculum 2013 syllabus of senior high school's curriculum requires students to be able to write some kind of genre in writing, one of which is descriptive text. Based on the curriculum 2013 syllabus of SMA, descriptive text is a genre that students must master in learning English

The descriptive text has several types. It describes places, objects, events, and people. First, the researcher explains the place. This type of descriptive text explains something related to the place. This type of descriptive text can help us to inform a

certain place or location. then the type of descriptive text about the object is a description text that explains the state of the object in detail such as color, size, shape, and so on. besides that, another type of descriptive text that describes an event. Describe the details of an incident. The type of text descriptive text is describing a person. Describing a person is explaining detailed information about someone. In describing someone students can tell how that person is, either in the form of his character, face, hair color, clothing, skin, body shape, and others about that person.

1.3 Limitation of the Problem

Based on the problem identification above, the researcher limited the research focus to writing personal descriptive texts by describing each idol on TikTok. Furthermore, this research focused on students' ability to develop generic structures (identification and description). Language features (using simple present tense and adjectives), use of word choice (vocabulary), and mechanics (spelling, capitalization, and punctuation) to describe their respective idols. The researcher limited her research on eleventh grade students at SMAN 2 Solok in writing personal descriptive text because they have studied descriptive text.

1.4 Formulation of the Problem

Based on the formulation of the problem above, the researcher formulated this research problem as "How is the writing ability of the eleventh-grade students to describe their idol on TikTok at SMAN 2 Solok?"

1.5 Research Questions

Based on the formulation of the problem above, the research questions for these problems are:

1. How is the ability of eleventh-grade students seen from the content in writing personal descriptive texts in describing their idol on TikTok by students at SMAN 2 Solok?
2. How is the ability of eleventh-grade students seen from organization in writing personal descriptive texts in describing their idol on TikTok by students at SMAN 2 Solok?
3. How is the ability of eleventh-grade students to use language features (grammar) in writing personal descriptive texts in describing their idol on TikTok by students at SMAN 2 Solok?
4. How is the ability of eleventh-grade students to use vocabulary in writing personal descriptive texts in describing their idol on TikTok by students at SMAN 2 Solok?
5. How is the ability of eleventh-grade students to use mechanics in writing personal descriptive texts in describing their idol on TikTok by students at SMAN 2 Solok?

1.6 Purposes of the Research

Based on the research questions above, the general purpose of this research is to describe:

1. To find out the ability of eleventh-grade students seen from the content in writing personal descriptive texts in describing their idol on TikTok by students at SMAN 2 Solok.
2. To find out the ability of eleventh-grade students seen from organization in writing personal descriptive texts in describing their idol on TikTok by students at SMAN 2 Solok.
3. To find out the ability of eleventh-grade students to use language features (grammar) in writing personal descriptive texts in describing their idol on TikTok by students at SMAN 2 Solok.
4. To find out the ability of eleventh-grade students to use vocabulary in writing personal descriptive texts in describing their idol on TikTok by students at SMAN 2 Solok.
5. To find out the ability of eleventh-grade students to use mechanics in writing personal descriptive texts in describing their idol on TikTok by students at SMAN 2 Solok.

1.7 Significance of the Research

The result of this study is expected to be useful theoretically and practically. This study can be one of the references about descriptive writing theoretically. The teacher can use this study to develop students' skill in descriptive writing practically.

1.8 Definition of the Key Terms

To avoid misunderstandings in this study, researchers need to define the meaning of some of the key terms used in this study as follows:

1. Writing refers to producing descriptive text.
2. Descriptive text refers to one describing an idol.
3. Grammar is an arrangement of language structures used in descriptive text.
4. Generic structure in the descriptive text refers to identification and description of an idol.
5. Identification is the process of recognizing, distinguishing, or determining the identity or characteristics of an idol.
6. Descriptions refers to the portrait of an idol.
7. Organizing in writing refers to the process of structuring and arranging ideas about an idol.
8. Language features refers to grammar, sentence structure, vocabulary, used in descriptive text about an idol.
9. Vocabulary refers to the range of words and phrases, used in descriptive text telling about an idol.
10. Mechanics refers to punctuation, spelling, capitalization, used in descriptive text telling about an idol.
11. Idol is someone with achievements or excellence in a field, described by students in a descriptive text.
12. TikTok is a social networking application and music video platform used by students to describe an idol in descriptive text.