

**AN ERROR ANALYSIS OF LANGUAGE FEATURES IN WRITING  
DESCRIPTIVE TEXT OF THE TENTH GRADERS AT SMAN 1  
BALONG PONOROGO**

**THESIS**



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## ABSTRACT

**DIANA, ALIFVIA DIAS MAWAR**, 2021. *An Error Analysis of Language Features in Writing Descriptive Texts of the Tenth Graders at SMAN 1 Balong*. Thesis, English Education Department, Tarbiyah and Teacher Training faculty, State Institute of Islamic Studies of Ponorogo. Advisor: Dr. Tintin Susilowati, M. Pd

**Keyword:** *Language Features, Descriptive Text, Writing Ability*

Writing is one of the ways how people can communicate in written form to transfer some messages. Descriptive text is a kind of texts that visualizes the current subject deeply. In writing descriptive text, the language features have become one of its characteristics that consist of the specific participant, the use of simple present tense, the use of linking verb, the use of auxiliary verb and the formulating of the noun phrase. Definitely, some students still have some difficulties in using language features of descriptive text. Hence, this study is aimed at describing the students' difficulties and students' ability in using language features of descriptive text.

In this research, the researcher solved the statements of the problems as follow: 1) What are the students' language feature difficulties in writing descriptive text at the tenth grader of SMAN 1 Balong in academic year 2020/2021? 2) How is the students' ability in using language features in writing descriptive text at the tenth grader of SMAN 1 Balong in academic year 2020/2021?

This study implemented descriptive qualitative research as the research design. In this research, the data were analyzed through data condensation, data display, and drawing and verifying conclusions, while to verify the data, the researcher used triangulation method. The data were gotten from the students' results in writing descriptive text, the interview of the English teacher and the students' questionnaire. The participants of this research consists of 22 students of MIPA 2 at SMAN 1 Balong.

The findings clarified that: 1) the students' difficulties in using the language features of descriptive text consist of using simple present tense in adding -s or -es for the third singular subject, using linking verb in writing nominal sentences by using to be (is, am, are), forming noun phrase in placing the noun and adjective word, and using auxiliary verb in determining the subject possession (has or have), and 2) The students' ability in using the language features of descriptive text is low. It was found that 91% of them have difficulties in using the simple present pattern. 55% of them have problem with forming the noun phrase. 32% in using auxiliary verb, and 9% in using linking verb in nominal verb. In conclusion, it is suggested to the students to practice their writing skills in their leisure time. The teacher should guide them in the course by giving regular practices, feedback, and explanation.



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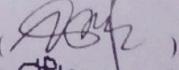
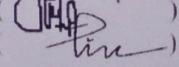
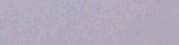


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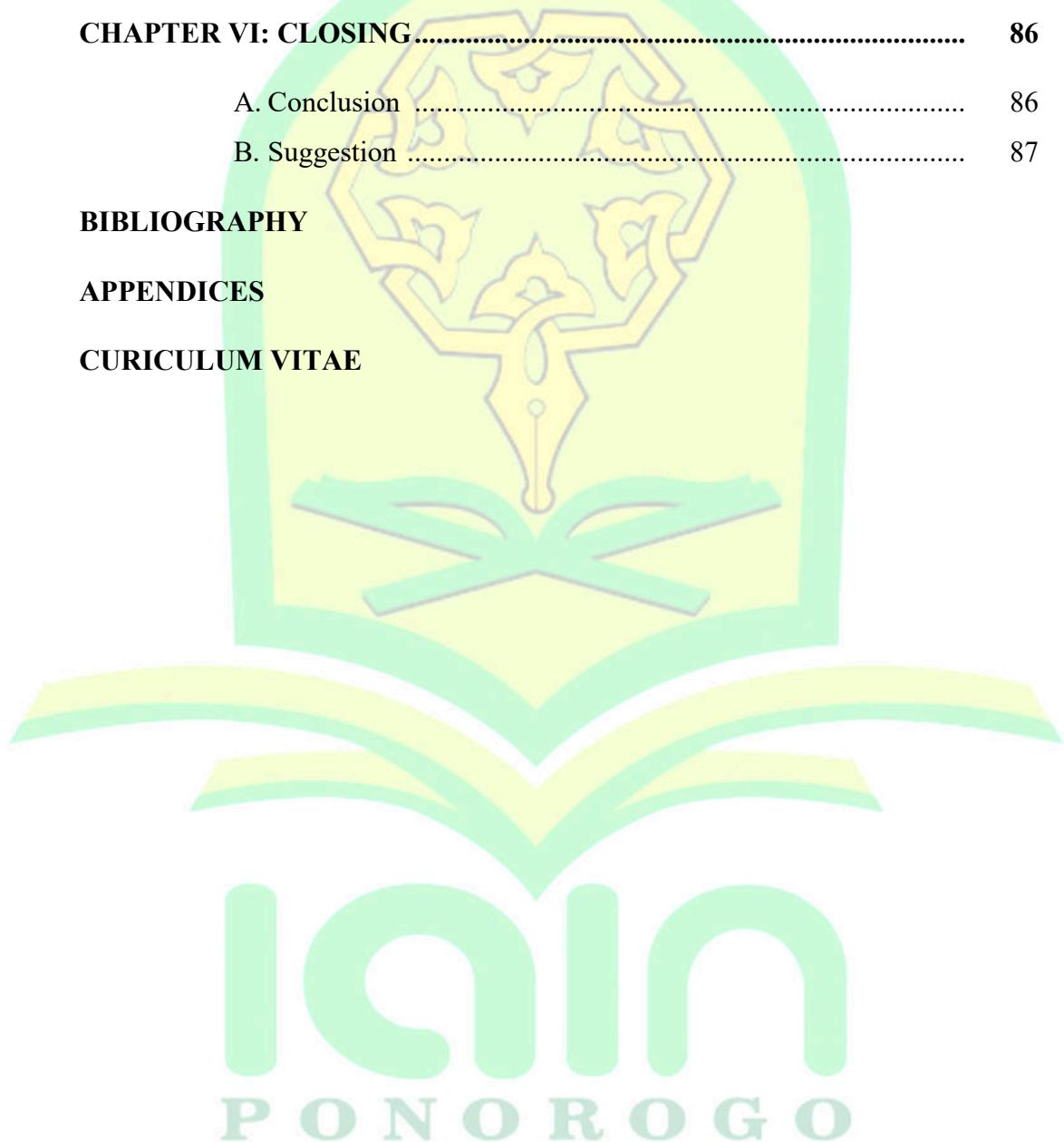


## TABLE OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>APPROVAL SHEET .....</b>	<b>iii</b>
<b>RATIFICATION SHEET .....</b>	<b>iv</b>
<b>PUBLICATION SHEET .....</b>	<b>v</b>
<b>AUTHENTICITY WRITING SHEET .....</b>	<b>vi</b>
<b>TABLE OF CONTENTS.....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>x</b>
<b>LIST OF APPENDICES .....</b>	<b>xi</b>
<b>CHAPTER 1: INTRODUCTION.....</b>	<b>1</b>
A. Background of the Study.....	1
B. Focus of the Study.....	6
C. Statement of the Problem .....	6
D. Objectives of the Study .....	7
E. Significance of the Study .....	7
F. Organization of the Thesis .....	9
<b>CHAPTER II: REVIEW OF RELATED LITERATURES .....</b>	<b>11</b>
A. Previous Research Finding.....	11
B. Theoretical Background .....	13
1. The Nature of Writing .....	14
a. Definition of Writing .....	14
b. Components of Writing .....	15
c. Process of Writing .....	16
d. The Purpose of Writing .....	18
e. The Problem of Writing.....	19

f. Criteria of Good Writing .....	20
g. Genre of Writing.....	22
2. The Nature of Descriptive Text.....	23
a. Definition of Descriptive Text.....	23
b. Types of Descriptive Text .....	25
c. Characteristics of Descriptive Text .....	35
d. Generic Structure .....	36
e. Language Features .....	37
C. Theoretical Framework .....	39
<b>CHAPTER III: RESEARCH METHODOLOGY .....</b>	<b>41</b>
A. Research Design .....	41
B. Research Role .....	42
C. Research Location .....	43
D. Data Source.....	43
E. Technique of Data Collection.....	45
F. Technique of Data Analysis.....	47
G. Checking the Data Validity .....	50
<b>CHAPTER IV: RESEARCH FINDINGS .....</b>	<b>52</b>
A. General Data Description .....	52
1. Background of School.....	52
2. The Geographical location of SMAN 1 Balong.....	52
3. Vision and Mission of the Institute .....	53
B. Research Findings .....	53
1. The Students' Result in Writing Descriptive Text .....	53
2. The Interview with the English Teacher.....	67
3. The Students' Questionnaire .....	72
C. Data Description .....	73
1. Description of Findings .....	73
2. Summary of Findings .....	76

<b>CHAPTER V: DISCUSSION .....</b>	<b>78</b>
1. The Students' Difficulties in Using Language Features of Descriptive Text at the Tenth Grade of SMAN 1 Balong.....	78
2. The Students' Ability in Using Language Features of Descriptive Text at the Tenth Grade of SMAN 1 Balong .....	82
<b>CHAPTER VI: CLOSING.....</b>	<b>86</b>
A. Conclusion .....	86
B. Suggestion .....	87
<b>BIBLIOGRAPHY</b>	
<b>APPENDICES</b>	
<b>CURICULUM VITAE</b>	



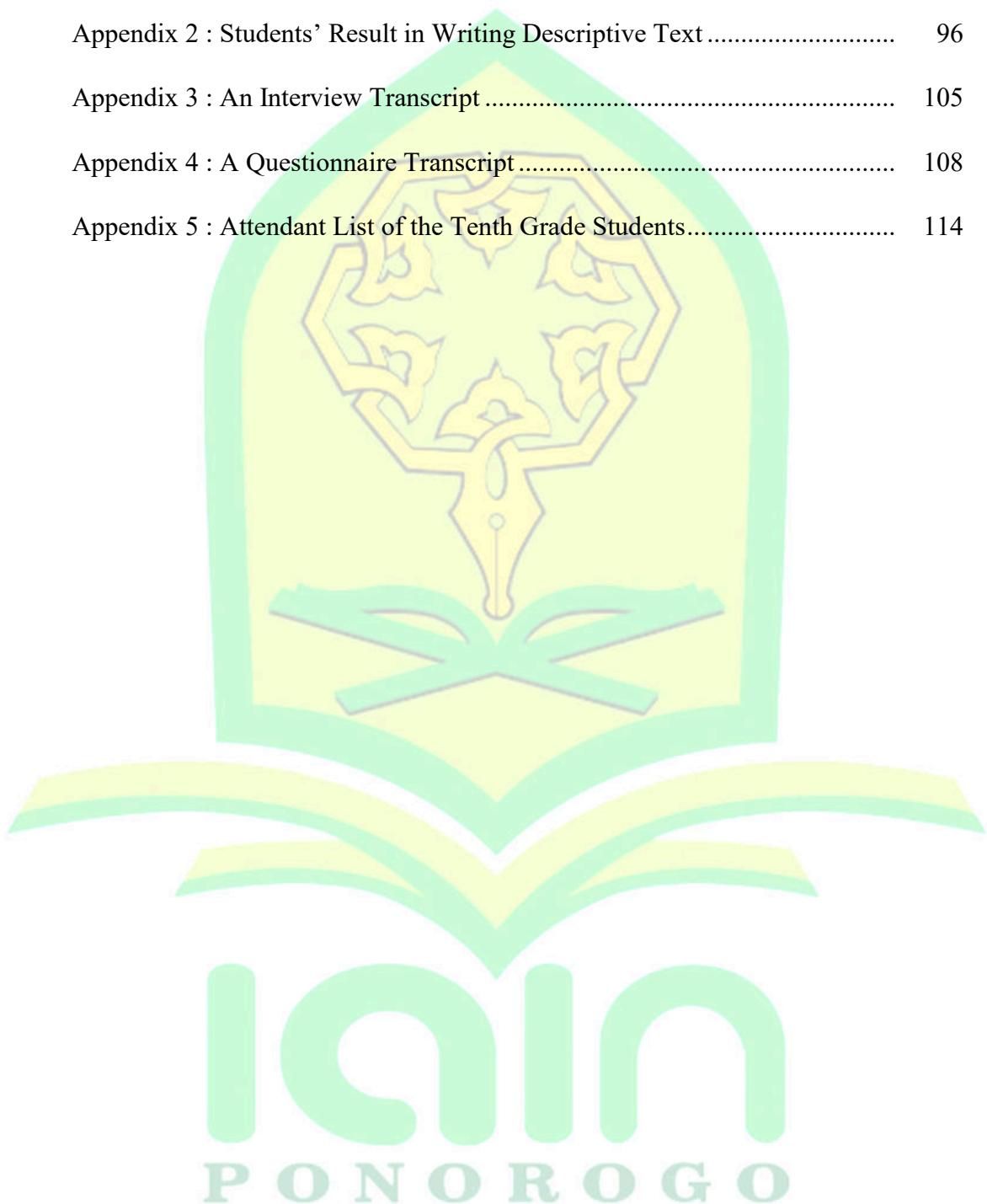
## **LIST OF TABLE**

Table 2.1 : The Pattern of Verbal Simple Present Tense .....	38
Table 2.2 : The Pattern of Nominal Simple Present Tense .....	38
Table 4.1 : The Result of Students' Questionnaire .....	73
Table 4.2 : The Summary of Finding Data .....	76



## **LIST OF APPENDICES**

Appendix 1 : Documentation .....	95
Appendix 2 : Students' Result in Writing Descriptive Text .....	96
Appendix 3 : An Interview Transcript .....	105
Appendix 4 : A Questionnaire Transcript .....	108
Appendix 5 : Attendant List of the Tenth Grade Students.....	114



## CHAPTER I

### INTRODUCTION

This chapter presents the general account of the present study, it covers the background of the study, focus of the study, statements of the problem, objectives of the study, significances of the study, and organization of the thesis.

#### A. Background of the Study

Writing is verbal communication that is used by a writer to deliver an accepted message to the reader. According to Nunan, writing is a process of thinking to get some ideas in which they are to be confirmed into sentence and paragraph.<sup>1</sup> It means one should have ability in writing, otherwise, the writer has difficulty in delivering ideas to the reader. Writing is a complex process that allows the writer to explore his ideas, make the ideas visible and available to be reflected by the reader.<sup>2</sup> In writing, the writer conveys his message to the reader. Writer should always be on the mind of the reader to make the message comprehensible and intelligible.<sup>3</sup> Based on the explanation above, it can be concluded that writing is an essential ability that must be mastered to organize meaningful written ideas. Therefore, writing must be taught as much as possible to help students to express their thought in writing form easily. Not

<sup>1</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), 88.

<sup>2</sup> Ghazi Ghait, *Using Cooperative Learning to Facilitate Alternative Assessment*, (USA: Faculty of Arts and Sciences, 2002), 56.

<sup>3</sup> C. T. Linse, *Teaching Writing to Young Learners*, (New York: McGraw-Hill Companies Inc., 2005), 98.

only to express the students' ideas but also it is an important object in life. The following illustration will be presented the significances of writing in real life:

Firstly, in education, writing is one of skills that necessary for the students to master in determining their academic successfully. Writing gives them powerful ability to record their ideas into the text correctly. It means that writing is an ability to formulate the students' ideas into written form. Therefore, the students should master the writing as better as possible. As stated in curriculum, the students should be able to share their ideas in writing language terms of short functional text.

Secondly, in the content writing, the internet is the second source after book that present some information until today. Millions of people use it to obtain some knowledge and to answer their matters. People often use web content writing which is contained the arrangement information in a systematic and elegant format. The writers share some knowledge to attract the visitor or the reader to visit their web. So, to cultivate their web, the writers should write the helpful information.

Finally, in the business world, commonly, the sellers should has writing ability to carry on trade their items and to increase their income. Writing cannot be separated with the business field, because it is very worth for some transaction, publishing products and ordering product, especially in online line. Hence, when we want to dominate the business world, it is required for us to learn the writing ability deeply.

Actually, teaching-learning writing is not an easy job. As a matter of fact, the students have many problem dealing with English. The results of teaching-learning writing in schools are not satisfactory yet, because the students' writing ability is still low. However, the teachers should have some strategies in learning this skill to enhance the students' writing ability, but both the teachers and the students have to know their weakness firstly. According to Heaton, there are some features that make writing English difficult to be learnt. They consist of demanding the brain, mixing the vocabulary and concentering the grammar.<sup>4</sup> Demanding the brain is about sharing some plans and ideas from the students' brain, so it is required to translate them to be a written language. Mixing vocabulary is producing the meaningful sentence by mixing every single vocabulary clearly. Concetering the grammar is organizing some sentences into good structured paragraph. Therefore, teaching-learning writing is not an easy appointment to solve, because there are many problems that may be encountered by the teachers and the students.

In the field of observation on September, the researcher found some problems was faced by the students in learning this skill at SMA N 1 Balong. They lack vocabulary, as the result, they could not write English conveniently. They also lack grammar structure. They often forget to use the tense structure of every sentence. Hence, their written forms were difficult to be accepted. Besides, they lack motivation to write English. They had low motivation,

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<sup>4</sup> Heaton, *Writing English Language Test*, (Longman: Longman Group Limited, 1975), 138.

hence, they were confused and less focus during English learning process. Hence, they reluctant to express their feelings anymore during writing lesson. The last problem was less focused in class. Students' focus is very important in learning. Since, it helps the students getting better comprehension of the course. Meanwhile, some students at SMA N 1 Balong did not focus on the material during course. It means that they fail to perform better in the course.

Senior High School students are required to learn writing in different text types. There are five types of text should be learned by the students.<sup>5</sup> The following texts are recount, narrative, procedure, descriptive, exposition. Recount text is retelling some events or experiences in the past. Narrative text is a text focusing on specific participants which tells an interesting story about the writers' life. Procedure text is a text designing to show how something is achieved through a sequence of steps. Descriptive text is describing what a person or a thing looks like. Exposition text is providing the factual information in a way that is educational and purposeful.<sup>6</sup>

In this case, the researcher analyzed the students' results of descriptive text to know their problems during writing process. Descriptive text is one of the texts that is required to record a series of detailed observation.<sup>7</sup> It means that description is not what we actually saw, but what the readers need to see in order to imagine the objects correctly. According to Oshima and Hogue,

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<sup>5</sup> Ahmad Thommy, *Writing Genre in English*, (Surakarta: PT. Era Pustaka Utama, 2008), 14.

<sup>6</sup> Dolar Yuwono, *Writing I from practice to Theory: Getting smart and creative to write*, (Yogyakarta: Pustaka Felicha, 2015), 29-63.

<sup>7</sup> Ibid, 63.

descriptive writing helps the readers to visualize and guess an event or person which is presented by the writer.<sup>8</sup> It can be summed up that descriptive text is about producing some sentences as clue to the readers which are expected to guess it directly. The researcher focused in analyzing the language features in descriptive writing text. According to Gerot and Wignell, there are some language features used in descriptive text, they are focus on specific participant, the use of simple present tense, the use of attributive and identifying process, and the use of frequent epithets and classifiers in nominal group.<sup>9</sup> It can be inferreded that focus on specific participant is about describing things must be focused only one subject. The use of simple present tense is using simple present tense when describing an object both active or passive voice. The use of attributive and identifying process is about the use of the ownership. The use of frequent epithets and classifiers in nominal group is about using an adjective phrase.

Sarlin stated in her thesis that the students' difficulties in writing descriptive text were in grammar, vocabulary, and form.<sup>1</sup> Fariza stated in her thesis that the student's majority problems were in using language features of writing descriptive text.<sup>1</sup> Based on the preview of the study above, it can be described the students' difficulties in writing descriptive text are in using

<sup>8</sup> A. Oshima and A. Houge, *Writing Academic English*, (London: Longman, 1998), 61.

<sup>9</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sidney: Tanya Stabler, 1995), 208

<sup>1</sup> Sarlin, "The Students' Difficulties on Writing Descriptive Text Mastery at the Tenth Grade of SMA Negeri Panyabungan Utara", 2019.

<sup>1</sup> Emyl Rizka Fariza, "An Analysis of Language Features in Descriptive Texts written by Different Achievers of the Tenth Grade Students", Jember, 2016.

grammar, selecting vocabulary and forming the sentence which is appropriated with the language features of descriptive text.

From the descriptions and some problems above the researcher wants to analyze the language features of students' result in writing descriptive texts. The researcher conducted descriptive qualitative research with the title "**An Error Analysis of Language Features in Writing Descriptive Texts of the Tenth Graders at SMAN 1 Balong**".

### **B. Focus of the Study**

From the problems that found in the field, it can be seen that there are many factors which cause the problems of the teaching and learning in writing. So, it is impossible to do research to elaborate all those problems. This research only focuses on deep exploration of the analyzing the students' language feature difficulties in writing descriptive text and knowing the students' ability in using language features in writing descriptive text of the tenth graders at SMAN 1 Balong in academic year 2020/2021.

### **C. Statements of the Problem**

Regarding the background and research focus, the statements of the problem are formed into:

1. What are the students' language feature difficulties in writing descriptive text of the tenth graders at SMA N 1 Balong in academic year 2020/2021?

2. How is the students' ability in using language features in writing descriptive text of the tenth graders at SMA N 1 Balong in academic year 2020/2021?

#### **D. Objectives of the Study**

According to the statements of the problem, the objectives of this research are described by the researcher as follows:

1. To describe the students' language feature difficulties in writing descriptive text of the tenth graders at SMA N 1 Balong in academic year 2020/2021.
2. To know the students' ability in using language features in writing descriptive text of the tenth graders at SMA N 1 Balong in academic year 2020/2021.

#### **E. Significances of the Study**

There are some expected benefits to achieve from this study. They can be figured out as follows:

##### **1. Theoretical Significance**

The result of this research is expected to give benefits and contribution. It helps to identify the students' language feature difficulties in writing descriptive text, it encourages the educator to be active in creating some interesting strategies. Moreover, the students will be helped to learn writing after the teacher know their difficulties during writing process. The educator can determine the suitable media to solve their problems.

## 2. Empirical Significance

### a. Teachers

It is expected to give useful contribution for English teachers to help them in teaching their students. After identifying the students' difficulties in writing process, the teachers can give more attention to the students. This analysis will give positive impacts on both teacher and the students. In addition, the teachers will easy to decide some strategies that should be applied on teaching and learning process.

### b. Students

It is expected to make the students to become more brave in expressing their feelings during writing teaching and learning process. Besides that, the students can know their weakness in practicing English in written form. They can realize that writing English is required to be mastered. They also can understand the theory is important but practicing is more important to master the English skills, especially writing skill.

### c. Readers

The researcher hopes to give a recommended contribution to readers, particularly the students and the teachers of SMAN 1 Balong to enhance their writing achievement using this strategy. The readers can find out some suitable media to solve the students' problems in achieving successful goals in learning this skill. They also can decide creative ways that is appropriated to enhance students' English skill.

d. The institution

It is expected to give contribution to the institution about getting better models of learning for applying in every class such as giving some useful steps in writing. It also can be one of writing sources that can be adapted in teaching speaking in the university. So, it can make the students more understand and get appreciation in the process of learning.

e. The future researcher

It is expected to help the future researcher to analyze the students' difficulties in teaching-learning process for helping the improvement of students in writing. She can also know how to response and apply some strategies. In other word, this study can be a reference to know the students' difficulties during writing process, especially in descriptive writing text.

## F. Organization of the Thesis

The organization of the thesis is to make the readers know and understand the content of the research easily. This thesis consists of six chapters:

Chapter I: An introduction confirms the background of the study, the research focus, statements of the study, the objectives of the study, significances of the study, and the organization of the thesis.

Chapter II: Review of the literature considers several explanations in this chapter. It consists of the several previous research study, the explanation theory of writing and descriptive text, the commonly problems that are faced by the students, and the general structure and language features of descriptive text.

Chapter III: Research methodology covers research design, researcher's role, researcher location, source data, technique of data collection, technique of data analysis, and checking validity of findings.

Chapter IV: Research findings is important information, because the researcher will analyze the data. So, the common data are going to appear in this chapter clearly like the story of SMAN 1 Balong, the school location, the vision and mission, the research findings from the students' result in writing descriptive text, an interview of the English teacher, and the students' questionnaire, the data description of the research findings and the summary of findings.

Chapter V: Discussion includes data analysis of the students' ability in using language features and elaborating the students' language feature difficulties in writing descriptive text at the tenth grade of SMAN 1 Balong.

Chapter VI: This chapter covers conclusion of the research and suggestion for the further study.

## CHAPTER II

### REVIEW OF RELATED LITERATURES

In this chapter, the researcher will explain some theories and theoretical framework that relate to the topic. Firstly, the researcher confirms several previous research studies. Secondly, the researcher explains the definition of writing, components of writing, process of writing, purpose of writing, problems of writing, criteria of good writing and genres of writing. Thirdly, the researcher explains the definition of descriptive text, types of descriptive text, generic structures and language features. Fourthly, the researcher defines the theoretical framework of this research.

#### A. Previous Research Finding

In this section, the researcher confirms several previous research studies which are conducted by other researchers, such as follow:

First, the previous research finding that can be a consideration theory is taken from Sarlin's thesis with the title "*The Students' Difficulties on Writing Descriptive Text Mastery at the Tenth Grade of SMA N 1 Panyabungan Utara (2019)*". She discussed about the students' difficulties in writing descriptive text. This research applied qualitative research using descriptive method. The researchers analyzed the students' descriptive text. The qualitative data were collected from test and interviewing the English teacher and the students. The data were in the forms of interview transcripts and writing text. The research used random sampling techniques to choose the subject of the research. The

samples are 10 students. The results of the study show that the biggest students' problem in writing are in grammar, vocabulary and sentence forms.<sup>1</sup>

From the statement above, it can be clarified that the similarities with this research are both of them are conducted a research on student learning outcomes in writing descriptive text, they use descriptive qualitative research in getting the data, and the participants are the Senior High School students. Meanwhile the difference is this research is broad elaboration of the students' difficulties on writing descriptive which does not more focus in elaborating the students' difficulties in using language features of descriptive text.

Second, "*Analyzing Students' Ability in Using the Language Features in Writing Descriptive Text (2019)*" by Mendale, Bela Putri, Komariah, Endang, Fitriani, and Siti Sarah from their journal. They analyzed the students' ability in using the language features in writing descriptive text which was focused in grammar and vocabulary. This research was conducted at SMPN 4 Banda Aceh. It is applied quantitative research. The sample are 20 students of seven grade. The results are categorized good. It means both grammar and vocabulary were mastered by students in writing descriptive text.<sup>1</sup>

From the statement above, it can be clarified that the similarity with this research is both of them are conducted a research in analyzing the students' ability in using language features in writing descriptive text. Meanwhile the

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<sup>1</sup> Sarlin, "The Students' Difficulties on Writing Descriptive Text Mastery at the Tenth Grade of SMA N 1 Panyubungan Utara", (Thesis, 2019), 1.

<sup>1</sup> Mendale. DKK, "*Analyzing Students' Ability in Using the Language Features in Writing Descriptive Text*", (Journal, 2017), 1.

differences are this research uses quantitative research, and the participants are the Junior High School students.

Third, “*A Case Study: Students Difficulties in Writing Descriptive Text in the First-Year Students at SMP Brawijaya Smart School (BBS) Malang (2017)*” by Rianto Aldini Fitri. This is a Classroom Action Research. This research is conducted at the seventh grade students in two cycles. The qualitative data were taken from teacher’s interview and students’ questionnaire. The sample are 22 students. The findings of this study are many students have low vocabulary mastery. Therefore, they need to use bilingual dictionary to solve this problem.<sup>1</sup>

4

From the statement above, it can be clarified that the similarity with this research is both of them are conducted a research on student learning outcomes in writing descriptive text. Meanwhile the differences are this research uses classroom action research, and the participants are the Junior High School students.

## B. Theoretical Background

In this research, the researcher uses some theories which are relevant with the theme of the discussion, the theories are:

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<sup>1</sup> Rianto Aldini Fitri, “*A Case Study: Students Difficulties in Writing Descriptive Text in the First-Year Students at SMP Brawijaya Smart School (BBS)*”, (Thesis, University of Brawijaya, 2017), 1.

## 1. The Nature of Writing

### a. Writing

Writing is an important activity for creating comprehensible communication in written activity. According to Spratt, writing as one way to deliver a message with sign or symbols on a page which is written form.<sup>1</sup> It can be spelled out that writing is verbal communication to express ideas in the written forms.

Writing is a highly complicated cognitive skill that has the added complexity of being trigger anxiety for learners of other language.<sup>1</sup> Writing is an important skill, but many students have problems to acquire it. It is a complex skill, since the students are required to have knowledge of writing and ability in expressing their ideas in the written expressions.

Writing is a part of the macro skills that is required to master as a second foreign language learner. Writing itself is indeed an productive skill as in the act of creating a text, setting goals, generating ideas, organizing information, selecting appropriate word usage and revising and editing the text.<sup>1</sup> It can be inferred that writing is not only about to write, but it is claimed the foresight and the persistence in expressing their thoughts.

<sup>1</sup> M. et al Spratt, *The TKT Course*, (Cambridge: Cambridge University Press, 2005), 26.

<sup>1</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003), 88.

<sup>1</sup> T Hedge, *Teaching and Learning in the Language Classroom*, (Oxford: Oxford University Press, 2000), 308.

From the definitions above, it can be summed up that writing is one of productive skills that used to express ideas, thought and feeling in written form. In addition, writing means a written communication that enables the students to integrate their knowledge. They should have capability to create a good story of text that is suitable with the English writing technique.

### b. Components of Writing

There are five components of writing such as language use, mechanical skills, treatment or content, stylistic skills and judgment skill. According to Heaton, there are five components of writing as follow:<sup>1</sup>

1. Language use: the ability to write and choose the sentences appropriately.
2. Mechanical skills: the ability to use some suitable conventions in writing language.
3. Treatment of content: the ability to figure and develop the thoughts creatively.
4. Stylistic skills: the ability to utilize the sentences, paragraphs and the use of language effectively.
5. Judgment skills: the ability to arrange the written text in a particular manner, to select, organize and order interrelated information.

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<sup>1</sup> J. B. Heaton, *Writing English Language Text*, (London: Longman, 2000), 135.

Therefore, the writer should master those components to help him in delivering meaningful message. In other words, those components can lead the writer to organize the written text easily.

### c. Process of Writing

Writing is not an easy activity. Actually, when students are decided to write, they often think hardly to find some ideas on their mind. In other words, the students should learn and recognize the process of writing directly. Harmer suggests the process of writing into four elements as follow:<sup>1</sup>

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#### 1. Planning

Before the students start to write, they should have some plans. In planning, they have to think three mainly issues. Firstly, they are required to collect their ideas or information which are related to the written context. Secondly, they should link their experience, because it will influence the shape of writing and the chosen language. Thirdly, they organize the content structure of text which includes the best sequences of the facts, ideas or arguments that will be written.

In this step, the students collect the ideas and information that are needed. They also try to create a framework or outline to help them in writing. While they should create a framework of writing,

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<sup>1</sup> Jeremy Harmer, How to Teach Writing, (England: Longman, 2004),35.

it can be helped through reading activity where they gather some data to stimulate their brain.

## 2. Drafting

It is about designing and conceptualizing the text. It contains main ideas that is still in the form of broad outline or draft. Then, the writer develops the draft in a well-organized essay.

In this section, the students write and purify their writing through a number of their concepts. The students should emphasize their focus on collecting some ideas to ensure that their outline can be developed well as the main priority. It is not required to the students in deviating from the outline they have made before.

## 3. Editing

After having a draft, the students should reflect and revise their written through reading comprehension. These activities will help the students identifying their mistakes and some errors in their written text. So, they require some helps from the readers who can give comment and suggestions in their writing.

## 4. Final Version

Since the writers have edited their draft and revising their errors through the readers' comment and suggestion, the process of writing will be done by publishing it. This is the last stage for

the writer to send the written text to its intended audience. Hence, the students can submit their writing to the teachers.

Based on the description above, it can be concluded that writing has some stages that consist of planning, drafting, editing and final version. A good writer is able to arrange what he writes comprehensibly that the reader does not get difficulty to get the delivered message.

#### **d. The Purpose of Writing**

There are some purpose of writing including informative, expressive, persuasive which are described as follow:<sup>2</sup>

##### **1. Informative**

It means the written text is adequate to attend some knowledge and information optimally. Informative writing involves describing some experiences, analyzing some events, speculating on the causes and effect and developing the writers' ideas that are aimed to share something to the readers.

##### **2. Expressive**

Expressive writing contains the writer's personal ideas and her imaginative expression. It is about the writers' story of their life and it can be an interesting story. It is also used to

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<sup>2</sup> J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (London: Longman, 1996), 137-138.

perform a valuable discovery, story, poems and short play. In addition, this form is aiming at the writer's feeling and emotion to the readers understandable.

### 3. Persuasive

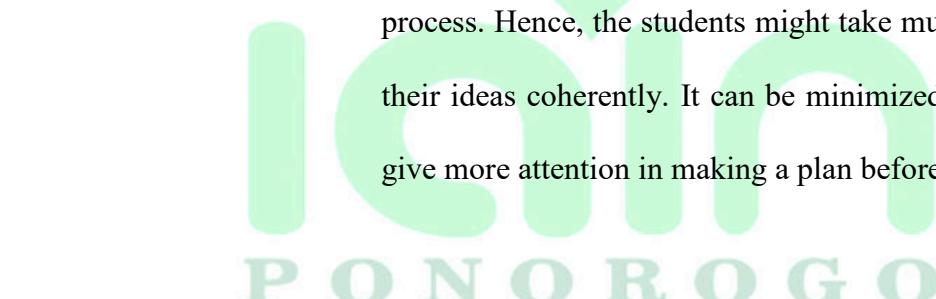
It includes inducing and influencing the readers to do something. It persuades the reader to do action which is informed by the writers. This writing type includes evaluation of movie, book, poster and consumer product.

#### e. The Problem of Writing

Writing is not easy skill to acquire. An experienced writer will often find the difficulties in building ideas.<sup>2</sup> Therefore, many problem is dealing with the writing process as follow:

##### 1. The less proficient of the writer

Less proficient of the writer appears when the writer skips the prewriting strategies to write the ideas directly.<sup>2</sup> They do not want to conduct the strategies of writing process. Hence, the students might take much time to write their ideas coherently. It can be minimized, if the students give more attention in making a plan before writing.



<sup>2</sup> James C Raymond, *Writing Is Unnatural Act*, (New York: The Murray Printing Company: 1980), 7.

<sup>2</sup> Jerry G. Gebhard, *Teaching English as a Foreign Language*, 2<sup>nd</sup> Edition, (United State of America: The University of Michigan, 2006), 223.

## 2. The students' opinion in writing

Commonly, many students argue that writing is difficult to learn. They also have an opinion that they cannot write English.<sup>2</sup> It makes them do not want to learn writing anymore. Therefore, it can be solved by motivating and supporting them to learn English.

## 3. Teachers' response

Teacher's response is required to help the students in writing process. It means the teacher should walk around the classroom to observe and analyze the students' difficulties during writing process. In addition, the teacher should check the students' result in writing and give them some suggestions.

## f. Criteria of Good Writing

Good writing can be seen from the way a text is arranged.

There are three mainly characteristics of good writing, such as unity, coherence and emphasis. They can be described as follow:<sup>2</sup>

### 1) Unity

A paragraph is a unit of composition that is established oneness, because it develops main ideas on its structure. It

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<sup>2</sup> Ibid, 225.

<sup>3</sup>

<sup>2</sup> Barli Bram, *Write Well Improving Writing Skills*, (Yogyakarta: Penerbit Kanisius, 1995), 20-22.

means an entire paragraph must be unified on its structure and all the sentences within the paragraph should state on the one thing in the topic sentence. In addition, every sentence should have a relation with others in a paragraph conditionally.

## 2) Coherence

Coherence is when the sentence and ideas are connected and flow together smoothly. It is very important to arrange and link the sentences between the paragraphs to be able to make the readers follow the ideas that want to be insert. To attain coherence, the writer requires to use some transitions, such as however, although, finally and nevertheless.

## 3) Emphasis

Emphasis is about the paragraph composition in which the important thoughts are made to stand. A good paragraph contains enough information to explain and prove statement of a topic sentence deeply. It can be done by choosing some powerful words carefully. Another way is to employ judicious repetition.

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### **g. Genre of Writing Text**

The English teaching and learning in Senior High School covers three genres of descriptive, recount and narrative text.

They can be defined as follow:

#### **1. Recount Text**

A recount text is a piece of text that mentions or retells some events that are occurred in the past.<sup>2</sup> It is about retelling some sequences of event in the past time. It purposes to share and entertain the readers about the writer's experience that has been conducted. The story will be presented step by step and it can include the writer's personal feeling.

#### **2. Narrative Text**

It involves telling a story chronologically though sometimes uses flashbacks<sup>2</sup>. It means a narrative<sup>6</sup> text should show how the crises are built inside the story and how they are solved. It usually holds characters, a setting, a conflict and a resolution. This type also serves the opening anecdote that the topic of the story is illustrated. In writing this genre, the writer must be aware the use of the past tense.

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<sup>2</sup> M. Anderson and K. Andersõn, *Text Type in English 1*, (Hong Kong: Macmillan, 1997), 48.

<sup>2</sup> Dollar Yuwono, *Writing 1*, (Yogyakarta: Pustaka Felicha, 2015), 30.

### 3. Descriptive Text

A descriptive text is a kind of texts that describes a specific object, such as a particular person, thing or place.<sup>2</sup>

It means descriptive text is a text that contains some clues to make the readers imagine the factual object. In this section, the writer should draw an object clearly, because it effects to the reader's guess. Moreover, it will lead the readers to guess the clues truly.

## 2. The Nature of Descriptive Text

### a. Descriptive Text

Descriptive text is a text that draws the shape of a person, place, animal or things obviously. According to Thommy, descriptive text is a kind of text that is used to describe a specific object by giving the reader some clues which are appropriated.<sup>2</sup> To create the clues acceptable by the reader, the writer should represent an object noticeable. It also requires to observe and reach specific detail that attractive to our readers' sense.

Descriptive text can be defined as explaining something which represents things are needed to be known by the reader.<sup>2</sup> It means that descriptive text informs the participant conditional specifically

<sup>2</sup> Th. M Sudarwati and Grace E, *An English Course for Senior High School Students*, (Jakarta: Penerbit Erlangga, 2007), 137.

<sup>2</sup> Ahmad Thommy, *Writing Genre in English*, (Surakarta: PT. Era Pustaka Utama, 2008), 14.

<sup>2</sup> Suparman and Sri Hartatik, *Understanding English Text Genres*, (Surakarta: PT Era Intermedia 2008), 30.

of his daily life. If it is a person, the writer should describe his physical appearances and his certain life. Meanwhile, if it is an animal, the writer has to mention its characteristic.

Descriptive writing is trying to visualize a picture using vivid words as clear as possible.<sup>3</sup> It means that writing descriptive text includes describing, explaining, drawing and visualizing some participants into written form. It is expected able to be accepted by the reader.

According to George, description refers to sense impression the feel, sound, taste, smell and look of things clearly.<sup>3</sup> Description relives the reader through his imagination to draw a person to follow an emotion. it means that description helps the reader to get some information about the object properly. Hence, the reader already can guess the discussed object correctly.

Based on the definitions above, it can be summed up that descriptive text is a text that contains of describing, explaining, visualizing the current object. This text is created to give the reader some clues to guess. Therefore, the success of description depends on the way the writer describes an object, so that the reader can visualize it in detail and correctly supposed.

<sup>3</sup> G. E. Tomkins, *Teaching Writing: Balancing process and product*, (New York: Macmillan, 1994), 111.

<sup>3</sup> Wishon George E, *Let's Write English*, (New York: Clifton Educational Publishing, 1980), 128.

## b. Types of Descriptive Text

They are some types of descriptive text that can be learnt by the senior high school students. Wishon and Burks classify the descriptive text into two main types:<sup>3</sup>

### 1. Descriptive text of place

A descriptive text of place is a specific text that is aimed at informing the real description about the place look like. In other words, this type is used to draw the conditional and the situation of the place currently. The text is organized into two parts, the following parts are identification and description. Each part consists of the different information. The identification part is followed as below:

- 1) Name of place
- 2) The current location of the place
- 3) Reason for choosing the place

In identification part, it should introduce the place clearly.

It should inform the current location of the place and what is famous of the place. Meanwhile, for description part is followed as bellow:

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<sup>3</sup> George E. Wishon and Julia M. Burks, *Let's Write English*, (USA: Litton Educational Publishing International, 1980), 379.

1) General features (surroundings, areas, facilities, main activities of the place)

2) Physical features (size, color, materials, e.g. the temple with 10-meter-tall marble columns, was built in 800 BC)

3) Details relating to the senses (sight, hearing, smell, touch, taste, e.g. Visitors are usually amazed by the air and the view on the top of temple)

4) Feeling or Impression of the place (comment and recommendation for visiting or preserving the place, e.g. Visiting Borobudur temple creates a memorable experience and that may attract the reader's curiosity to visit it latter on)

In writing description part, it should contain the description of the visible place. To make it clearly, the example of description text of the place is defined as below:

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## Pink Beach



Pink Beach or Pantai Merah Muda is one of the most beaches in Komodo island, East Nusa Tenggara. The beach is called “Pink Beach”, because the sand beach is pink. The pink color its beach is a mixture of white sand color with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also foraminifera, microscopic amoeba that has red body shell. The beach has several visitors every day. That means it is quite popular among tourist.

Identification

At Pink Beach, there are so many marine organisms. No fewer than 1.000 species of fish, 260 species of coral, and 70 species of sponge can be found there. Having so much Marine life, this place is a proper spot for snorkeling and diving for sea spot lovers.

Description

The water is clear and shallow. There are also some hills nearby. The perfect weather and clear sky can be found during summer season. On the hills, there are only some tress. Usually, some tourists may walk on the shorelines and enjoy the breeze of the wind. It is relaxing, so you must visit this beach someday.

# P O N O R O G O

From the example above, it can be seen that the first paragraph indicates an identification part. It informs the presence

of the phenomenon described, Pink Beach. The attracting part of the subject is that beach has pink sand and a lot of beautiful view. Meanwhile, the second and third paragraphs are description part which contains the adorable description about the Pink Beach. It is depicted by showing the general and physical features of the place.

## 2. Descriptive text of Subject

This kind of text is focused on describing a subject. A writer can mention the physical appearance of the subject. It includes the characteristics of the subject look like. It is described as follow:

### a. Descriptive text of person

This text talks about how a person look like. In describing a person, it is focused on the physical appearance, personality and the characteristics. It includes describing the daily activities of a person is being to describe. It is required to give a specific person like “*My Brother*”, “*My father*”, “*My Best Friend*” and other.

Furthermore, in describing a person, it does not often use present tense at all. In some part, it is possible to use simple past tense like “*He was born in Lamongan*”. It is same with the text above, this text is organized into two parts,

identification and description part. The identification part is followed as below:

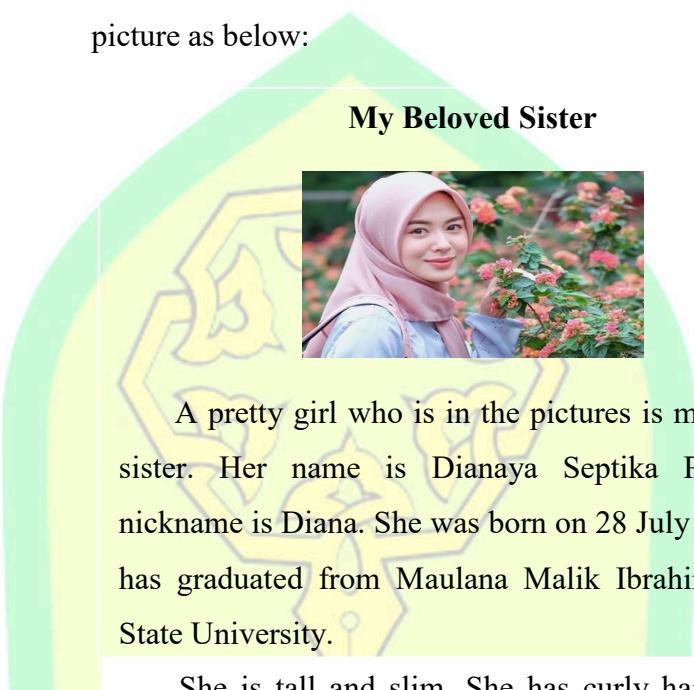
- 1) The introduction of the person, such as name, occupation, profession and career
- 2) Reason for choosing the person

In writing identification of describing a person, it should inform the introduction of the person properly. The information is related to the person that is being explained. Meanwhile, for the description part is informed as follow:

- 1) The physical attributes or overall appearance contains the face (eyes color/shape, skin color, the shape of the nose, dimples, and hair)
- 2) The usual clothing includes the clothes which he or she often wears it, such as (hat, shoes, casual dress and jewelry)
- 3) Personality observation includes behavior, mannerism, such as rude, kind, funny, boring and angry.



In writing description of describing a person, it should follow one of those three things above. It should be provided a picture as below:



### My Beloved Sister



A pretty girl who is in the pictures is my beloved sister. Her name is Dianaya Septika Putri. Her nickname is Diana. She was born on 28 July 1994. She has graduated from Maulana Malik Ibrahim Islamic State University.

She is tall and slim. She has curly hair, but she usually wears veil. She has brown eyes and white skin. She is beautiful and kind person. When I need some helps, she always giver her hand to me. My sister's hobby is travelling. She usually spends her holiday in some places. Sometimes she invites me to travel. She is my beloved sister in this world. No one can replace her. I love her so much.

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explains the physical appearance and personality of the subject.

It is included in description part of the paragraph.

### **b. Descriptive text of animal**

This text tells about an animal in which the writer should describe and tell a story about a specific animal. He is forbidden to explain it in general term. If the writer describes the animal in general term, it cannot be called descriptive text, but it is report text.

Commonly, there are two parts of descriptive text organization, they are identification and description. Each part consists of different information. For identification part tells the phenomenon of the animal. The following information can be contained as below:

- 1) Choosing an object that can only be observed firsthand
- 2) Using specific words to explain the phenomena
- 3) Avoiding to describe the object in general terms

Meanwhile, in the description part contains some information as below:

- 1) Appearance, it describes the color, the shape, the looks, the unique features of tail, ears, nose, spots, fur, father and skin.
- 2) Sound, what its sound reminds of
- 3) Behavior, what its usual activity

In writing the description of an animal, it should contain one of those things above. To make it clearly, the example of describing an animal can be written as below:

### My Cat



I have a cute cat in my house. His name is Jerry. He is a local cat. He is about one-year-old.

Identification

He has beautiful and smooth fur. The color is white and orange. His fur is thin like an ordinary local cat. There is a heart-shaped pattern on his body that makes him so unique. Looking at his body, the length is about 20 cm. although he is short, but he is very cute and adorable. He always accompanies me during doing my homework.

Description

Moreover, he is very active when plays with me. He can spend a lot pf time just to play. She also can spend many hours to sleep. I really like Jerry. He is my first cat. She also has become my best friend.

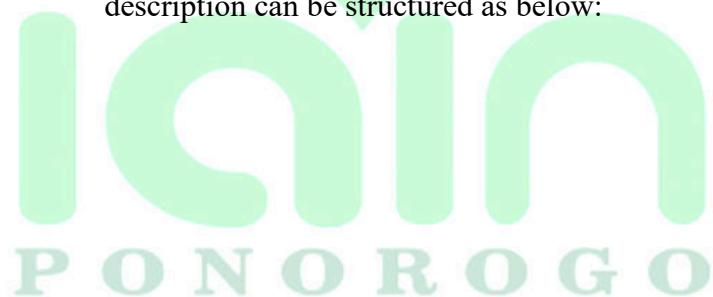
From the example above, it can be identified that the first paragraph is an identification part. It is introduced the existence of phenomenon described, Jerry. The attractive part of the subject is the cute cat, namely Jerry. Then, the next paragraph which discusses about the appearance and the behavior of the subject is called the description part.

### c. Descriptive text of an object

This text talks about the shape of thing look like. As usual, the description text is consisted of two mainly parts, they are identification and description part. The identification part shows up about the phenomenon of physical thing and the valuable part of it. Whereas, the description part conveys some information:

- 1) Appearance, it contains the color, the shape and the features of the object.
- 2) Texture, it includes what its look like (hard, soft, smooth, rough)
- 3) Smell, it contains what its smell like, such as "*The flower has strong scent like corpse flower*" Sound, it contains noise, up volume, and what its sound reminds of, such as, "*My alarm's sound reminds me of my mother's cellphone ringtone*".

In writing description, it should explain at least one of those four things above. To make it clearly, the example of thing description can be structured as below:



## My Smartphone



I have a smartphone. It is sophisticated and very useful for me. I get it from my father when I have my birthday last month. I bring it everywhere in order to help me connect to my family and my friends.

My smartphone is pink color. It has 6 inches of screen. The width is about 5 cm and the thick is no more than 1-cm. It is the newest product from vivo in this year. The size is not quite big, because I can put it in my pocket. It also has a good camera and it can produce good quality videos.

My smartphone also has very good color display. The performance is really good, because it supports me to play game with high system requirements. Besides, it supports to access the internet with very high speed. I really love my smartphone because it helps me anytime.

Identification

Description

From the example above, it can be seen that the first paragraph is called an identification part. It contains the existence of the phenomenon explained, My Smartphone. The attractive part of the object is the useful of the smartphone in the writer's daily life. The next paragraphs consist of the explanations of the described object.

### c. Characteristics of Descriptive Text

There are some characteristics of description text that make it different from the others text. Ahmad Thommy classify the characteristics of description text into three mainly classes as follow:<sup>3</sup>

1. The use of simple present tense in arranging the words. Almost all sentences use this kind of tense. It means that descriptive text figures the real subject or object in the writer's point of view. It is purposed to make the readers feel the presence of something described in their mind.
2. Descriptive text commonly talks a specific object. It means that the text does not need human participants. It focuses its description to the topic that is being explained.
3. Descriptive text gives a clear visualization of a person, a thing or a place. This text usually uses adjective phrase to draw the object currently.

Based on the explanation above, it can be concluded that the characteristics of descriptive text are the use of simple present tense. It is not only describing human but also describing some objects and the use of adjective phrase in visualizing a person, a place, or a thing. To write the descriptive text successfully, the writer should know some characteristics

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<sup>3</sup> Ahmad Thommy, *Writing Genre in English*, (Surakarta: Era Intermedia, 2008), 15.

above. In addition, the more you practice to write, the easy way to make your writing completely.

#### d. Generic Structure

Generic structure can be meant as the way in which the elements of a text are organized to conform its purpose. As stated by Shahaan and Shinoda, the generic structure of descriptive text is defined as below:<sup>3</sup>

<sup>4</sup>

##### 1. Identification

It contains information of the subject that is being explained.

The information includes the introduction of the subject.

##### 2. Description

Meanwhile, this part describes parts, qualities, and characteristic of thing. In other words, this part focuses on explaining the subject look like.

Based on the explanation above, it shows that descriptive text has two generic structures, they are identification and description. Identification part discusses the introduction of the subject whereas description part draws the subject apparently. Those structures help the readers determine inside each paragraph's purpose.

**P O N O R O G O**

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<sup>3</sup> Sanggam Siahaan and Kisno<sup>4</sup>Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), 89.

### e. Language Features

In descriptive text, the language features are contained four mainly features. It also stated by Gerot and Wignel, the grammatical features of descriptive text are composed into four parts, such as follow:<sup>3</sup>

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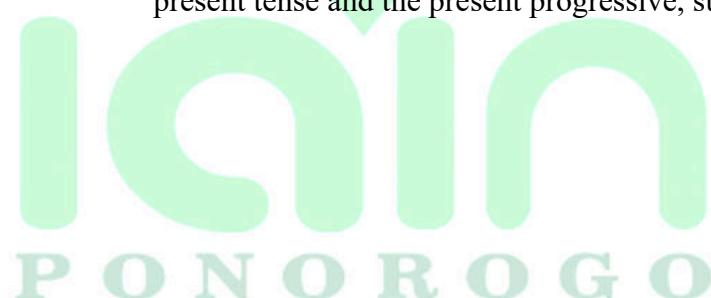
#### 1. Focus on specific participants

It means that descriptive text should be focused in describing a current participant, such as “*My English Teacher*”, “*My Cat*”, “*My favorite place*” and so on. It is suggested to make the text easy to conclude. It also helps the reader to focus in one subject liberally.

#### 2. Simple present tense

Simple present tense is one of tenses that is usually used in writing descriptive text. This tense describes the habitual activities. It is also used to explain general statements of fact action. Azar states there are some forms of the simple present tense and the present progressive, such as:<sup>3</sup>

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<sup>3</sup> Gerot, Linda and Peter Wignel, *Making Sense of Functional Grammar*, (Sidney: Tanya Stabler, 1995), 208.

<sup>3</sup> Azar, *Fundamental of English Grammar*, 3<sup>rd</sup> Edition, (America: Longman, 2003), 4.

a. Simple present of verbal form

**Table 2.1 The Pattern of Verbal Simple Present Tense**

<b>The Patterns of Simple Present Tense</b>		<b>Example</b>
(+)	S+ V1+ s/es+ O	Michael sees a beautiful flower.
(-)	S+ do/does+ not+ V1+ O	Michael does not see a beautiful flower.
(?)	Do/Does+ S+ V1+ O+ ?	Does Michael see a beautiful flower?

b. Simple present of nominal form

**Table 2.2 The Pattern of Nominal Simple Present Tense**

<b>The Patterns of Simple Present Tense</b>		<b>Example</b>
(+)	S+ to be (is, am, are)+ N/Adj/Adv	I am a student
(-)	S+ to be (is, am, are)+ not+N/Adj/Adv	I am not a student
(?)	Tobe (is, am, are) + S+ N/Adj/Adv	Am I a student?

### 3. The use of noun phrase

It means in visualizing the characteristics of the subject or object, the writer should arrange noun phrase currently, such as “*My teacher has beautiful hair*”. From an example before, it shows that *beautiful* indicates as an adjective whereas *hair* indicates as noun than a noun word is followed with an adjective can be called adjective phrase.

### 4. The use of auxiliary verb

It contains the use of the ownership like has or have. Each subject uses the differential ownership, has is belong to *she, he, it* while have is belong to *I, you, they, we*. For the example: “Roni has a big house”

### 5. The use of linking verb

It includes the use of to be (is, am, are) in writing nominal sentence. It is used to connect between the subject and the complement. For the example: “She is my best friend”.

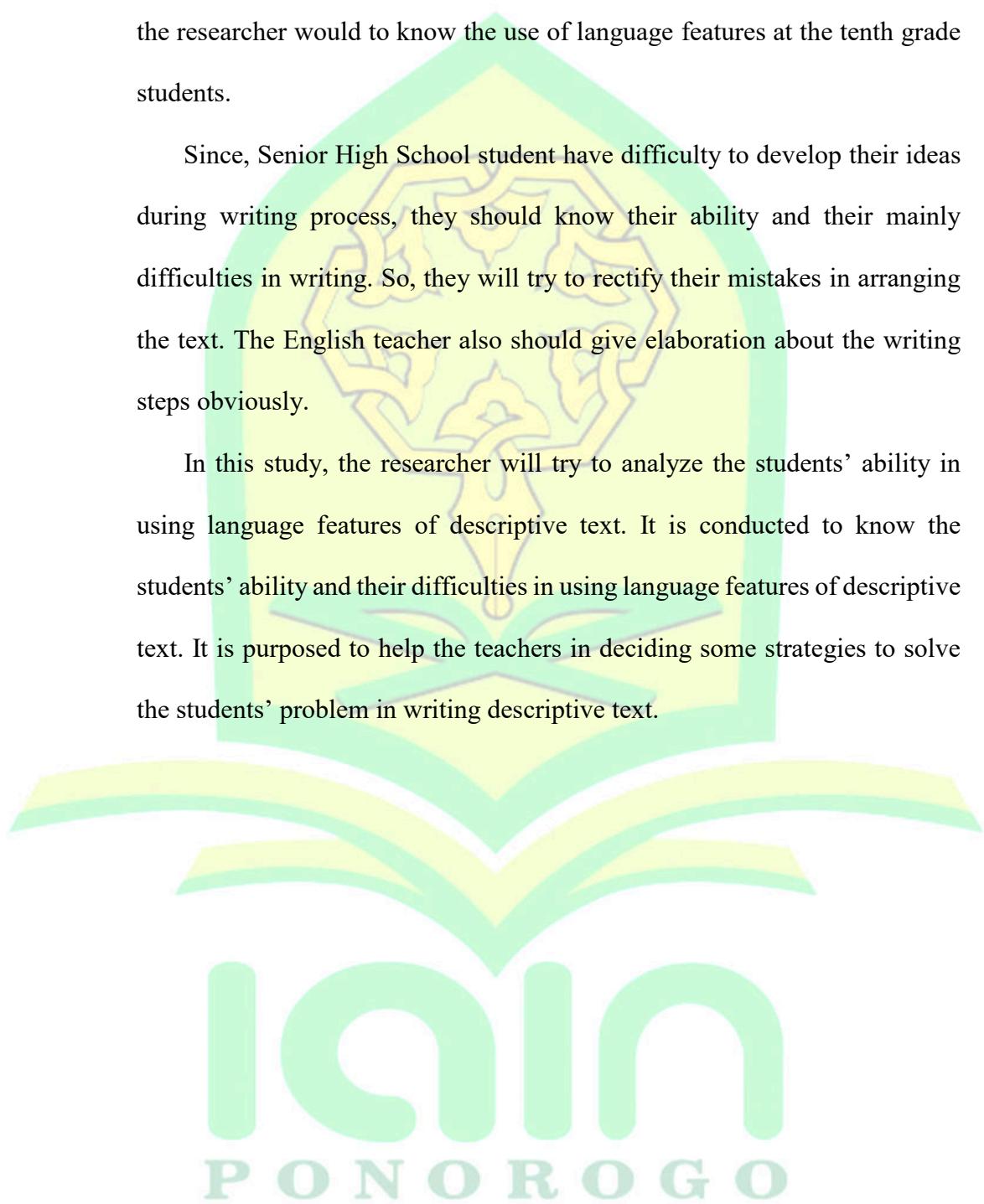
## C. Theoretical Framework

This study is aimed at analyzing the use of language features of descriptive text at tenth grade students of SMA N 1 Balong. Based on the 2013 Curriculum, the students should master some mainly kinds of text, one of them is descriptive text. Moreover, writing activity has many steps to do

before arranging the ideas into written text. So, the teachers should know the students' difficulties in writing, especially in writing descriptive text. Hence, the researcher would to know the use of language features at the tenth grade students.

Since, Senior High School student have difficulty to develop their ideas during writing process, they should know their ability and their mainly difficulties in writing. So, they will try to rectify their mistakes in arranging the text. The English teacher also should give elaboration about the writing steps obviously.

In this study, the researcher will try to analyze the students' ability in using language features of descriptive text. It is conducted to know the students' ability and their difficulties in using language features of descriptive text. It is purposed to help the teachers in deciding some strategies to solve the students' problem in writing descriptive text.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter consists of research methodology which includes the research design, researcher's role, research location, data source, technique of data collection, data analysis, and checking the data validity.

#### **A. Research Design**

In this research, the researcher conducted descriptive qualitative research. According to Creswell, qualitative approach is a research for exploring and understanding the meaning individual or group to a social or human problems.<sup>3</sup>

It means that qualitative research approach contains exploring and understanding the phenomenon found by the researcher. It also states that qualitative research is to describe and analyze phenomena, events, social activities, attitudes, beliefs, perception. Thoughts of individually or in groups.<sup>3</sup>

It describes that qualitative approach is a researcher focuses on the analyzation, elaboration, description, construction of theories using qualitative data.

Focusing on the design of the observation is descriptive qualitative. Descriptive research is intended to explain the current phenomena by using numbers to portrait the characteristics of an individual or group.<sup>3</sup> It means that descriptive research intends explaining about the current phenomena rather than

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<sup>3</sup> John W. Creswell, *Research<sup>7</sup>Design Third Edition*, (USA: Sage Publications, Inc., 2009),4.

<sup>3</sup> Nana Syaodih Sukmadinata,<sup>8</sup>*Metode Penelitian Pendidikan*. (Bandung: Remaja Rosdakarya, 2016),60.

<sup>3</sup> L. R. Gay, Geoffrey E. Mills<sup>9</sup>and Peter W. Airasian, *Education Research*, (New York: Pearson Edition, Inc., 2012), 443.

calculate. Creswell also defines the descriptive studies are designed to obtain information concerning the current status of phenomena.<sup>4</sup> It states that by using <sup>0</sup> descriptive study, the data about the real phenomena will be displayed as clear as possible.

In this study, the researcher used design of descriptive to display the obtained data. It was focused on describing the use of language features in descriptive text at the tenth grade of SMA N 1 Balong. The researcher explained the phenomena were found during the process of the students' result analyzation in using language features of descriptive text currently.

## B. Researcher's Role

In this research, the researcher was an instrument of the research, the researcher had to be an interviewer and a collector of data. Creswell states that the researcher as the primary instrument of data collection and analysis that collected, coded, and analyzed the data.<sup>4</sup> On the other words, the researcher also to be a participant of the research. The research conducts the study in the natural setting through analyzing and collecting the data.

It can be described that the researcher's roles were as an interviewer who asks some questions about the students' difficulties in using language features of descriptive text, and as a collector that collected some data related to the use

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<sup>4</sup> John W. Creswell, *Research<sup>0</sup>Design Third Edition*, (USA: Sage Publications, Inc., 2009),13.

<sup>4</sup> John W. Creswell, *Qualitative Inquiry and Research design: Choosing among five approaches (2<sup>nd</sup> edition)*, (CA: Sage Publications, 2007), 37.

of language features in descriptive text at tenth grade students of SMA N 1 Balong.

### C. Research Location

In this research, the researcher chose SMA N 1 Balong as a place for conducting the study. It is located in Jln. Kemajuan No 8, Karangan, Balong, Ponorogo, East Java. This school is famous with the school achievement in various competitions. This school also participates in the Double Track High School Program. This program is established to equip students to have many skills to penetrate the job market in Indonesia and the world.

The researcher's reason in choosing that school was based on the consideration that the researcher had done the observation and teaching experience during Internship 1 and 2 at SMA N 1 Balong. Therefore, the researcher already knew the students' problems in learning English and wanted to analyze the students' result of using language features in descriptive text deeply.

### D. Data Source

In this research, the data source was categorized into two classes. They were primary and secondary data. Cambridge states that data are a collection of text, numbers or symbols in raw or organized form.<sup>4</sup> It means research data are collected in the form of text describing about the phenomena found. Data source

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<sup>4</sup> Cabridge Advance, *Cambridge International AS & a Level Information Technology 9626 for Examination from 2017, Topic Support Guide*, (2017), 5.

is the subject of research from where the data can be obtained.<sup>4</sup> Based on the description above, these are the classification of data as below:

a. Primary data

Primary data constitute firsthand knowledge, such as eyewitness reports and original document.<sup>4</sup> It means primary data includes the current data used to obtain some information about the event. In this research, the primary data were collected from the students' result in writing descriptive text, an interview with the English teacher, and students' questionnaire.

b. Secondary data

Secondary data constituted secondhand information, such as a description of an event by other than an eyewitness.<sup>4</sup> The secondary data includes secondhand information which is needed to reinforce the primary data. These data are captured from some books, document reference, such as material and syllabus. Based on explanation, the secondary of data sources in this research were books, paper, lesson plan and material that was used by the teachers of SMP N 2 Balong.

The data source can be obtained from person, something, place that can provide the information for a piece of research. Based on the explanation above, the research subjects were X MIPA 2 grade of SMA N 1 Balong,

**P O N O R O G O**

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<sup>4</sup> Arianto, Suharsimi, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2003), 172.

<sup>4</sup> L. R Gay and Peter. W Airasian, *Educational Research: Competencies for Analysis and Application*, (New Jersey: Merrill Publishing Company, 2000), 10.

<sup>4</sup> Ibid.

<sup>5</sup>

which one class consists of 22 students, 6 men and 14 women. Those participants were chosen by purposive sampling, because of the student results, the researcher observation on September and the English teacher's recommendation.

## E. Technique of Data Collection

In this research, the researcher used some techniques in collecting the data. It is aimed to get a valid information about the teaching speaking programs and activities which makes the students active. These were the instruments that used to collect the data:

### 1. Questionnaire

Questionnaire is a set of written questions that aims to collect some information from a selected group of research participants. According to Gay, questionnaire is a written collection of self-report questions to be answered by some respondents.<sup>4</sup> The set of questions should be clear and possible to help the researcher for getting related information.

In this observation, the researcher gave the questionnaire sheet to the students. The questionnaire contains of 7 questions about the use of language features in descriptive text which are categorized with strongly agree, agree, disagree and strongly disagree options. The students are required to fill the questionnaire currently. Afterwards, the researcher

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<sup>4</sup> L. R. Gay, Geoffrey E. Mills<sup>6</sup>and Peter W. Airasian, *Educational Research tenth edition*, (USA: Pearson Education, Inc., 2012), 388.

analyzed and concluded the questionnaire result of the tenth grade student of SMA N 1 Balong.

## 2. Interviews

Interview is one of the most widely used methods for obtaining data. It is given face-to-face in which is involved six to eight interviewees in each group.<sup>4</sup> An interview is used to gather data on subjects, opinion, beliefs, and feelings about the situation in their own words by using interviewee questions.<sup>4</sup>

8

In this research, the researcher prepared the questions and took interest conversation to get clear information and valid data. The researcher used free guided interview. Achmadi states the interviewer uses a set of questions and each question is developed to gain details information.<sup>4</sup> It means before interview the researcher should make a set of questions.

Those questions are going to present clearly in his research within description form. The researcher interviews the English teacher of the tenth grade students. The interview questions consist of 10 questions which include the general question about teaching writing of descriptive text and the students' major difficulty of using language features in

<sup>4</sup> John W. Creswell, *Research Design Third Edition*, (USA: Sage Publications, Inc., 2009), 181.

<sup>4</sup> R. Burke Jamohnson and Lafry Christensen, *Educational Research, Quantitative, Qualitative and Mixed Approaches 5<sup>th</sup> Edition*, (USA: Sage Publications, Inc., 2014), 317.

<sup>4</sup> Ahmadi and Narbuko, *Metodologi Penelitian*, (Jakarta: Bumi Aksara, 2009), 84.

writing descriptive text. During the process of interview, the researcher used audio tape to record the interview.

### 3. Documentation

Documentation is the combining collection of the data. Documentation is derived from process of observation, interview, field notes and file from institution. According to Ary, documentation refers to a wide range of written, physical and visual materials, including what other authors may term artifacts.<sup>5</sup> It means documentation combines between primary data and secondary data. In this research, the researcher took some documentations such as students' result in writing descriptive text to help the researcher as providing proof data.

## F. Technique of Data Analysis

There are some steps for analyzing qualitative data. They are reducing data, displaying data and drawing conclusion of the data. Miles and Huberman state that data analysis are the data had been collected and the next step is analyzing the data using three process activities: data reduction, data display and data verification. The data which are obtained are processed through three stages such as follow:<sup>5</sup>

<sup>5</sup> Donald Ary, Lucy Cheser Jacobs, Chis Sorensen, and Asghar Razavieh, *Introduction to Research in Education 8<sup>th</sup> Edition*, (Canada: Thomson Wadsworth, 2010), 481.

<sup>5</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis, A methods Sourcebook 3<sup>rd</sup> Edition*, (USA: SAGE Publications, Inc., 2014), 131-33.

## 1. Data Reduction

The first step is analyzing qualitative data involves data condensation or reduction. Data condensation means the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus (body) of written field notes, interview transcripts, documents and other empirical materials.<sup>5</sup> In this step, the researcher collected the data of using language features in writing descriptive through questionnaire, interview and documentation. The researcher, then transcribed the data. The irrelevant data which are not related to research questions were discarded. Meanwhile, the relevant data are collected and displayed in the form of descriptive.

## 2. Data Display

The second step is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action.<sup>5</sup> It helps the researcher to understand what is happening and to do something-either analyze further or take action based on that understanding. The process of displaying data was based on the formulation of the research problems in which the first research problem is aimed at exploring the students' ability in using language features. The second research problem focuses on finding the students' difficulties in using language features.

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<sup>5</sup> Sugiyono, *Metode Penelitian<sup>2</sup>, Kualitatif kuantitatif dan R&D*, (Bandung: Alfabeta, 2017), 246-253.

<sup>5</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis, A methods Sourcebook 3<sup>rd</sup> Edition*, (USA: SAGE Publications, Inc., 2014), 31.

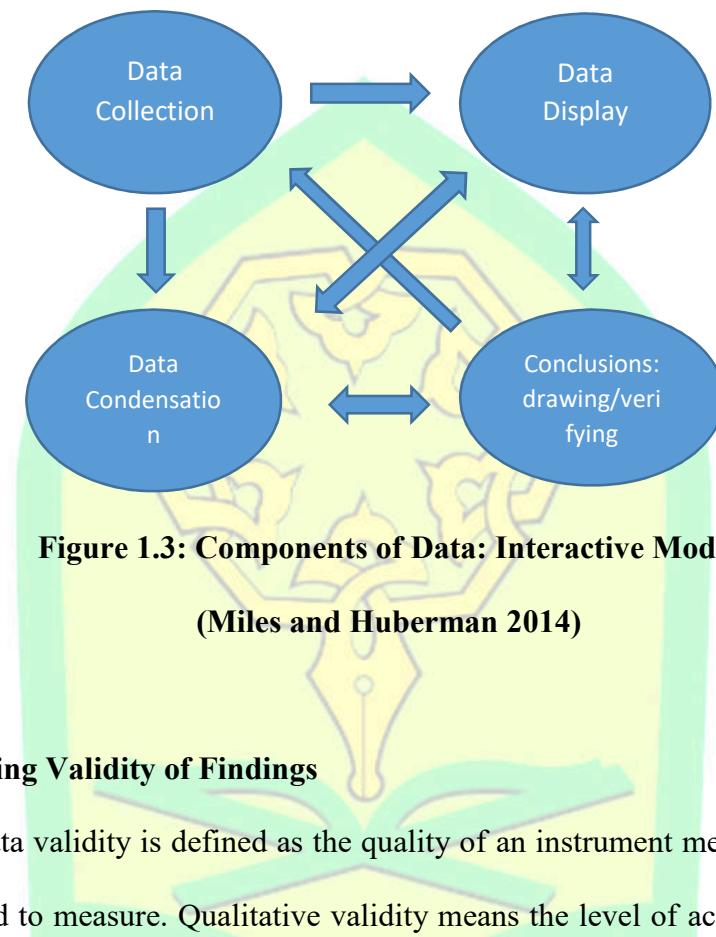
In this step, the researcher presented a set of information that were found in the field. The researcher displayed the data about the analysis of language features in writing descriptive text at tenth grade students in the form of descriptive text. The data derived from questionnaire, interview, and documentation.

### 3. Drawing and Verifying Conclusions

Conclusion is the last procedure of research. Since the beginning of the research, the researcher made temporary conclusion. Furthermore, it must be perfect conclusion. Making conclusion is the process of drawing the content of data collected in the form of good statements. Drawing conclusion can be started from tentative conclusion which still needs to be completed. Meanwhile, verification means testing the provisional conclusion for their validity.

In this research, the researcher derived the conclusion after displaying data. The conclusion was making summary on how the students' ability in using language features and the students' difficulties in using language features in writing descriptive text. The researcher got final and perfect conclusion as the answer of research problems. The process was described as follow:





### G. Checking Validity of Findings

Data validity is defined as the quality of an instrument measure what it is claimed to measure. Qualitative validity means the level of accuracy between the data that occurs in the research object with data that can be reported by the researcher.<sup>5</sup> It measures the validity of instruments were used by the researcher. Data validity is the urgent concept that is renewed from the validities and reliabilities concept.<sup>5</sup> It means the valid and reliable data are required to make the research believable.

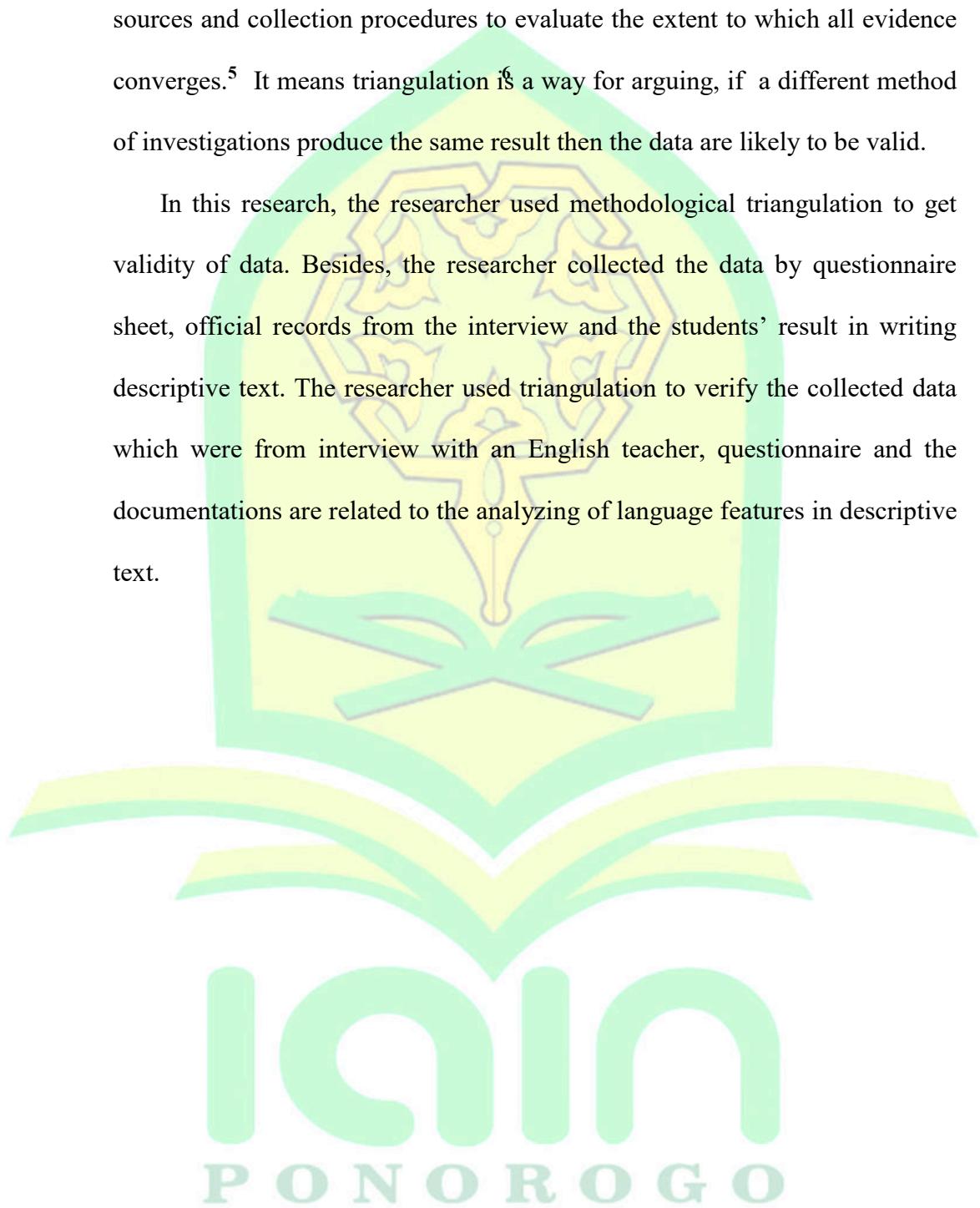
Measuring the validity is important in research, because it is directly influencing on successfully research and getting the real data. In this research, the researcher used triangulation technique. According to Bell, triangulation is

<sup>5</sup> Sugiyono, *Metode Penelitian Kualitatif kuantitatif dan R&D*, (Bandung: Alfabeta, 2017), 267-268.

<sup>5</sup> Lexy Moleong, *Metodeologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosda Karya, 2000), 171.

a method used in qualitative research that involves cross-checking multiple data sources and collection procedures to evaluate the extent to which all evidence converges.<sup>5</sup> It means triangulation is a way for arguing, if a different method of investigations produce the same result then the data are likely to be valid.

In this research, the researcher used methodological triangulation to get validity of data. Besides, the researcher collected the data by questionnaire sheet, official records from the interview and the students' result in writing descriptive text. The researcher used triangulation to verify the collected data which were from interview with an English teacher, questionnaire and the documentations are related to the analyzing of language features in descriptive text.



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<sup>5</sup> J. Bell, *Doing Your Research Project, A Guide for First- Time Researchers in Education and Social Science. Third Edition*, (Philadelphia: Open University Press, 1999), 102.

## CHAPTER IV

### RESEARCH FINDINGS

This chapter consists of main information are found in the field, such as background of school, the geographical location of SMAN 1 Balong, vision and mission of the institute, the students' result in writing descriptive text, the interview with the English teacher, the students' questionnaire, description of findings, and summary of findings.

#### A. General Data Description

##### 1. Background of school

SMA N 1 Balong was established in 1992. This school is located in Jln. Kemajuan 08, Balong, Ponorogo. This is a green school that means the school is considered as an example school for other schools. Starting from the situation and the condition of the school environment, this school provides fresh air, adequate and tidy room. Therefore, the students will be comfortable to study. This school also participates the Double Track High School Program. This program is established to equip students to have many skills to penetrate the job market in Indonesia and the world. They become skillful generations who have enough ability to live in the future life society.

##### 2. The geographical location of SMA N 1 Balong

SMAN 1 Balong is located in Kemajuan street No. 8, Karangan village, sub district Balong, district of Ponorogo, East Java with area 11. 509 m<sup>2</sup>. It is also located in the strategic area. It is built a thriving social and economic

environment. Of all the surrounding it, that can make good atmosphere and harmony societies. So, that can support the educational programs in SMAN 1 Balong to build the new generation that has skills and creativities.

### 3. Vision and Mission of the institute

#### a) Vision

Noble character, interpretation, cultured and environment care

#### b) Mission

- 1) Optimizing religion education and religion value on the learning process
- 2) Optimizing the learning process to have an academic interpretation
- 3) Improving Gain Source Achievement (GSA) on the national examination
- 4) Optimizing self-development activity to have non-academic interpretation
- 5) Optimizing care society on cleanliness, safety, kindship and environment care around the school.

## B. Research Findings in Using Language Features of Descriptive Text at the Tenth Grade of SMAN 1 Balong

### 1. The Data about the Students' Result in Writing Descriptive Text

This research is conducted to analyze some students' difficulties in using language features of descriptive text. It involves the tenth grade students of MIPA 2 which consists of 22 students. The researcher described

the data which are derived from students' questionnaire sheet, students' results of writing text descriptive and an English teacher's interview.

To answer the statement of the problem in chapter I, the researcher analyzed the students' results of writing descriptive text. It was aimed at finding the students' difficulties in using language features of descriptive text which were described as below:

#### **a. The Students' Difficulties in Using Simple Present Tense**

The first student made mistakes in using simple present tense. Her initial name is FDR. this is her incorrect sentences in the text as below:<sup>5</sup>

“She **live** in Semarang with her grandmother. She **go** to Senior High School in Semarang. The name of her school **was** SMAN 07 Semarang. She **were** tall and slim. She usually **wear** veil. she always **make** fun to me. she always **invite** me to play with her when I and My family **visited** our grandmother in Semarang. I **likes** her so much.”

The correct sentences from above are “She **lives** in Semarang with her grandmother. She **goes** to Senior High School in Semarang. The name of her school is SMAN 07 Semarang. She is tall and slim. She usually **wears** veil. she always **makes** fun to me. she always **invites** me to play with her when I and My family **visit** our grandmother in Semarang. I **like** her so much.”

The second student with initial ZA made mistakes in using simple present tense. Her text is showed as below:<sup>5</sup>

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<sup>5</sup> Students' result in writing descriptive text with initial FDR, see Appendix 2.

<sup>5</sup> Students' result in writing descriptive text with initial ZA, see Appendix 2.

“She **live** in Ponorogo with her family. She always **make** me happy. She often **joke** with me. She always **make** me crazy.”

The researcher made the correction on the text “She **lives** in Ponorogo with her family. She always **makes** me happy. She often **jokes** with me. She always **makes** me crazy.”

The third student with initial ABN made mistakes in using simple present tense. Her text is written as follow:<sup>5</sup>

“I often **calles** her Ayu. She **live** at Pramuka street, Ponorogo. She often **accompany** me to buy some accessories. She **like** shopping. She always **invite** me to accompany her when she **want** to buy something. She **was** the last daughter in her family. Her height **was** about 150 cm.”

The researcher corrected them as the following “I often **call** her Ayu. She **lives** at Pramuka street, Ponorogo. She often **accompanies** me to buy some accessories. She **likes** shopping. She always **invites** me to accompany her when she **wants** to buy something. She **is** the last daughter in her family. Her height **is** about 150 cm.”

The fourth student with initial AMT made incorrect sentence in using simple present tense. His incorrect written text as follow:<sup>6</sup>

“His nickname **was** Anam. She **learn** in SMAN 3 Ponorogo. His skin **was** soft and white. We usually **plays** mobile legend game.

<sup>5</sup> Students' result in writing descriptive text initial ABN, see Appendix 2.

<sup>6</sup> Students' result in writing descriptive text with initial AMT, see Appendix 2.

He **was** a boy smart. He always **get** number one in the class. He always **help** me when I don't understand about the lesson."

The correct form was written as follow "His nickname **is** Anam. She **learns** in SMAN 3 Ponorogo. His skin **is** soft and white. We usually **play** mobile legend game. He **is** a boy smart. He always **gets** number one in the class. He always **helps** me when I don't understand about the lesson."

The fifth students with initial AN. Made incorrect sentence using simple present tense in a text like below:<sup>6</sup>

"He **was** very smart student. He **was** very smart in doing math lesson. I often **asks** him to teach me."

They should be "He **is** very smart in doing math lesson. I often **ask** him to teach me."

The sixth student with initial AC wrote incorrect sentences based on simple present tense pattern. Her text was written as follow:<sup>6</sup>

" He **was** older than me. He **live** in Ponorogo. He **was** my classmate. His check **was** very cubby like meat bun. His face **was** very wide."

The research corrected to be "He **is** older than me. He **lives** in Ponorogo. He **is** my classmate. His check **is** very cubby like meat bun. His face **is** very wide."

<sup>6</sup> Students' result in writing descriptive text with initial AN, see Appendix 2.

<sup>6</sup> Students' result in writing descriptive text with initial AC, see Appendix 2.

The seventh student with initial FRI made mistakes in using simple present tense. She wrote “She **was** student Senior High School. She **sit** at eleven grade class. She **was** older than me. I often meet her every day last month, but it **was** very seldom to meet her now. Because she **was** very busy to do part time job. She **help** her parents to look for money. She **was** very girl diligent.”<sup>6</sup>

The researcher corrected them as the following “She **is** a student Senior High School. She **sits** at eleven grade class. She **is** older than me. I often meet her every day last month, but it **is** very seldom to meet her now. Because she **is** very busy to do part time job. She **helps** her parents to look for money. She **is** very girl diligent.”

The eighth student with initial ATC made mistakes in arranging the simple present tense form. Her incorrect written sentences were like “Her skin **was** white and smooth. She often **sing** a song every time. Sometimes I **feels** shy, because she **sing** everywhere.”<sup>4</sup>

She should write like “Her skin **is** white and smooth. She often **sings** a song every time. Sometimes I **feel** shy, because she **sings** everywhere.”

The ninth student with initial DBP had incorrect sentences in using simple present tense on writing descriptive text. His incorrect sentences are such below:<sup>6</sup>

“He **was** my classmate. His age **was** about 16 years old. He **live** in Ponorogo city. He **was** my taller friend. His height **was** about

<sup>6</sup> Students' result in writing descriptive text with initial FRI, see Appendix 2.

<sup>6</sup> Students' result in writing descriptive text with initial ATC, see Appendix 2.

<sup>6</sup> Students' result in writing descriptive text with initial DBP, see Appendix 2.

178 cm. His face **was** very oval. His skin **was** white. He **was** man handsome.”

The researcher corrected them into “He **is** my classmate. His age **is** about 16 years old. He **lives** in Ponorogo city. He **is** my taller friend. His height **is** about 178 cm. His face **is** very oval. His skin **is** white. He **is** man handsome.”

The tenth student with initial FIL made mistakes in using simple present tense. She made incorrect sentences in writing descriptive text, as below:<sup>6</sup>

“She **study** at SMK Slahung. She **live** in Ponorogo city. She has black hair, but she usually **wear** veil.”

The researcher corrected her written to be “She **studies** at SMK Slahung. She **lives** in Ponorogo city. She has black hair, but she usually **wears** veil.”

The eleventh student with initial EUH had incorrect written descriptive text. She had mistaken in using simple present tense pattern. Her incorrect sentences are listed as follow:<sup>7</sup>

“She **come** from Ponorogo city. She **was** my beautiful friend. When she **smile**, she look so beautiful.”

The researcher corrected the sentences “She **comes** from Ponorogo city. She **is** my beautiful friend. When she **smiles**, she looks so beautiful.”

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<sup>6</sup> Students' result in writing descriptive text with initial FIL, see Appendix 2.

<sup>6</sup> Students' result in writing descriptive text with initial EUH, see Appendix 2.

The twelfth student with initial DWC made mistakes in forming simple present tense in some sentences, such as below:<sup>6</sup>

“He **was** Senior High School student. He **come** from city Ponorogo. His face **encourage** me to laugh every time. His height **was** about 175 cm. While his weight **was** about 55 kg. His skin **was** tanned.”

The correct sentences are “He **is** Senior High School student. He **comes** from city Ponorogo. His face **encourages** me to laugh every time. His height **is** about 175 cm. While his weight **is** about 55 kg. His skin **is** tanned.”

The thirteenth student with initial MA had incorrect sentences in using simple present tense of descriptive text. Her incorrect sentences like below:<sup>6</sup>

“She **was** my friend classmate. She **was** Senior High School student like me. She often **play** tik-tok application every day. Therefore, she often **invite** me to dance with her.”

The correct sentences should be “She **is** my friend classmate. She **is** Senior High School student like me. She often **plays** tik-tok application every day. Therefore, she often **invites** me to dance with her.”

The fourteenth student made mistake in using simple present tense. Her incorrect written sentences are “He **was** my classmate. He always **pinch** my cheek. He often **invite** me to play game online.”<sup>7</sup>

<sup>6</sup> Students' result in writing descriptive text with initial DWC, see Appendix 2.

<sup>6</sup> Students' result in writing descriptive text with initial MA, see Appendix 2.

<sup>7</sup> Students' result in writing descriptive text with initial YA, see Appendix 2.

The researcher corrected her sentences to be “He **is** my classmate.

He always **pinches** my cheek. He often **invites** me to play game online.”

The fifteenth student with initial PAD had mistaken in using simple present tense. Her incorrect sentences are “Her name full **was** Selly Eka Lisnawati. Her nickname **was** Selly. She **often make** me laugh with her joke. Her nose **was** very sharp than men.”<sup>7</sup>

The researcher corrected her sentences as the following “Her full name **1 is** Selly Eka Lisnawati. Her nickname **is** Selly. She **often makes** me laugh with her joke. Her nose **is** very sharp than men.

The sixteenth student with initial NQF made mistakes in using simple present tense. Her incorrect sentences are written as follow:<sup>7</sup>

“She **was** my classmate. Her age **was** 16 years old. She **was** very beautiful. Her nose **was** very sharp than me. She also **was** very smart. She **was** smart in English lesson. She often **get** good score.”

The researcher made the correction as the following “She **is** my classmate. Her age **is** 16 years old. She **is** very beautiful. Her nose **is** very sharp than me. She **is** also very smart. She **is** smart in English lesson. She often **gets** good score.”

The seventeenth student with initial YW had mistaken in using simple present tense. She wrote “She **like** a cat. She **think** a cat is very cute animal.”<sup>7</sup>

<sup>7</sup> Students’ result in writing descriptive text with initial PAD, see Appendix 2.

<sup>7</sup> Students’ result in writing descriptive text with initial NQF, see Appendix 2.

<sup>7</sup> Students’ result in writing descriptive text with initial YW, see Appendix 2.

It should be “She **likes** a cat. She **thinks** a cat is very cute animal.”

The eighteenth student with initial TP had mistake in forming sentences. She wrote incorrect verb form in using simple present tense.

Her written sentences are formed as below:<sup>7</sup>

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“I **called** her Lina. Her nose **was** very sharp than mine. Her height **was** about 155 cm.”

The correct sentences are I **call** her Lina. Her nose **is** very sharp than mine. Her height **is** about 155 cm.”

The nineteenth student had incorrect writing in using simple present form. She wrote “I **called** her with Yesy. She **live** in Ponorogo with her family big. Her smile **is** very sweet”<sup>7</sup>

5

The researcher corrected them as the following “I **call** her with Yesy. She **lives** in Ponorogo with her family big. Her smile **is** very sweet.”

The twentieth student with initial PR wrote incorrect text. Her text was written as follow:<sup>7</sup>

6

“Her nickname **was** Merlyn. Her age **was** about 16 years old. She **had** black short hair. She often **buy** purple accessories.”

The writer corrected the sentences “Her nickname **is** Merlyn. Her age **is** about 16 years old. She **has** black short hair. She often **buies** purple accessories.”

**P O N O R O G O**

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<sup>7</sup> Students' result in writing descriptive text with initial TP, see Appendix 2.

<sup>7</sup> Students' result in writing descriptive text with initial N, see Appendix 2.

<sup>7</sup> Students' result in writing descriptive text with initial PR, see Appendix 2.

### b. The Students' Difficulties in Using Auxiliary Verb

The first student with initial FDR made mistake in using linking verb. In sentences: "She **have** curly hair. She **have** brown eyes."<sup>7</sup>

The researcher corrected the sentences "She **has** curly hair. She **has** brown eyes."

The second student with initial ABN made mistake in using linking verb. This is the example of the text "She **have** 2 brothers."<sup>7</sup>

It should be "She **has** 2 brothers."

The third student with initial AMT was mistaken in using linking verb. In a sentence "He **have** oval face."<sup>7</sup>

It should be "He **has** oval face."

The fourth student with initial DBP made mistakes in using linking verb. In the sentences "He **have** slim body. He **have** hair black."<sup>8</sup>

It should be "He **has** slim body. He **has** hair black."

The fifth student with initial FIL had incorrect sentence in writing descriptive text. She was mistaken in using linking verb on a sentence "Not only kind, she also **have** beautiful face."<sup>8</sup>

It should be "Not only kind, she also **has** beautiful face."

**P O N O R O G O**

<sup>7</sup> Students' result in writing descriptive text with initial FDR, see Appendix 2.

<sup>7</sup> Students' result in writing descriptive text with initial ABN, see Appendix 2.

<sup>7</sup> Students' result in writing descriptive text with initial AMT, see Appendix 2.

<sup>8</sup> Students' result in writing descriptive text with initial DBP, see Appendix 2.

<sup>8</sup> Students' result in writing descriptive text with initial FIL, see Appendix 2.

The sixth student with initial MA made mistake in writing “She **have** brown big eyes.”<sup>8</sup>

2

It should be “She **has** brown big eyes.”

The seventh student with initial LAK wrote incorrect sentences.

Her sentences was written as below:<sup>8</sup>

3

“She **have** an oval face. She **have** short straight hair.”

The researcher corrected to be “She **has** an oval face. She **has** short straight hair.”

### c. The Students' Difficulties in Using Noun Phrase

The first student with initial AMT made mistakes in sentences “He is my **friend handsome**. He was a **boy smart**.<sup>8</sup>

4

The researcher corrected sentence “He is my **handsome friend**”. He was a **smart boy**.<sup>8</sup>

The second student with initial AN had mistaken in arranging “His eyes are **color black**. He has **hair short** with straight shape.”<sup>8</sup>

5

The correct sentences were “His eyes are **black color**. He has **short hair** with straight shape.”<sup>8</sup>

The second student with initial AC wrote incorrect sentence in arranging the noun phrase. The sentence was written as follow:<sup>8</sup>  
“He is **student Senior High School”**

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<sup>8</sup> Students' result in writing descriptive text with initial MA, see Appendix 2.  
<sup>8</sup> Students' result in writing descriptive text with initial LAK, see Appendix 2.  
<sup>8</sup> Students' result in writing descriptive text with initial AMT, see Appendix 2.  
<sup>8</sup> Students' result in writing descriptive text with initial AN, see Appendix 2.  
<sup>8</sup> Students' result in writing descriptive text with initial AC, see Appendix 2.

It should be “He is a **Senior High School** student.

The third student with initial FRI wrote incorrect word, such as “She was **student Senior High School** at Madiun city. She is my **friend old**. She was very **girl diligent**.<sup>7</sup>

The correct sentences are “She was **Senior High School student** at Madiun city. She is my **old friend**. She was very **diligent girl**.<sup>7</sup>

The fourth student with initial ATC made mistakes in forming noun phrase in sentence, “She is my **friend classmate**. She is my **friend beautiful**. She has **hair black**.<sup>8</sup>

The sentences should be written such as, “She is my **classmate friend**. She is my **beautiful friend**. She has **black hair**.<sup>8</sup>

The fifth student with initial DBP had incorrect sentences in organizing these sentences “He has **hair black**. He was a **man handsome**.<sup>9</sup>

The researcher corrected them to be “He has **black hair**. He was **handsome man**.<sup>9</sup>

The sixth student with initial FIL made mistake in putting noun phrase word. Her sentence is “He **colors favorite** are pink and yellow.”<sup>9</sup>

It should be “Her **favorite colors** are pink and yellow.”

The seventh student with initial EUH made mistake in forming noun phrase. Her incorrect sentences, such as below:<sup>9</sup>

<sup>8</sup> Students’ result in writing descriptive text with initial FRI, see Appendix 2.

<sup>8</sup> Students’ result in writing descriptive text with initial ATC, see Appendix 2.

<sup>8</sup> Students’ result in writing descriptive text with initial DBP, see Appendix 2.

<sup>9</sup> Students’ result in writing descriptive text with initial FIL, see Appendix 2.

<sup>9</sup> Students’ result in writing descriptive text with initial EUH, see Appendix 2.

“She has **black straight hair**. She has **face small**. She has **body slim and smooth**. She is my only **friend true forever**.”

The researcher corrected to be “She has **straight black hair**. She has **small face**. She has **slim and smooth body**. She is my only **true friend forever**.”

The eighth student with initial MA made mistake in writing “She has **long curly hair**. She is my **friend funny**.<sup>2</sup>

The sentences should be “She has **curly long hair**. She is my **funny friend**.”

The ninth student made mistake in putting noun phrase in a sentence “He makes me angry, because he is a **person ignorant**. It should be “He **makes** me angry, because he is an **ignorant person**.

The tenth student with initial PAD had mistaken in arranging some noun phrase words. Her sentences are written as below:<sup>3</sup>

“Her **name full** was Selly Eka Lisnawati. She has beautiful face with **skin white**. She has **smile sweet**. She is my **best old friend**.”

The sentence should be “Her **full name** was Selly Eka Lisnawati.

She has beautiful face with **white skin**. She has **sweet smile**. She is my **old best friend**.”

The eleventh student with initial N made mistake. She wrote “She live in Ponorogo with her **family big**.<sup>4</sup>

It should be “She lives in Ponorogo with her **big family**.”

**PONOROGO**

<sup>9</sup> Students' result in writing descriptive text with initial MA, see Appendix 2.

<sup>9</sup> Students' result in writing descriptive text with initial PAD, see Appendix 2.

<sup>9</sup> Students' result in writing descriptive text with initial N, see Appendix 2.

The twelfth student with initial SEL wrote incorrect sentences. Her sentences are written as bellow:<sup>9</sup>

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“He was my **friend young**. He has **fashion cool**.”

The researcher corrected to be “He was my **young friend**. He has **cool fashion**.”

The thirteenth student made mistake in forming noun phrase. She wrote “She is a **student smart**.<sup>9</sup>

6

It should be “She is a **smart student**.”

#### d. The Students' Difficulties in Using Linking be

The first student with initial YW made mistake in using to be. She wrote “Her eyes **is** big.”<sup>9</sup>

7

It should be “Her eyes **are** big.”

The second student with initial TP had mistaken in using to be. She wrote “Her hobbies **is** swimming and travelling.”<sup>9</sup>

8

It should be “Her hobbies **are** swimming and travelling.”

From the finding above, it can be described that the students' difficulties in using the language features of descriptive are the use of simple present tense, the formulating the noun phrase, the use of auxiliary verb and the use of linking verb. The students' main weakness is the use of simple present tense. They cannot determine the addition of -s and -es

<sup>9</sup> Students' result in writing descriptive text with initial SEL, see Appendix 2.

<sup>9</sup> Students' result in writing descriptive text with initial SNSS, see Appendix 2.

<sup>9</sup> Students' result in writing descriptive text with initial YW, see Appendix 2.

<sup>9</sup> Students' result in writing descriptive text with initial TP, see Appendix 2.

in verbal sentence. They ever wrote uncompleted sentence like “*She sing a song everywhere*” which should be “*She sings a song everywhere*”. Indeed, they also even wrote some sentences by simple past tense, while in descriptive text, they should use simple present form. They are even difficult to recognize the verb form of simple present tense. Hence, they frequent wrote “*She was a beautiful girl*” which should be “*She is a beautiful girl*”. Meanwhile, the students’ ability in using the language features of descriptive text is low, as described in this section.

## 2. The Research Findings from an Interview with the English Teacher

This section presents the result of interview with an English teacher that was done on Monday, 5 April 2021. The English teacher has been asked 10 questions about the students’ result in writing descriptive text. The interview questions are differentiated into two kinds, the question number 1 until 6 include the general question about teaching writing of descriptive text, while the question number 7 until 10 include the students’ major difficulty of using language features in descriptive text and the way to solve the students’ difficulties in using language features on their writing.

Writing is the most difficult skill to master. It should be mastered by the English learners especially Senior High School students. Many students often argue that writing is the hard skill that needs more thinking. It can be seen that writing is not about to arrange and combine the student ideas in the written

form, but it also requires some knowledge of the writing stage. The English teacher also gives a statement that writing is difficult skill, such as below:

Tina Rakhmawati, S.pd said:

“Writing is still to be a scourge for many students. Not only they can write the English spelling, but also they should master to compose the sentences currently.”<sup>9</sup>

Therefore, the English teachers should have some strategies to improve the students' writing ability. It can be solved by conducting and showing the stages of writing to the learners. When Mrs. Tina teaches her students, she guides them to write a text by using basic technique. It can be confirmed as bellow:

Tina Rakhmawati, S.pd said:<sup>1</sup>

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“I begin to give them the simple sentence which is using simple present tense. So, I order them to make some sentences which are related to the text pattern.”

Beside of the Indonesian curriculum, the Senior High School student should learn 3 kind of text, they are descriptive text, recount text and narrative text. In teaching the descriptive text, an English teacher uses some pictures about the familiar place and person. It is used to help a student in imagining and describing the object. An English teacher gives a reason for providing the picture as below:



<sup>9</sup> Look at interview transcript number 05/04/2021 (An interview with Mrs. Tina Rakhmawati, MP3).

<sup>1</sup> Look at interview transcript<sup>0</sup>number 05/04/2021 (An interview with Mrs. Tina Rakhmawati, MP3).

Tina Rakhmawati, S.pd said:<sup>1</sup>

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“I usually use a picture about the familiar place and person in teaching the descriptive text. It can help them to imagine and describe the object currently. If I use unfamiliar image, they will be difficult to describe.”

Moreover, in introducing the language features of descriptive text, she gives a sentence as an example that uses simple present tense pattern. So, she orders them to find out the same sentence in a descriptive text that is provided by the teacher. She also explains the use of adjective word. She clarifies them as below:

Tina Rakhmawati, S.pd said:<sup>1</sup>

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“In teaching the language features of descriptive text, I give a sentence that uses simple present tense form, so I order them to find out the same sentence in a descriptive text that I have been provided before. I also ask them the function of adjective word and guide them to organize noun phrase word.”

In evaluating the students' learning, the teacher usually gives them some assignments. In teaching writing descriptive text, the English teacher gives two kinds of assignments, they are reading and writing text. The reading assignment includes reading a descriptive text. It is instructed to help the students recognize the structure and language features of the text deeply. Meanwhile, the writing assignment includes writing descriptive text that is limited within one week.

An English teacher states as follow:

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<sup>1</sup> Look at interview transcript<sup>0</sup>number 05/04/2021 (An interview with Mrs. Tina Rakhmawati, MP3).

<sup>1</sup> Look at interview transcript<sup>0</sup>number 05/04/2021 (An interview with Mrs. Tina Rakhmawati, MP3).

Tina Rakhmawati, S.pd said:<sup>1</sup>

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“For assignment, I order them to read and write the descriptive text. They will submit the reading assignment by sending their voice note to private chat directly, while the writing assignment, I give them the deadline within one week.”

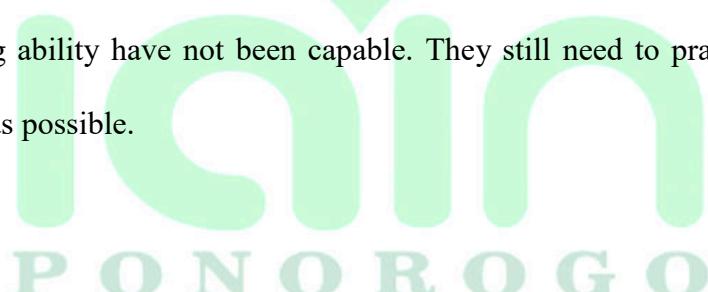
Actually, there are some students still make some mistakes in using language features of descriptive text. Some language features will be described here, they are simple present tense, noun phrase, the use of have and has, and the use of to be (is, am, are). The students have majority difficult in using one of some language features above. It is stated by their English teacher, such as below:

Tina Rakhmawati, S.pd said:<sup>1</sup>

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“From their writing assignments, I see their difficulty is forming and using the pattern of simple present tense. They often confuse to use adding –s or –es for verbal sentence. Commonly, I stimulate them to translate some sentence in English language”

From the statement above, the use of simple present tense pattern is still become difficult to learn by some students. They are often confused to add –s or –es in the verbal word which the subjects are she, he and it. Hence, their writing ability have not been capable. They still need to practice writing as often as possible.



<sup>1</sup> Look at interview transcript<sup>0</sup>number 05/04/2021 (An interview with Mrs. Tina Rakhmawati, MP3).

<sup>1</sup> Look at interview transcript<sup>0</sup>number 05/04/2021 (An interview with Mrs. Tina Rakhmawati, MP3).

Another approval from the English teacher:

Tina Rakhmawati, S. pd said:<sup>1</sup>

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“Another stimulation, I also give them some reward, such as good, excellent and raising my thumb. These reward will be given to an active student and who can answer the question correctly.”

In motivating the students, she tries to give oral reward like good, excellent and give an action like raising her thumb. These kinds of reward will be given to the active students in discussion class. It is expected to make other students to be more active. In evaluating the students' writing result, she gives a statement as follow:

Tina Rakhmawati, S. pd said:<sup>1</sup>

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“I do not evaluate their writing result in how many they make mistake, but I see the coherent, the language diction and the punctuation are used. Commonly, I focus on the capital letter of “place” and “person” for the punctuation”

From the statement above, it can be defined that she does not see the major wrongly on the students' writing sheet, but she looks at the coherent, the language diction, and the punctuation. She analyzes the suitable between each paragraph with the title on the students' writing sheet. Afterwards, she notices the use of language and also the capital letter for every word “place” and “people”.

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<sup>1</sup> Look at interview transcript<sup>0</sup>number 05/04/2021 (An interview with Mrs. Tina Rakhmawati, MP3).

<sup>1</sup> Look at interview transcript<sup>0</sup>number 05/04/2021 (An interview with Mrs. Tina Rakhmawati, MP3).

### 3. The Research Findings from Student's Questionnaire

In this section, the researcher presents the results of student's questionnaire. The student's questionnaire already has the transcription based on the questionnaire sheet (see Appendix 4). This questionnaire has been filled on Monday, 05 April 2021 by the tenth grade of MIPA 2 which consists of 22 students. The researcher will show the dominant result for every question, such below:<sup>1</sup>

The first result defines that many students disagreed about the statement "I like to practice writing descriptive text in my leisure time". It can be confirmed that 16 students disagreed with that statement.<sup>1</sup> The next result concludes that many students agreed about the statement "I have difficulty in organizing descriptive text according to the language features are used." There are 13 students agreed with the statement.<sup>1</sup> There are 12 students disagreed with this statement "I can arrange descriptive text by using suitable tense".<sup>1</sup> The statement "I can determine the use of suitable verb in arranging verbal sentence" reaches 12 students disagreed with the statement.<sup>1</sup> There are 12 students disagreed with the statement "I can arrange noun phrase correctly."<sup>1</sup> The next result is many students agreed with the statement "I can determine the use of to be (is, am, are) in writing descriptive text currently." There are 14

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<sup>1</sup> Look at research questionnaire sheet, see Appendix 4	7
<sup>1</sup> Look at research questionnaire <sup>0</sup> sheet, see Appendix 4.	8
<sup>1</sup> Look at research questionnaire <sup>0</sup> sheet, see Appendix 4.	9
<sup>1</sup> Look at research questionnaire <sup>1</sup> sheet, see Appendix 4.	0
<sup>1</sup> Look at research questionnaire <sup>1</sup> sheet, see Appendix 4.	1
<sup>1</sup> Look at research questionnaire <sup>1</sup> sheet, see Appendix 4.	2

students agreed with that statement.<sup>1</sup> The last result is 13 students agreed with the statement "My writing ability still needs to be developed."<sup>1</sup> Those results can be clarified as below:

**Table 4.1**  
**The Result of Students' Questionnaire**

No	Brief Statement	Frequency			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I like to practice writing descriptive text in my leisure time.	-	5	16	1
2.	I have difficulty in organizing descriptive text according to the language features are used.	6	13	3	-
3.	I can arrange descriptive text by using suitable tense.	-	9	12	1
4.	I can determine the use of suitable verb in arranging verbal sentence.	-	10	12	-
5.	I can arrange noun phrase correctly.	1	8	12	1
6.	can determine the use of to be (is, am, are) in writing descriptive text currently.	5	14	2	1
7.	My writing ability still needs to be developed.	8	13	1	-

## C. The Data Description of the Students' Ability in using Language Features of Descriptive Text

### 1) Description of Findings

The aim of analyzing the students' result in writing descriptive text is to describe the students' ability and difficulties in using language features

<sup>1</sup> Look at research questionnaire<sup>1</sup> sheet, see Appendix 4.

<sup>1</sup> Look at research questionnaire<sup>1</sup> sheet, see Appendix 4.

3

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of descriptive text. The researcher analyzed some language feature are used in writing descriptive text, such as focus on a specific participant, the use of simple present tense, the use of linking verb, the use of linking be and the formulating of noun phrase. The students' difficulties in using the language features of descriptive text can be classified as follow:

The first students' difficulty is the use of simple present tense. This difficulty has become the main weakness of the tenth grade students of SMA N 1 Balong. They lack knowledge about the simple present tense. They often made mistake in adding –s or –es in verbal sentence. They often forgot to add –s or –es for the singular subject. Moreover, they also even wrote the descriptive text by using the simple past form, while the descriptive text should be written by using the simple present form.

Secondly, they lack of formulating the noun phrase. Noun phrase is the combination of noun and adjective word which is used to describe the situation of the noun. Some students are difficult to place between noun and adjective word. They often put the noun word firstly before the adjective word, while the correct form is advancing the adjective word before the noun word to write the noun phrase.

Thirdly, they have difficulty to use auxiliary verb. Auxiliary verb is a verb that is used to explain the main verb. The students are difficult to choose between has or have for the suitable subject. They even used “*have*” for the singular subject to clarify the characteristic of the subject is being described.

Fourthly, the students' difficulty is the use of linking verb. Linking verb is commonly used to write nominal sentence, such as to be (is, am, are). The students even made mistakes in organizing the nominal sentence. Some of them cannot determine the use of to be (is, am, are). They are not able to clarify the number of person who should use is, am and are in writing the nominal sentence.

Furthermore, the researcher also conducted an interview with the English teacher of the tenth grade students to confirm the students' ability and difficulties in using language features of descriptive text. The teacher stated that the students' ability in using the language features of descriptive text is moderate. Some of the students can uses the language features of descriptive text effectively, whereas, they have difficult to use the simple present pattern. They even hard to determine some subject that should be added -s or -es in the verb word. They also even forget the verb form of the simple present tense.

In addition, the researcher also made the students' questionnaire sheet which consists of seven statements. The result of the students' questionnaire sheet was some students agreed that they have difficult in using the language features if descriptive text. They are hard to write the descriptive text by using the suitable tense. In other words, they feel trouble to arrange some sentences by using the simple present tense. Therefore, the students' major trouble in using the language features of descriptive text is the use of simple present tense.

## 2) Summary of Findings

### a. The Students' Result of Writing Descriptive Text

In this section, the researcher tried to sum up the finding data of the students' result in writing descriptive text. It is used to know the percentage of the students' ability and their major difficulty in using the language features of descriptive text. The summary was drawn as below:

**Table 4.2**  
**The Summary of Finding Data**

No	Language Features	Option	Frequency	Percentage
1.	Focus on a specific participant	My Best Friend	22	100%
2.	Simple Present Tense	Subject + Verb Agreement	20	91%
3.	Auxiliary Verb	Have or Has	7	32%
4.	Linking Verb	Is, Am, Are	2	9%
5.	Noun Phrase	Adjective + Noun	12	55%

From the table 4.2, the researcher drew the findings based on the students' incorrect written text in using each language features. It can be summed up that the 22 students or 100% of them are able to focus their text on a specific participant. The 2 students or 9% of them are able to use simple present tense. The 15 students or 68% of them are able to use auxiliary verb. The 20 students or 91% of them are able to use linking verb. The 10 students or 45% of them are able to arrange noun phrase correctly. As the results above, the students' ability in

using the language features of descriptive text is low, while the students' major difficulty is the use of simple present tense. In addition, they have not any difficulty in focusing their text on a specific participant.

### **b. The Interview with the English Teacher**

From the interview with the English Teacher, it can be inferred that the students' difficulties in using the language features of descriptive text is the use of the simple present tense. They often made mistake in writing the verb of the simple present pattern. The students are still difficult to write the correct verb for the singular subject. It can be seen by the teacher's observation during teaching-learning process. Therefore, the students' ability in using the language features of descriptive text is moderate.

### **c. The Students' Questionnaire**

As the students' questionnaire results, they have yet difficulty in using the language features of descriptive text. They are still difficult in arranging the descriptive text by the simple present tense, the formulating of the noun phrase, the determining of the correct linking verb and the using of the auxiliary verb. The cause of those difficulties is the students less practice to write descriptive text in their leisure time. Therefore, they also agreed that their writing ability should to be developed anymore.

## CHAPTER V

### DISCUSSION

In this chapter, the researcher focuses on the discussion of analyzation result which is related to the statement of the research problems. They are the description of the analyzation of students' result in writing descriptive text, the description of the English teacher's interview, and the description of the students' questionnaire. The discussion is clarified as follows:

#### **1. The Students' Difficulties in Using Language Features of Descriptive**

##### **Text at The Tenth Grade of SMAN 1 Balong**

Writing is a verbal communication and required in today's world.<sup>1</sup>

Through writing people can transfer and exchange their knowledge and information. Writing is not easy skill to master, it needs an ability in generating and organizing ideas into a readable text.<sup>1</sup> Writing is not only about the ideas, but the writer also need to know some stages and the writing rules to write. Therefore, the student should be taught as regards the writing process since in Junior High School.

Indonesian Curriculum states that Senior High School should be taught 3 kinds of writing text, such as recount text, descriptive text and narrative text. Descriptive text is a kind of texts that aims to visualize a current subject or

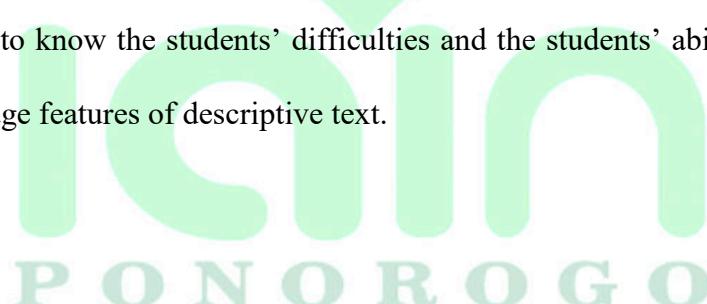
<sup>1</sup> David Nunan, *Practical English Language Teaching*, (New York<sup>5</sup> McGraw-Hill, 2003), 88.

<sup>1</sup> Richards J. C and Renandya W.A, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2001), 303.

object.<sup>1</sup> The writer will describe specific characteristics as the clue in writing descriptive text. Descriptive text is not about describing the person look like, but it also can describe the shape of animal, place and things. Descriptive text is not a simple kind of texts that can be mastered by the students. In describing the subject, the students should know the visualization of the subject deeply. They must understand the situation, the characteristics and the environment of the subject is being described. Before the students begin to describe the subject, they should get more information about her firstly.

The main characteristics of descriptive text is the use of its language features. In writing descriptive text, the students should use the current language features, such as specific noun, the simple present tense, noun phrase, linking verb and auxiliary verb.<sup>1</sup> Those kinds of the language features are used to support the form of descriptive text itself.

In this study, the researcher focuses on the analyzing of language features in descriptive text. Hence, the researcher used the students' writing descriptive text sheet as the primary data. It is conducted, because the researcher wants to wants to know the students' difficulties and the students' ability in using the language features of descriptive text.



<sup>1</sup> G. E. Tomkins, *Teaching Writing: Balancing process and product*, (New York: Macmillan, 1994), 111.

<sup>1</sup> Aldini Fitri Rianto, "A Case Study: students' Difficulties in Writing Descriptive Text in the First-Year Students at SMP Brawijaya Smart School Malang", (Thesis, University of Brawijaya, 2017), 14.

Based on the analyzation of the students' writing descriptive text, the researcher found some language features that was difficult faced by the students. They are the use of the simple present tense, the use of linking be, the use of auxiliary verb and the formulating the noun phrase. The students had those difficulties in writing the descriptive text by the title "*My Best Friend*".

The simple present tense is a basic pattern for organizing a sentence.<sup>1</sup> This tense usually often be insignificant pattern that never be careless by the students. Many students think this kind of tense is easy to be mastered. In fact, some students still have difficult in organizing some words that are used the simple present pattern. The students are frequently difficult to determine the addition of -s or -es in verbal word.<sup>1</sup> It is occurred, because<sup>2</sup> they cannot recognize the subject that should be added -s or -es in his action. They are often confused in adding -s or -es for third person singular verb.<sup>1</sup> Hence, they lack simple present pattern.

Linking verb is a word that links a subject with an adjective or noun to explain or visualize the subject.<sup>1</sup> In describing the subject, the students usually make mistake in writing appropriate verb. They are not able to give

<sup>1</sup> S. Chalker and E. Weiner, *The Oxford Dictionary of English Grammar*, (United States: 1994), 395.

<sup>1</sup> Mahedra Aris Wijaya, "An Error Analysis on the Use Simple Present Tense in Descriptive Text Written by Seventh Grade Students of SMPN 5 Kediri", (Thesis Article, University of Nusantara PGRI Kediri, 2015).

<sup>1</sup> Uswatun Hasanah, "Error Analysis on Using Simple Preseht Tense in Writing Descriptive Text Made by the Tenth Grade Students of SMAN 1 Pace in Academic Year 2015/2016", (Journal, University of Nusantara PGRI Kediri, 2017).

<sup>1</sup> Emryl Rizka Fariza, "An Analysis on Language Features in Descriptive Texts Written by Different Achievers of the Tenth Grade Students", (Thesis, University of Jember, 2016).

appropriate verb for singular or plural subject.<sup>1</sup> They even use “*is*” for<sup>2</sup>plural subject as “*We is a friend*”, otherwise they also use “*are*” for singular subject. They lack knowledge in determining the use of to be “*is, am, are*” for writing nominal sentence.<sup>1</sup> The students had difficulty in distinguishing the<sup>4</sup>use of to be in writing descriptive text. They even used incorrect *to be* to describe the specific subject.

Auxiliary verb is a verb that accompanies an infinitive verb to express its tense, mood or voice.<sup>1</sup> This kind of verb contains of *have, be* and *do*. In describing a subject, the auxiliary verb is used to show the characteristics of the person, the place and the animal. The students are often difficult to differentiate the use of *have* or *has* in writing descriptive text.<sup>1</sup> They often chose incorrect auxiliary verb in placing the putting the use of *have or has*. They have limited knowledge of simple present tense.

Noun phase is a phrase that composes of adjective and noun word.<sup>1</sup> This phase is used to explain the situation of the noun. In writing descriptive text, The student even feels hard to place the placement of noun and adjective word.<sup>1</sup> Many of them put the noun before the adjective word, so this

<sup>1</sup> Ibid

<sup>2</sup>

<sup>3</sup>

<sup>1</sup> Umi Afifa, “Error Analysis<sup>2</sup>on Using Action Verb in Writing Recount Text of the Eight Grade Students at the First Semester of SMPN 1 SUMBEREJO in Academic Year of 2018/2019”, (Thesis, University of Raden Intan, 2019).

<sup>1</sup> Marcella Frank, *Modern English: a practical reference guide*, (USA: Prentice-Hall, Inc.: 1972), 50.

<sup>1</sup> Lilis Kurniawati, “The Analysis of Students’ Problems in Writing Descriptive Text at the Tenth Grade Students of SMA N 1 PETANAHAN in the Academic Year of 2016/2017”, (Thesis, University of Purworejo, 2017).

<sup>1</sup> H. Jackson, *Words and Their Meanings*, (London, Longmān: 1985), 34.

<sup>1</sup> Intan Wijayanti, “The Use of Phrases in Writing Descriptive Text By the Students of SMA Negeri 1 Boyolali”, (Journal, University of Muhammadiyah Surakarta: 2016).

agreement is wrong. They should situate the adjective word before the noun word. Hence, their ability in forming the noun phrase is still low.

Not only confirmed by the students' results in writing descriptive text, but also the students difficulties are confirmed by an interview with the English teacher and the students' questionnaire. The result from the students' questionnaire proved that the cause of those difficulties is they do not practice to write the descriptive text in their leisure time. It can be proofed with the questionnaire statement "*I don't like to practice writing descriptive text in my leisure time*". One of the students' matter in writing text is they do not like to practice writing text in their home.<sup>1</sup> They only accept the writing lesson and do writing assignment in the classroom. They are very rare to write a text in their leisure time.

9

## **2. The Students' Ability in Using Language Features of Descriptive Text at The Tenth Grade of SMAN 1 Balong**

Ability is the capability to accomplish something. Writing ability is the capacity of someone to write written message, so the reader can understand the meaning well.<sup>1</sup> The ability in writing text is required to arrange the acceptable written information for the readers. The students' writing ability can be seen by their written result.

<sup>1</sup> Armi Hartati, "An Analysis of Students' Ability and Difficulty in Writing Narrative Text at State SMAn 1 Kampar Timur", (Thesis, University of Sultan Syarif Kasim Riau: 2019).

<sup>1</sup> Barly Bram, Write Well, (Yogyakarta, kanisius : 1995), 7<sup>o</sup>

In this study, the researcher wants to know the students' ability in using the language features of descriptive text. Therefore, the researcher analyzed the students' written results in writing descriptive text. The researcher focused in analyzing the use of the language features of descriptive text.

Based on the research analyzation, the researcher inferred that the students' have some difficulties in dealing of the language feature of descriptive text. They are the use of simple present tense, the use of auxiliary verb, the use of linking verb and the formulating of the noun phrase.<sup>1</sup> The students' ability can be discussed as below:

The first students' difficulty is the use of simple present tense in writing descriptive text. This is the students' major difficulty. The students even made incorrect verb like "She **invite** me to dance with her". Most of them even forgot to add –s and –es on the verb word which the subject is she and he. They also even used the past pattern to describe the condition and the action of the subject in writing descriptive text.

The second difficulty that is faced by the student is the formulating of the noun phrase. They even put the noun before adjective word to make the noun phrase, such as "*She is girl beautiful*". They agitated that the placement of noun is before adjective like in Bahasa rules.<sup>1</sup> They do not know the<sup>3</sup>rule of

<sup>1</sup> Ade Dwi Jayanti, "Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang", (*Journal: University of IAIN Curup*: 2019).

<sup>1</sup> T. M. A. Kristianto, "The Uniqueness of English Noun Phrase in Relation to Word Order Universals, (*Journal, University of Sarjanawiyata Tamansiswa*, 2009), 16-17.

organizing the noun phrase well. Therefore, they still make mistakes to place noun before pronoun word.

The third students' difficulty is the use of auxiliary verb. The students have difficulty in determining “*have or has*” for the suitable subject. Some of them even wrote “*She have oval face*”. Meanwhile the auxiliary verb is mostly used in describing the subject look like.<sup>1</sup> It is usually used to show the possession of the subject. It is also used to help the students describing the subject clearly.

The fourth difficulty that is faced by the students is the use of linking verb. Some of students have difficulty in using to be is, am, are in singular and plural form. Two of students wrote “*My hobbies is dancing and singing*” They cannot realize that “*hobbies*” is plural form which should be followed by “*are*”. The use of linking verb is easy to be mastered by students.<sup>1</sup> They can determine the use of to be in writing nominal sentence form. They can analyze the number of person, so that they are able to give the suitable to be. Only two of them made mistakes in using linking verb.

Based on the students' mistakes above, it can be summed up that the students' ability in using the language features of descriptive text was low, whereas they can focus their text on a current participant. Low ability is the basic stage in confirming the ability of the students. When it is found, the teacher should have some strategies to solve and enhance the students' ability.

<sup>1</sup> Anggun Shafira Khairina, “An Analysis of Descriptive Text in English Textbook Using Transitivity System”, (Journal, University of Indonesia, 2016), 150.

<sup>1</sup> Ade, Ervindo, Khairul Harha, Lisa Tavriyanti, “An Analysis on The Students' Grammatical Errors in Writing Descriptive Text at the Second Year of SMPN 31 PADANG”, (9

Therefore, the English teacher must give the more attention to elaborate the students' comprehension in using the language features of descriptive text. It should be attended, because it can be the way to enhance the students' ability in writing descriptive text, especially in their writing



## BAB VI

### CLOSING

In the previous chapter, the researcher has discussed about the analyzation result in using the language features of descriptive text. In this chapter, the researcher is going to conclude the results of the research to make the readers having more understandable of students' difficulties of language features on descriptive text. The researcher also gives some suggestions for the school, the English teacher and the students. They are stated as below:

#### A. Conclusion

Based on the data were described previously, the researcher concludes that the students' difficulties in using the language features of descriptive text includes using simple present tense, organizing the noun phase, and using linking verb and using auxiliary verb. From the four student's difficulties in using language features, their major difficulty was the use of simple present tense. Meanwhile, the minor difficulty was the use of linking verb. It can be proved by the analyzing the students' result in writing text descriptive, interviewing the English teacher and distributing questionnaire to the students.

Moreover, the students' ability in using language features of descriptive text was categorized as low. It can be seen from their ability in writing descriptive text. Therefore, the teacher should give more exercise in organizing the sentence by using the simple present tense. She can guide the students to write the nominal sentence which involves the use of linking verb. Whereas, in

solving the students' difficulties in using noun phrase and auxiliary verb, the teacher can provide a game about describing thing. In addition, the teacher should use the interesting media to stimulate the students' ability in writing text.

## B. Suggestion

Considering the derived conclusion, the researcher would like to suggest:

### 1. For the English Teacher

Since the students have difficulty in writing English text, the English teacher should have find out other strategy to solve it. She might use any strategy to make the teaching-learning more effective. She can provide fun media like games implemented in the classroom. Game can trigger the students' memory and sensitivity to the material that is taught. Even though, they are Senior High School student.

### 2. For the Students

While writing activity is an important skill to be learnt and difficult to master, therefore the students should practice to write in their leisure time. Since the students' major difficulty is the use of simple present tense, they should learn to express their ideas using simple present pattern.

### 3. For the future researcher

If the future research will enhance the students' writing ability, she should find some strategies as media in teaching-learning process that can

increase and solve the students' difficulties in writing text. So, she can apply the fun media in the classroom.



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