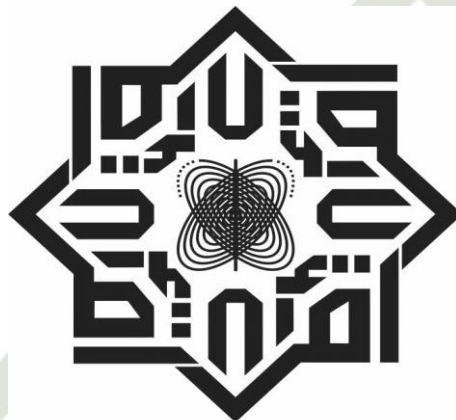


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**THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE
PARAGRAPH AT THE TENTH GRADE OF SMK
MUHAMMADIYAH 2 PEKANBARU**

A Thesis

Submitted in Partial Fulfillment of the Requirements
for Bachelor Degree of English Education
(S.Pd.)



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13. Last but not least he want to thank himself for believing in himself, he want to thank himself for doing all this hard work, he want to thank himself for having no days off, he want to thank himself for never quitting, he want to thank himself for always be a giver and trying to give more than he receive, he want to thank himself for trying to do more right than wrong, he want to thank himself for just being himself for all the time.

Finally, the researcher really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestions are needed in order to improve this thesis.

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Pekanbaru, December 5th 2019
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ABSTRACT

Wahyudi, (2018): The Students' Ability in Writing Descriptive Paragraph at the Tenth Grade of SMK Muhammadiyah 2 Pekanbaru

The purpose of this research was to describe the students' skill in writing descriptive paragraph at the tenth grade of SMK Muhammadiyah 2 Pekanbaru. This research was descriptive quantitative and used written test as instrument for collect the data. The subject for this research was the tenth TKJ 2 class which consisted of 36 students. The result of this research in indicator of content, students got scores with average 47.2% on the category of less. In indicator of organization, students got scores with average 75% on the category of less. In indicator of vocabulary, students got scores with average 66.7% on the category of less. In indicator of grammar, students got scores with average 75% on the category of less, and in indicator of spelling and punctuation, students got 83.3% on the category of less. The result of all indicators was 69.4% on the category of less. The conclusion of this research was on the category of less.

Keywords : *Writing ability, Descriptive paragraph*

ABSTRAK

Wahyudi, (2018): Kemampuan Siswa Menulis Paragraf Deskriptif pada Kelas X SMK Muhammadiyah 2 Pekanbaru

Tujuan penelitian ini adalah untuk mendeskripsikan kemampuan siswa dalam menulis paragraf deskriptif di kelas X SMK Muhammadiyah 2 Pekanbaru. Penelitian ini bersifat deskriptif kuantitatif dan menggunakan tes tertulis sebagai instrumen untuk mengumpulkan data. Subyek untuk penelitian ini adalah kelas X TKJ 2 yang terdiri dari 36 siswa. Hasil penelitian ini dalam indikator konten, siswa mendapat skor dengan rata-rata 47,2% pada kategori kurang. Dalam indikator organisasi, siswa mendapat skor dengan rata-rata 75% pada kategori kurang. Dalam indikator kosa kata, siswa mendapat skor dengan rata-rata 66,7% pada kategori kurang. Dalam indikator grammar, siswa mendapat nilai rata-rata 75% pada kategori kurang, dan dalam indikator ejaan dan tanda baca, siswa mendapat 83,3% pada kategori kurang. Hasil dari semua indikator adalah 69,4% pada kategori kurang. Kesimpulan dari penelitian ini adalah pada kategori kurang.

Kata Kunci : *Kemampuan menulis, Paragraf deskripsi*

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ملخص

وحيودي، (٢٠١٩): قدرة التلاميذ على كتابة الفقرة الوصفية في الفصل العاشر بمدرسة محمدية الثانوية المهنية ٢ بكنبارو

إن هدف هذا البحث هو لوصف قدرة تلاميذ الفصل العاشر بمدرسة محمدية الثانوية المهنية ٢ بكنبارو على كتابة الفقرة الوصفية. وهذا البحث بحث وصفي كفيي واستخدم تقنية الاختبار التحريري لجمع البيانات. وفرد البحث هو الفصل العاشر لقسم تقنية الكمبيوتر والشبكة "٢" الذي يكون عدد التلاميذ فيه ٣٦ تلميذا. ونتيجة البحث في مؤشرات المضنون يكون عدد معدل التلاميذ ٤٧,٢٪ وهو في المستوى الضعيف. وفي مؤشرات التنظيم يكون عدد معدلهم ٧٥٪ وهو في المستوى الضعيف. وفي مؤشرات المفردات يكون عدد معدلهم ٦٦,٧٪ وهو في المستوى الضعيف. وفي مؤشرات الإملاء والترقيم يكون عدد معدلهم ٨٣,٣٪ وهو في المستوى الضعيف. ونتيجة جميع المؤشرات ٦٩,٤٪ وهو يكون في المستوى الضعيف. فالخلاصة من هذا البحث هي أن النتائج تكون في المستوى الضعيف.

الكلمات الأساسية: القدرة على الكتابة، الفقرة الوصفية.

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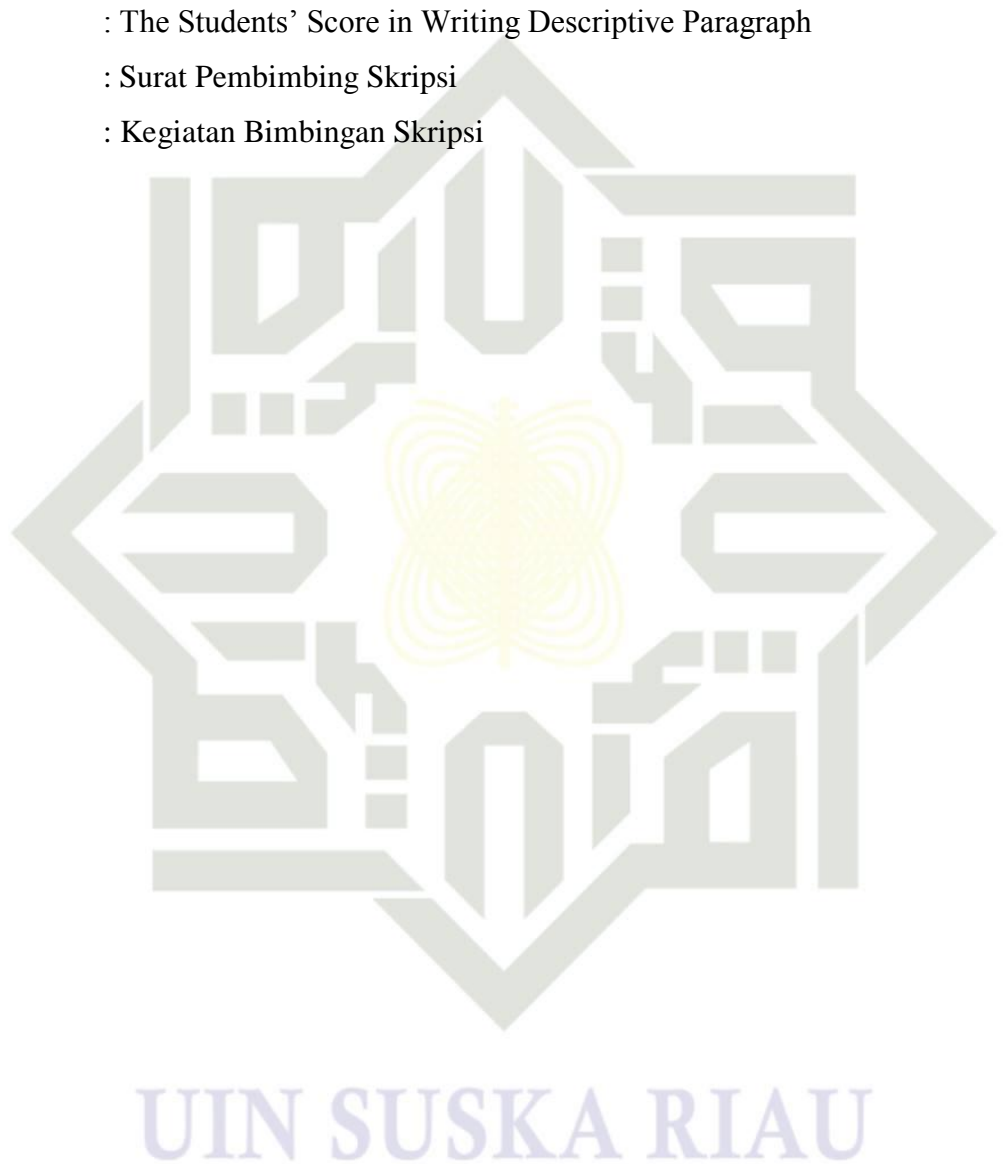
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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing is one of the activities conducted by English language learners. Writing is usually regarded as the most difficult skill to learn, not only because of the needs to master many skills of English such as reading, speaking, and listening, but also because of the difference between the learners' native language rules and that of the language being learned.

Writing cannot be produced without mastering language components such as grammar, vocabulary, spelling consideration, translation, pronunciation, linguistics convention, and others. If someone wants to learn English as a foreign language, he/she will obviously meet all kind of learning problems, especially in writing skill, the learners will meet some problems for example, learning of the new sound system, the learning of new vocabulary items, and unfamiliar ways of arranging the foreign word into sentences.

In line with the above ideas, Harmer (1998) points out that the writing skill has finally been recognized as an important skill for language learning. He lays stress on the essentiality of the writing skill saying "The reasons of teaching writing to students of English as a foreign language include

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reinforcement, language development, learning style, and most importantly, writing as a skill in its own right”.

According to Nunan (2003) writing is both physical and mental act. At the most basic level, it is the physical act of commuting word or an email message type into computer. Evenly, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements or paragraphs that will be clear for a reader. He defines writing in both a process and a product the writer imagines organizing, drafts, edits, read and research. The process of writing is often cycle sometimes disorderly ultimately. What the audience see, teacher is as structures or wider audience in a product it can be essay, story, letter or research paper.

From the statements above, it can be concluded that writing is thinking activity about how to express ideas by imagining, organizing, drafting such as essay, story, and letter or research paper.

Writing has always occupied a place in most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. In writing itself, there are some types of text usually called genre. Genres are cultural specific and have associated with particular purposes, particular stages: distinctive beginning, middles and particular linguistic features. Based on the Senior/Vocational High



School Competency Based Curriculum, the students are expected to be able to communicate in English both in oral and written form. Students are introduced to some genres and taught through the model of reading texts where they are explicitly taught about the social function, the generic structures, and the language features of the genres. By introducing them to the reading model texts, they are expected to know and understand the difference between one genre to another in English, so that they are able to write the genres by themselves with the right order of generic structures and the correct use of the language features of genres. Writing plays an important role for students who are in the process of learning a language.

In Indonesian school, students are required to learn to write different text types. There are some types of text that should be learned by tenth graders, they are : Recount, Narrative, Procedural, News Item and Descriptive. One way that can be used to find out students' knowledge about English is by analyzing the students' text/writing. Analyzing students' text is very important to do because it can help English teacher to find out the students' ability and difficulties in writing. Research about students' ability and difficulties is important to do to help both teachers and students. However, in Indonesia, research about students' ability and difficulties in writing each of type text is not many. So, in this research the researcher has a desire to find out the students' ability and difficulties in writing, especially in Descriptive text.

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Descriptive text is a genre that usually taught at school. Gerot and Wignell (1994) stated that descriptive text is a text that describes a particular person, place, or thing. Descriptive text contains some elements, such as social function, generic structure, and lexicon grammatical features. All the elements have to exist in a descriptive text. Descriptive text describes a particular person, place, or thing. Descriptive text consists of identification and description. Identification is identifying phenomenon to be described. Description is giving information about specific participation. Descriptive text focuses on specific participants, use of nominal groups, and simple present tense.

A descriptive text is a text which a writer tries to picture what he is describing. According to Barnet and Stubbs (1990) “A good paragraph has unity (it makes one point, or it indicates where one unit of the topic begins and ends)”. To have a paragraph unity a student has to support the ideas into the sentences. By mastering the describing, they may make a good classification of objects based on the characteristics. In narrative text description is also used, especially when the students want to describe the characteristics of a character or certain setting. The description is also can be done subjectively and objectively. The objective description will be chosen if it describes the physical appearance of an object or person. The subjective is used when the students want to give their opinion to the object. Those combination make the

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descriptive text is unique and the researcher interested in choosing this genre. Reep (2009) states that “a paragraph achieves coherence when the sentences proceed in a sequence that supports one point at a time. For example, when a student wants to describe about his house, then he should have background knowledge about parts of his house, such as how many rooms that this student has?, what is the color of the wall?, how wide or how high the house is.

In Vocational High School, descriptive text is one of texts which is learned at the tenth grade students. But, the students usually faced difficulty in writing descriptive text because it must use present tense which is complicated for them and they have the little vocabulary in writing especially in writing a descriptive text. In descriptive text, the students should organize their thinking logically and they can communicate to the other people in detail when they want to describe people, place, or things.

In order to accomplish the students’ need in writing, based on the curriculum (K-13), writing must be provided as one of the four skills in mastering English that should be taught and learned by the students. SMK Muhammadiyah 2 is one of school in Pekanbaru. As a formal Educational Institutions, this school provides English course to the students, especially writing skill. This school also uses the school-based 2013 (K-13) in the process of teaching and learning English. Based on the curriculum, in the core competence point four explained that students must be able to Processing,

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reasoning, and presenting in the realm of concrete and abstract realms related to the development of those studied in schools independently, and able to use methods according to scientific rules. In the basic competence point 4.7 explained that students must be able to Communicating descriptive oral and written texts to describe people, places and objects by taking into account the social function, text structure, and linguistic elements, correctly and contextually.

The researcher is interested in analyzing and focuses on students' in writing descriptive text in the way they developing their ideas, organizing ideas, grammar, mechanics and using vocabulary appropriately. There are generic structures of descriptive writing: identification, description, and conclusion. Identification is a part of text where the students could identify the phenomenon while description is the part where the students are able to describe parts, qualities and characteristics. The conclusion paragraph signal the end of the text in descriptive text.

Based on a preliminary study in SMK Muhammadiyah 2 Pekanbaru, it is clear that some of the students still face problems and difficulties in English, especially in term of writing. Students' writing skills are still far from the desired expectations of the curriculum itself. The minimum score set by the school is 80. By this research, the researcher finds that some of the students are not able to achieve the target score set by the school. The researcher can prove

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this by the results of the students' minimum score who do not achieve the targets set by the school.

Based on this situation in SMK Muhammadiyah 2 Pekanbaru, it is clearly that most of students still got difficulties in writing descriptive paragraph. The problems can be seen as the following symptoms:

1. Some of students are not able to transfer and develop their idea into a written form well in composing a paragraph.
2. Some of students are not able to write descriptive paragraph grammatically.
3. Some of the students are not able to show well-organized writing in descriptive paragraph.
4. Some of the students are not able to use vocabulary in writing descriptive paragraph.
5. Some of the students are not able to use spelling and punctuation in writing descriptive paragraph.

Based on the problem and the explanation exposed by the writer above, it is obvious that most of the students at that school still have problems which should be fixed. Either the Problems are on the students or caused by others factor (writing difficulties itself). Therefore, the researcher is interested in internalizing those problems in a research titled "The Students' Ability in



Writing Descriptive Paragraph at the tenth Grade Students of SMK Muhammadiyah 2 Pekanbaru”.

B. Problem

After conducting preliminary observation of tenth grade students of SMK Muhammadiyah 2 Pekanbaru, it is clear that most of students had difficulties, especially in term of writing descriptive text. To make the problems of this research clearer, thus the problem will be identified in the following identification of the problem.

1. Identification of the Problem

Based on the background above, the researcher identifies some problems of this research as follows:

1. How is the students' ability in transferring and developing their idea into written form of descriptive paragraph ?
2. How is the students' ability in writing descriptive paragraph grammatically?
3. How is the students' ability in showing well-organized writing in descriptive paragraph?
4. How is the students' ability in using vocabulary in writing descriptive paragraph?

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5. How is the students' ability in using spelling and punctuation in writing descriptive paragraph?

2. Limitation of the Problem

Based on the identification of the problem above, there are some problems involving in this research. As mentioned before, some of the students are not able to transfer and develop their idea into a written form well in composing a paragraph, some of the students are not able to write descriptive paragraph grammatically, and some of the students are not able to show well-organized writing in descriptive paragraph, some of students are not able to use vocabulary in writing descriptive paragraph, and some of the students are not able to use spelling and punctuation in writing descriptive paragraph. The researcher focuses on the students' ability in writing descriptive paragraph.

3. Formulation of the Problem

In accordance with the limitation of the problem above, the problem is formulated as: *How is the students' ability in writing descriptive paragraph?*

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C. Objectives and Significance of the Research**1. The Objective of the research**

The general objective of this study is to find out the students ability of SMK Muhammadiyah 2 Pekanbaru in writing descriptive texts.

2. The Significance of the Research

- a. Research is hopefully contributing to the writer as a researcher in term of learning as novice.
- b. To add references for other next researchers having the same problem the writer.

D. Reason for Choosing the Tittle

There are some reasons why the writer is interested in carrying out this research. The reasons are as follows :

1. The tittle of this research is relevant with the writer's status. The writer's status as a student of English education department.
2. The tittle of this research is not yet investigated by other previews researchers.
3. The location of the research facilitates the writer in doing this research.



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E. Definition of the term

To avoid misunderstanding and misinterpreting in writing this paper, it is necessary for the researcher to explain the terms used in this study. They are defined as follows:

1. Writing Ability

Hyland (2002) states that writing ability is focusing on the surface structures of writing at sentence level, or discourse, emphasising cohesion and the process ability of text by readers.

In this research writing means that ability of the students in writing a good paragraph especially in descriptive paragraph.

2. Descriptive paragraph

Gerot and Wignell (1994) stated that descriptive text is a text that describes a particular person, place, or thing. While Barnet and Stubbs (1990) states that s good paragraph has unity (it makes one point, or it indicates where one unit of the topic begins and ends).

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Writing

Writing is one of language skills and productive skill that will be learnt by students in junior high school, senior high school and University. Students will be able to express their ideas and feeling by English writing. Learning writing as a foreign language is not easy as learning native language; they will meet all of learning problems dealing vocabulary, sound system, and grammar or structure. Many English learners think of writing as the fact of picking up a pencil and forming letters either by printing or writing them in cursive they could think about the fact composing a piece of text. Writing is very important as part of man's culture, and speech sounds. Because it can be used to maintain thoughts, ideas, and speech sounds. Someone can produce the sequences of speech sounds produced by original speaker. There are two main types of writing: first, writing in which each character is picture of an object or idea, called picture writing or ideographic writing such as the hieroglyphs of the ancient Egyptians; second, writing in which each character represents speech sounds called alphabetic writing. Most languages, including English and Indonesian, use



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alphabetic writing to represent their speech sounds, which is used by public in books, paper, magazines, and writing letters.

Caroline T. Linse (2006) states that Writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.

Thus, it is be stated by Jeremy Harmer (2004) that writing is one of language skills which combine to process and productive skill that can be used to preserve thoughts, ideas, and speech sounds. Writing really started in long ago, it has remained for of most its history a minority occupation because although most all human being grow up speaking their first language and sometimes their second or third as a matter of course, writing has to be taught. Spoken language, for a child, is acquired naturally because of being exposed to it, whereas the ability to write has to be consciously learned.

2. Characteristics of Written Text

There are some characteristics of writing, from the perspective of a reader. First is permanence. Something which has been written by writer and delivered to intended audience, obviously the writer abdicates a power. The work is written on a paper, become a permanence work. Therefore, the



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teacher can do as a guide and facilitator to help students to revise and refine their work before final submission will help give them confidence in their work. Second is production time. The good writing is that, given appropriate stretches of time, a writer can indeed become a good writer by developing efficient process for achieving the final product.

H. Douglas Brown (2001) stated that the bad writing is that many educational context demand student writing within time limits, or writing for display. Third is distance. Good writer can read their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience's general knowledge, cultural and literary schemata, specific subject matter knowledge, and very important, how their choice of language will be interpreted. Fourth is complexity. Writer must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety and much more. Finally is vocabulary. Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.

3. Types of Writing

Naturally, the type of writing system (alphabet, picture) which exist in the native language is an important factor in determining to easy of



speech with which students learn to write. There are two types of writing: First is practical or Factual Writing: This type of writing deals with facts. Factual writing includes advertisements, internet web sites, current affairs shows, debates, recipes, reports, and instructions.

Finnochiaro (1974) stated that They present information or ideas and aim to show, tell or persuade the audience. Second, creative or Imaginary Writing, this type of writing usually exists in literature including aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap. They are constructed to appeal to our emotions. Literary writing can make us laugh or cry, think about our own life or consider our beliefs. There are three main text types in this category: narrative, poetic and dramatic. The examples of imaginary writing are novel, romance, fantasy, science fiction adventure, etc.

The type of writing which are given to the students to do will depend on their age, interest and level. For example, we can ask beginners to write a simple poem. When we set a task for elementary students, we will make sure that the students will get enough words to do it and also for intermediate and advance students. There is no limit to the kinds of text we can ask students to write. Our decision will be based on how much language the students know, what their interests are, and what we think will not only be useful for them, but also motivate them as well.

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4. Writing Purpose

Teacher needs to make sure for writing aim while he/she is teaching writing to students. There are three main categories of learning which it is worth considering. First is English as second language. This term is normally used to describe students who are living in the target language community and who need English to function in that community on a day to day basis. For example, specific writing needs such as ability to fill in a range of forms, or write particular kinds of letters. Second, English for specific purposes. Many students study English for a particular purpose.

People who are going to work as nurses in USA, for example, will study medical English. The last is English as a foreign language. This is generally taken to apply to students who are studying general English at school and institutes in their own country or as transitory visitor in a target-language country.

5. The Importance of Writing

Writing really started in long ago, it has remained for of most its history a minority occupation because although most all human being grow up speaking their first language and sometimes their second or third as a matter of course, writing has to be taught. Spoken language, for a child, is acquired naturally because of being exposed to it, whereas the ability to



write has to be consciously learned. In the modern world, written language serves a range of function in every life, there are three functions of written language.

Nunan (1995) stated that firstly is primarily for action .In this part, written language has the function to give public sign as a direction for public people that they will do based on written have they read. For example writing on the road and station the function of written language as primarily for action is very useful for public people as a guidance for them. Primary for action also can be found in product and instruction, that is useful for people as a clues when they buy food tools, toys, maps, television and radio guides. The second is primarily for information, in this case, written language can be used to give contribution to many people as a field of information, someone may takes some information from magazine, newspaper, and nonfiction book for his needs including sports, business, politics, vacancy, and medical. The last function is primarily for entertainment, most of people need to be enjoyable, some of them spend the part time to entertain themselves by watching television, listening music, going recreation and activities that they like, by reading newspaper, magazine and some books, some people feel relaxed and entertained beside they get many knowledge.

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6. The Writing Process

Writing process is the stages a writer produces something in its final written form. This process, of course, be affected by the content (subject matter) of the writing, the type of the writing (shopping lists, letter, essays, reports, or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc).

Process writing as a classroom activity incorporates the four basic stages. In the firstly is planning (pre-writing). In planning stage, writes have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, that is, how best to sequence the fact, ideals, or arguments which they have decided to include.

Pre-writing is any activity in the classroom that encourage students to write. It stimulates thoughts for getting started about the topic before writing of first draft. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering



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information for writing. Pre-writing become a way of warming up writers brain before they write. The second is drafting (writing). At the drafting stage, the writers focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. Writer can refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version. Third stage is revising, the revising occurs when a writer looks for feedback from a teacher or another student. The teacher does not need to be the only person to give students feedback.

Besides learning to revise on their own, their classmate, caregivers, or classroom aides can help students revise. When students revise, they review their texts of the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

The last stage is editing. At this stage, students re engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence's structure and accuracy of supportive



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textual material such as quotations, examples and the like. Formal editing is deferred till this phase in order that its application not disrupts the free flow of ideas during the drafting and revising stages. Correcting students' errors and find and correct their own error presents a real dilemma for teacher. On one hand, the teacher does not want to dampen their enthusiasm for writing. On the other hand, they need to know how to write using standard conventions of spelling, grammar, and punctuation.

7. The Understanding Paragraph

Most English writing is organized into paragraphs. A paragraph is a group of sentences that develop one main idea. It usually begins with a sentence that states the main idea. This sentence is called the topic sentence. The other sentences in the paragraph explain the main idea. These sentences add details and give support. These sentences are called supporting sentences. Paragraphs also have a concluding sentence. It is the last sentence of paragraph.

Alice and Ann (2006) stated that In writing a good paragraph, there are two important elements. First is unity, it means that students discuss only main idea in a paragraph. The main idea is stated in the topic sentence, and then every supporting sentence develops that idea. Second, is coherence, it means that the paragraph is easy to read and understand. That is

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be caused the supporting sentences are in some kind of logical order and the ideas are connected by the use of appropriate transition signal. Coherence describes the logical relations between ideas and information embodied in discourse. In coherence text it is clear how sentences relate to sentences, and paragraphs to paragraphs. The relationship between the ideas is clearly shown by using appropriate transition word such as however, although, finally, and nevertheless.

8. Descriptive Text as a Kind of Genre

a. Kinds of Genres (Text Types)

Gerrot and Wignell (1995) defines the term “genre” is used to refer to particular text types. It is a type or kind of text defined in terms of its social purposes, also the level of context dealing with social purpose. Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. There are many kinds of genres (text type). They are:

1) Spoof

Spoof is a kind of genre that has social function to retell an event a humorous twist.

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2) Recount

It is a kind of genre that social function to retell event for the purpose of informing people entertaining.

3) Report

Report is a kind of genre that social function to describe the way things are with reference to range of natural, man-made and social phenomena in our environment.

4) Analytic Exposition

It is a kind of genre that social function to persuade the reader or listener that something is the case.

5) Narrative

Narrative is a kind of genre that social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution.



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6) Description

It is a kind of genre that social function to describe a particular person, place, or thing.

7) Hortatory Exposition

It is a kind of genre that social function to persuade the reader or listener that something should not be the case.

8) Explanation

Explanation is a kind of genre that social function to explain the process involved in the formation or working of natural or sociocultural phenomena.

9) Reviews

It is a kind of genre that social function to critique an art work or an event for a public audience.

10) Procedure

Procedure is a kind of genre that social function to describe how something is accomplished through a sequence of actions or steps.

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11) News Item

It is a kind of genre that social function to inform reader, listener, viewers about events of the day which are considered newsworthy or important.

9. Writing Descriptive Text

a. Definition of Descriptive Text

A piece of text is created when the words are put together to communicate a meaning, or when someone speaks or writes to communicate a message. There are two main categories of text: literary and factual. Within these are various text types. Each text type has a common way of using language.

According to Hammond (1992) Each genre is characterized by a distinctive schematic structure, that is, by a distinctive beginning, middle and end structure through which the social function. It is a term used to classify types of spoken or written discourse. These are normally classified by content, language, purpose, and form. Learners analyze an example of a formal letter of complaint, looking at structure, set phrases, formality, and purpose. They identify the key elements of this genre then produce their own examples based on this data. Written genres that learners deal with in class include reports, recount, description, and so on.

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Bima and Kurniawan (2005) defined descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail.

b. The Criteria for Good Description

The key to writing a good description is to use details that help the reader imagine the person the students are describing. So when the students describe what a person looks like, the students write about physical characteristics such as height, weight, and hair color. There are two keys to writing good description. The first key is to use space order, and the second key is to use specific detail. In space order, students might describe something from top to bottom or from left to right. For example, when they describe a person, they could start with the person's head with the person's feet. They could describe a room from left to right or from right to left. Imagine that they are standing in the doorway and write about each part of the room in order, moving from the left side of the room around to the right side, and ending at the doorway again.

According to Karen and Christina (2003) The second key to writing good description is to use specific details. When students describe something, they paint a picture with words. The goal is to make the reader see what they have described. The way to do this is to use many specific details, specific means exact, precise. The more specific they can do, make the reader can see what they are describing.

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Here are some examples of specific details (Ann,1996) :

Vague	Specific
A lot of money	\$ 500,000.00
A large house	a six-bedroom, four-bathroom house
A nice car	a Lexus

According to John (2006) Specific details have two functions. First of all, details excite the reader`s interest. They make writing pleasure to read, for we are all enjoy learning particulars about other people. Second, details support and explain the writer`s point: they give the evidence needed for us to see and understand a general idea.

The generic structure of descriptive text is shown in the following table:

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TABLE II.1
Generic Structure of Descriptive Paragraph

Generic Structure	Function
Identification	<ol style="list-style-type: none"> 1. It is a statement or a short paragraph that identifies the object that is going to be described. 2. It is usually interesting and able to provoke the readers to be eager to read the text.
Description	<ol style="list-style-type: none"> 1. It may consist of one of several paragraphs. This part is used to give sufficient description about the object as mentioned in the identification part. 2. The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities



c. Significant Lexicogrammatical Features of Descriptive Text

according to Setyawan (2007) besides having social function and generic structure, descriptive text also uses significant lexicogrammatical features that support the form of a descriptive text the including focus on specific noun, using kinds of adjective, use of relational process, use of figurative language, and use of simple present tense.

As stated before, the purpose of descriptive text is to describe particular person, thing, or place. Good description is to use details that help the reader imagine the person the students are describing. The subject that is going to be described is not general, but more specific. Those, we cannot describe people in general. However, we can describe particular person, for example: my school, my father, my house, Mr. John, etc.

Another feature of descriptive text is using kinds of adjective. The adjective has characteristic: describing, numbering, and classifying, for example: three tall buildings, sharp white fang.

Relation process means using verbs that describe situation or condition of participant or signal preposition, for example: my car has four doors, my father is really handsome.

Figurative language means descriptive text often use figurative language such as simile or metaphor as a way to give illustration of comparison, for example, my throat is as a dessert; her skin is white as

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cloud and smooth as water. Descriptive text usually uses simple present tense. For example, I have a toy. It is a doll.

d. The Example of descriptive text

My Toy

I have a toy. It is a doll, and I call it Teddy. Teddy Bear is an American Origin. My dad bought it as a present for my tenth birthday anniversary last year. The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy Bear is a doll, I do not need to feed it. I wash it at the laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy Bear is really a nice, adorable, and charming toy. I love my Teddy Bear very much.

Analyzing the text:

1. Generic structure analysis

Identification; identifying the phenomenon to be described in general; Teddy Bear.

Description: describing the Teddy Bear in shape, condition, and its characteristics.

2. Language Feature Analysis

a. Using adjective and classifies; small, fluffy, and cute.

b. Using simple present tense, I have a toy. It is a doll, and I call it Teddy, etc.



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B. Relevant Research

Relevant researches are added in order to provide trustworthy information regarding the problems of this research. There are many things that need to be considered when looking at what relevant research is for example, some thought needs to be put into looking at current paradigms, what counts as evidence in educational research, maintaining quality, and the role of peer review in validating new knowledge in educational research.

There are two relevant researches which have relevancy to this research. There are:

- a. A study on the second year students' ability in writing a descriptive text at SMA N 10 Pekanbaru by Anisa (2008). There was a significant improvement about the skill of writing ability. The students who had high leveling learning creativity to write a descriptive text, they had high level in writing ability, especially for descriptive paragraph writing.
- b. A comparative study on students' ability in writing descriptive and narrative paragraph at the sixth semester of the English Education Department of UIN Suska Riau by Euis Nurwafa (2007). She was conducting a research The data analyzed was by using test t comparative method in which the writers compares the students score in writing a form of descriptive paragraph and the students score in writing a form of narrative paragraph and then found the conclusion of the data that have

been. Based on the data analysis, it can be concluded that students ability in writing between descriptive and narrative paragraph at the sixth semester students of the English education department has a significant different. It can be seen from the result of the test t which compared to the tt (test table) I which ta smaller than to.

C. Operational Concepts

In carrying out this research, it is necessary to clarify the variables used in analyzing the data. There are one variable; students' ability in writing descriptive text. Brown (2004) states that classroom evaluation of learning is best served through analytical scoring. In analytical scoring, script are rated on several aspect of writing or criteria rather than given a single score. Hyland (2003) states that analytic scoring procedures require reader to judge a text against a set of criteria seen as important to good writing. Analytic scoring based on a depth analysis aspect of writing such as focus or organization, elaboration or support, grammar, usage, and mechanics.

The researcher establishes some indicators based on Oshima and Hogue in Kartini (2014) :

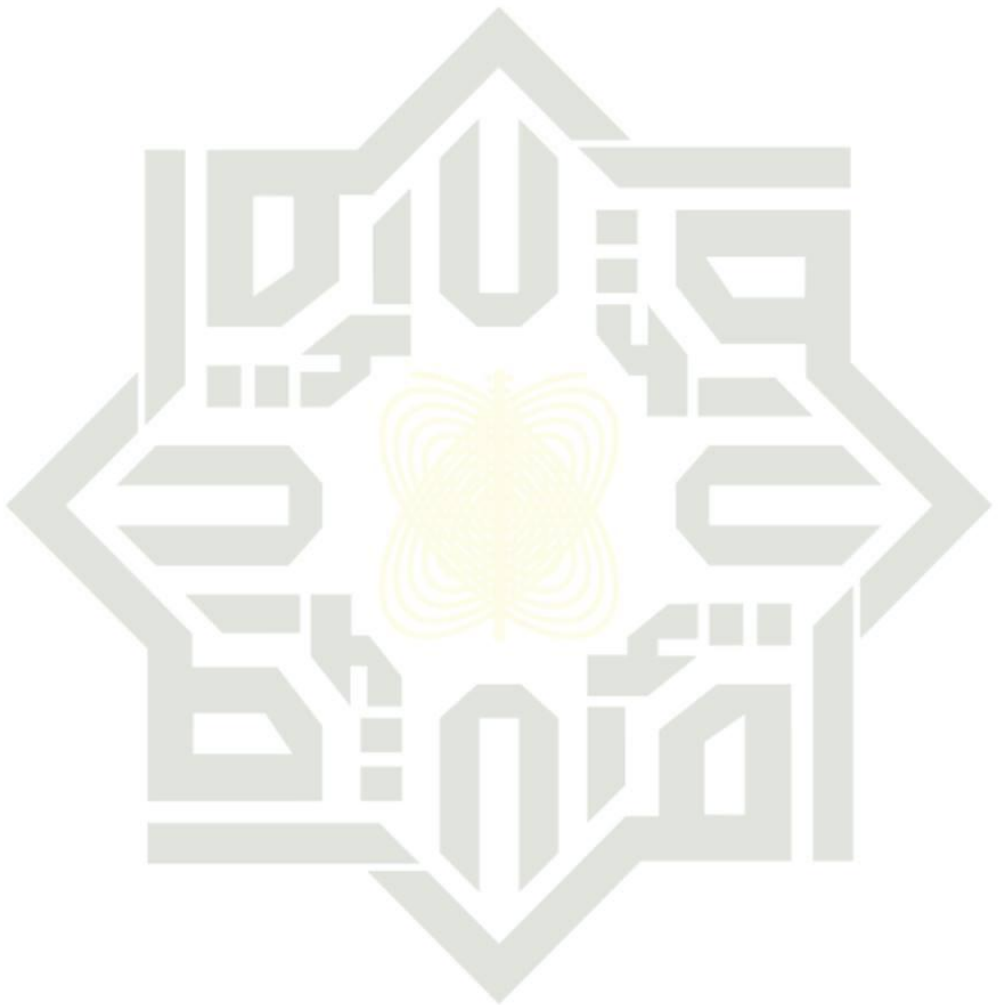
1. The students transfer and develop their *idea* into written form of descriptive paragraph
2. The students write their descriptive paragraph *grammatically*
3. The students make *well-organized* descriptive paragraph

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4. The students use the correct *vocabulary* in writing descriptive paragraph.
5. The students use the correct *Spelling and Punctuation* in writing descriptive paragraph.



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CHAPTER III METHOD OF THE RESEARCH

A. Method of the Research

This research is a descriptive study, which has only one variable. According Gay and Airasian (2000), descriptive study determines and describes the way the things are. They are adding that descriptive research, also called a survey research. It is useful for investigating variety of educational of problems and issue. In this case, the writer wants to describe the ability of the tenth grade students of SMK Muhammadiyah 2 Pekanbaru in writing descriptive paragraph.

B. Time and Location of the Research

The research were conducted at SMK Muhammadiyah 2 Pekanbaru. The research conducted on July 23rd, 2018.

C. Population and Sample

Before the sample is collected, the researcher have to determine the population. According to Sugiono (2010) population is geographic generalization there are: object/subject has quality and certain of characteristic that set by researcher to learning then make the conclusion.

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The population of the research is the first year students of SMK Muhammadiyah 2 Pekanbaru in academic 2017/2018. The total population of the tenth grade students of SMK Muhammadiyah 2 Pekanbaru is 393 students.

The researcher used purposive sampling to obtain the sample. According to Sugiono (2009) demonstrated that purposive sampling or another word census is to determine the sample if chose one of the populations is used as sample. In line with Sugiono's theory, researcher used the class of X TKJ 2 as the sample in this research. Researcher choose the X TKJ 2 as a sample because this class was included in the superior class program. As students in the superior class, they must got the highest average score from other students at the same level in each semester, and also they must take an exam that will determine whether they pass to enter the superior class based on the minimum grade limit that has been determined. In this case, the teacher gives researcher this class to be examined because they want to see whether this class is able to get the score as desired or not. This class also claimed as a class with a high average score, especially in English language lessons. that is why this class has been recommended by the teacher.

The sample of this research was X TKJ 2 The explanation above can be completed in the table as follows:

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Table III. 1
Sample

Class	X TKJ 2
Male	28
Female	8
Total Population	36

D. Technique of Data Collection

This research is needed an instrument in process of collecting data. The researcher uses written test to collect the data. Poerwanti (2008) stated that written test is a set of task that must be done or the number of questions that must be answered by students to measure the level of coverage skill and mastery of materials required and accordance with the specific purpose of teaching. The students' ability in writing descriptive text can be measured by using writing assessment used by the English teacher of SMK Muhammadiyah 2 Pekanbaru. In collecting data, researcher collects the data by giving a test to the students. The students make descriptive paragraph with the instructions bellow :

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WRITING DESCRIPTIVE PARAGRAPH

Direction:

1. This test is for a scientific research only.
2. There is no effect on your score in English subject.
3. Thank you for your participation in doing this test.

Instruction:

1. Write down your name and class on the provided answer sheet!
2. Please write the descriptive paragraph based on the topic "*Person*".
3. Write down the simple descriptive texts based on the topic given by the researcher. Please write your paragraph consisting of identification and description.

E. The Reliability and Validity of the Test

The test that measuring of students' writing ability had to have reliability and validity. According to Gay (2000) reliability is the degree to which a test consistently measures whatever it is measuring. It is reflected in the obtaining how far the test or instrument test that enable to measure the same subject on different occasions that indicating the similar result. In short, the characteristic of reliability is sometimes termed consistency.

To know the validity of the test, the researcher uses content validity. Referring to Bambang (2006) if a measurement is as the representative of the

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ideas or the appropriate material that will be measured called content validity.

It means the test had fulfilled the validity of the content.

F. Technique of Data Analysis

In analyzing the data based on the students' test of writing skill, the researcher was used analytical scoring rubric adapted from Oshima and Hogue in Kartini (2014).

Furthermore, the level of student's score will be classified into four levels of mastery. The classification can be seen in this following table.

Table III.2
Classification of Students' Score

No	Scores	Category
1	89-100	Very Good
2	79-89	Good
3	70-79	Enough
4	<70	Less

(Source: 2013 Curriculum)

Then, to know the percentage of the classification of the students' in writing test, the following formula can be used :

$$P = \frac{X}{N} \times 100\%$$

P = Percentage of students per group/level

X = the number of frequency in one level

N = Number of the students (Hatch and Farhady, 1982)

Hak Cipta Dilindungi Undang-Undang

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 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu mass
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out the real condition of students' writing ability. Based on the research findings, can be concluded that the students' ability in writing descriptive paragraph was categorized into **less level**. Based on this research, researcher found that in all the aspects researched, each of the aspect was categorized into **less level**.

1. The students' ability in transferring and developing idea into written form of descriptive paragraph was categorized into **less level** at score **68.05**
2. The students' ability in writing descriptive paragraph grammatically was categorized into **less level** at score **54.51**.
3. The students' ability in showing well-organized writing descriptive paragraph was categorized into **less level** at score **68.05**.
4. The students' ability in using vocabulary in writing descriptive paragraph was categorized into **less level** at score **62.85**.
5. The students' ability in using spelling and punctuation in writing descriptive paragraph was also categorized into **less level** at score **50.69**.



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B. Suggestion

Considering the result of students' writing ability, the researcher would like to give some suggestion as follows:

1. Suggestion for Teachers

- a. The teacher should be more creative in teaching English in order to make students give full attention
- b. The teacher should do pre-activities before starting the lesson to give students brainstorming session.

2. Suggestion for Students

- a. The students should pay more attention to the lesson explained by the teacher.
- b. The students should be more active in the class in order to give feedback to the teacher.

3. Suggestion for other researcher

- a. These may relate to findings of your study that you did not anticipate. Moreover, you may suggest future research to address unanswered aspects of your research problem.
- b. your research will not be free from limitations and these may relate to formulation of research aim and objectives, application of data collection method, sample size, scope of discussion and analysis etc.



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 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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400 f 23/7/18

Appendix 1:

WRITING DESCRIPTIVE PARAGRAPH

Direction:

1. This test is for a scientific research only.
2. There is no effect on your score in English subject.
3. Thank you for your participation in doing this test.

Instruction:

1. Write down your name and class on the provided answer sheet!
2. Please write the descriptive paragraph based on the topic "*Person*".
3. Write down the simple descriptive texts based on the topic given by the researcher. Please write your paragraph consisting of identification and description.

Lampiran 1:

MENULIS PARAGRAF DESKRIPSI

Petunjuk :

1. Tes ini hanya untuk penelitian ilmiah.
2. Tidak ada efek pada skor Anda dalam mata pelajaran Bahasa Inggris.
3. Terima kasih atas partisipasi Anda dalam melakukan tes ini.

instruksi :

1. Tuliskan nama dan kelas Anda pada lembar jawaban yang disediakan!
2. Silakan tulis paragraf deskriptif berdasarkan topik "Orang/Seseorang".
3. Tuliskan teks deskriptif sederhana berdasarkan topik yang diberikan oleh peneliti . Silakan tulis paragraf Anda yang terdiri dari identifikasi dan deskripsi.

Appendix 2

Answer sheet

Name:	Class:

Writing Descriptive Form Score
Assessment Aspect of Descriptive Paragraph

No	Aspect Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Identification b. Description				
3	Vocabulary				
4	Language features a. Specific participants b. Adjective c. Simple present tense d. Action Verb				
5	Mechanics (Spelling and Punctuation)				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

3 = competent

2 = competent enough

4 = very competent

Final score = total score : maximum score x 100

PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU
Email : dpmptsp@riau.go.id

Kode Pos : 28126



182010

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/10011
TENTANG

**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : 04/F.II/PP.00.9/7532/2018 Tanggal 20 April 2018**, dengan ini memberikan rekomendasi kepada:

- | | | |
|----------------------|---|--|
| 1. Nama | : | WAHYUDI |
| 2. NIM / KTP | : | 11414100540 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU |
| 6. Judul Penelitian | : | THE STUDENS' ABILITY IN WRITING DESCRIPTIVE PARAGRAPH AT THE TENTH GRADE OF SMK MUHAMMADIYAH 2 PEKANBARU. |
| 7. Lokasi Penelitian | : | SMK MUHAMMADIYAH 2 PEKANBARU. |

dengan Ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan Pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru
Pada Tanggal : 26 April 2018

a.n. GUBERNUR RIAU
KEPALA DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

EVARERITA, SE, M.Si
Pembina Utama Muda
NIP. 19720628 199703 2 004

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KOTA PEKANBARU
SEKOLAH MENENGAH KEJURUAN (SMK) MUHAMMADIYAH 2 PEKANBARU
AKREDITASI A (AMAT BAIK)**

Jalan K.H. Ahmad Dahlan No. 90 Pekanbaru 28124 Telp/Fax. (0761) 35778
Email : admin@smkmhd2pku.sch.id
Website : smkmhd2pku.sch.id



5004003

SURAT KETERANGAN
Nomor : **600 /KET/III.4.AU/H/2018**

Kepala Sekolah Menengah Kejuruan (SMK) Muhammadiyah 2 Pekanbaru menerangkan bahwa :

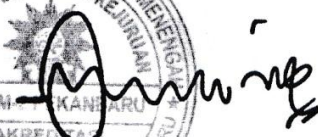
N a m a : **WAHYUDI**
NIM : **11414100540**
Program Studi : **Pendidikan Bahasa Inggris**
Fakultas : **Tarbiyah dan Keguruan UIN Suska Riau**

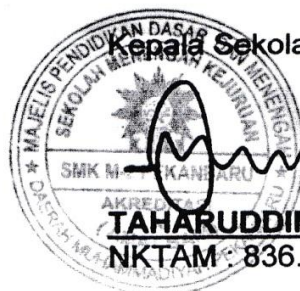
Telah melaksanakan riset/penelitian di SMK Muhammadiyah 2 Pekanbaru pada tanggal 23 Juli 2018 dengan judul :

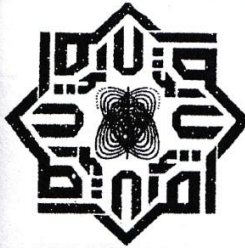
“The Students’ Ability Writing Descriptive Paragraph at The Tenth Grade of SMK Muhammadiyah 2 Pekanbaru”.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

11 Dzulkaedah 1439 H
24 Juli 2018 M

Kepala Sekolah,

TAHARUDDIN, S.Pd., MM
NKTAM : 836.404





UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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كلية التربية والتعليم

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Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 20 April 2018 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh

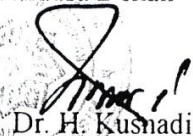
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : WAHYUDI
NIM : 11414100540
Semester/Tahun : VIII (Delapan)/ 2018
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE PARAGRAPH AT THE TENTH GRADE OF SMK MUHAMMADIYAH 2 PEKANBARU
Lokasi Penelitian : SMK MUHAMMADIYAH 2 PEKANBARU
Waktu Penelitian : 3 Bulan (25 April 2018 s.d 05 Juni 2018)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Kuasa Dekan

Dr. H. Kushadi, M.Pd.
NIP. 19671212 199503 1 001

Tembusan :
Rektor UIN Suska Riau



**MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KOTA PEKANBARU
SEKOLAH MENENGAH KEJURUAN (SMK) MUHAMMADIYAH 2 PEKANBARU
AKREDITASI A (AMAT BAIK)**

Jalan K.H. Ahmad Dahlan No. 90 Pekanbaru 28124 Telp/Fax. (0761) 3. 78
Email : admin@smkmhd2pku.sch.id
Website : smkmhd2pku.sch.id



SURAT REKOMENDASI
Nomor : 171 /REK/III.4.AU/H/2018

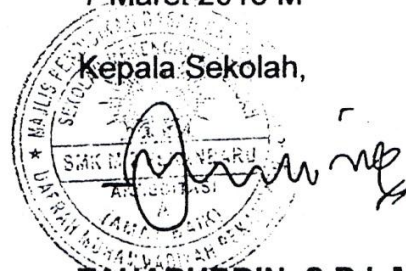
Kepala Sekolah Menengah Kejuruan (SMK) Muhammadiyah 2 Pekanbaru dengan ini memberikan rekomendasi untuk melaksanakan Riset/Penelitian di SMK Muhammadiyah 2 Pekanbaru kepada :

N a m a : **WAHYUDI**
NIM : 11414100540
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Demikian Surat Rekomendasi ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

19 Jumadil Akhir 1439 H
7 Maret 2018 M

Kepala Sekolah,



TAHARUDDIN, S.Pd.,M MM
NKTAM : 836.404



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Sifat : Biasa
Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 27 Februari 2018

Kepada
Yth. Kepala Sekolah
SMK Muhammadiyah 2 Pekanbaru
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : WAHYUDI
NIM : 11414100540
Semester/Tahun : VIII (Delapan)/ 2018
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Dekan III

Prof. Dr. Harrunas, M.Ag.
NIP. 19720828 200604 1 002

Appendix 4

The students' scores in writing descriptive paragraph according to rater 1

NO	Students	Aspects of Writing					Total Score	Final Score
		Content	Organization	Vocabulary	Grammatical Features	Spelling and Punctuation		
1	Student 1	3	3	2	2	3	13	65
2	Student 2	3	3	3	3	3	15	75
3	student 3	3	3	3	3	3	15	75
4	student 4	4	4	4	3	3	18	90
5	student 5	4	4	3	3	3	17	85
6	student 6	4	4	4	3	3	18	90
7	student 7	2	2	2	2	2	10	50
8	student 8	3	3	3	3	3	15	75
9	student 9	2	2	2	2	2	10	50
10	student 10	3	3	3	2	3	14	70
11	student 11	3	3	2	3	3	14	70
12	student 12	3	3	2	2	2	12	60
13	student 13	2	2	2	2	2	10	50
14	student 14	4	4	3	3	3	17	85
15	student 15	4	4	4	3	3	18	90
16	student 16	3	3	2	2	2	12	60
17	student 17	1	1	1	1	1	5	25
18	student 18	3	3	2	2	2	12	60
19	student 19	3	3	3	2	2	13	65
20	student 20	4	4	4	3	3	18	90
21	student 21	2	2	2	2	2	10	50
22	student 22	2	2	1	1	1	7	35
23	student 23	4	4	4	3	3	18	90
24	student 24	2	2	2	2	2	10	50
25	student 25	3	3	3	3	3	15	75
26	student 26	2	2	2	2	2	10	50
27	student 27	3	3	3	3	3	15	75
28	student 28	2	2	3	3	3	13	65
29	student 29	2	2	3	3	3	13	65
30	student 30	3	3	2	2	2	12	60
31	student 31	3	3	3	2	2	13	65
32	student 32	3	3	3	2	2	13	65
33	student 33	2	2	2	2	2	10	50

34	student 34	3	3	3	2	2	13	65
35	student 35	3	3	3	2	2	13	65
36	student 36	2	2	2	2	2	10	50

Pekanbaru, 20 Agustus 2018



RIZKI AMELIA, M.Pd

The students' scores in writing descriptive paragraph according to rater 2

NO	Students	Aspects of Writing					Total Score	Final Score
		Content	Organization	Vocabulary	Grammatical Features	Spelling and Punctuation		
1	Student 1	1	1	1	1	1	5	20
2	Student 2	2	2	2	2	1	9	36
3	Student 3	4	4	3	3	2	16	64
4	Student 4	4	4	4	3	3	18	72
5	Student 5	2	2	2	2	1	9	36
6	Student 6	4	4	4	3	3	18	72
7	Student 7	1	1	1	1	1	5	20
8	Student 8	4	4	4	3	3	18	72
9	Student 9	1	1	1	1	1	5	20
10	Student 10	3	3	2	2	2	12	48
11	Student 11	3	3	3	2	2	13	52
12	Student 12	1	1	1	1	1	5	20
13	Student 13	1	1	1	1	1	5	20
14	Student 14	4	4	3	3	2	16	64
15	Student 15	4	4	4	3	3	18	72
16	Student 16	3	3	3	2	1	9	36
17	Student 17	1	1	1	1	1	5	20
18	Student 18	2	2	2	1	1	8	32
19	Student 19	3	3	3	2	2	13	52
20	Student 20	4	4	4	3	3	18	72
21	Student 21	1	2	2	2	1	8	32
22	Student 22	1	1	1	1	1	5	20
23	Student 23	4	4	4	3	3	14	56
24	Student 24	2	2	2	2	1	9	36
25	Student 25	4	4	3	3	2	16	64
26	Student 26	2	2	2	1	1	8	32
27	Student 27	3	3	2	2	2	12	48
28	Student 28	2	2	2	2	1	9	36
29	Student 29	2	2	2	2	1	9	36
30	Student 30	4	4	3	2	1	14	56
31	Student 31	4	4	3	3	2	16	64
32	Student 32	4	3	3	3	2	15	60
33	Student 33	3	3	3	2	2	13	52
34	Student 34	3	3	2	2	2	12	48
35	Student 35	2	2	2	1	1	8	32

36	Student 36	1	1	1	1	1	5	20
----	------------	---	---	---	---	---	---	----

Pekanbaru, 20 Agustus 2018


KURNIA BUDIANTI, M.Pd

Name : Aidil Fitri

Class : X TKJ-2

No :

My name is aidil fitri class x TKJ-2

My school is smk muhammadiyah 2.

I have a friend who always gives me the motivation. He is a good friend and knows with the teachings of religion. He has a hobby of football. He is very good to play ball and he is very good in the field green.

Name : Fera Maniya
Class : X TKJ 2
No : 042.

my name is Fera Maniya. I am the first of three children. I was born in Kulim Jaya, 03 September 2001. My family and I live in Sei Mintan street, Pekanbaru. My hobby is cooking and swimming.

My best friend is

my family is the best family that I have ever known. I am feeling so grateful to have such a nice and lovely family. My family consists of 5 people. It is a small family. There are my father, my mother, me, in family, my younger sister and my little brother. My family is a lovely family. My father's name is Martin Kusuma, he is about 38 years old. My mother is the best one. Her name is Wiwik Dharma, she is about 38 years old. I feel so blessed to have such a nice and lovely family with every family member who loves and cares about me as I love and care about them as well. I am feeling so much grateful and I do and will always love my family.

Name : Dian Syafitri

Class : X TKJ 2

No : 07

mentasi My family is the best family that I have ever known. I am feeling so ~~grater~~ full grateful too have such a nice and lovely family. My ~~pe~~ family consists of people. It is a small family. There are my father, my mother, my younger sister, my little brother, and me in my family.

session. My father's name is Delfi. He is about 46 years old. My mother is the best. ~~she~~ even though my best mother she also often angry me, for what? because I also ~~at~~ often denied his orders until he did not want to bend me, but I still tried to apologize to him. Although my mother is often angry but she still cares to her son. Moreover, she is a humorous person. The food that she cooks is the best and is really delicious. Besides, my father and my mother always reminds every family member to perform prayers together. I really love it when I perform prayer together, ~~also~~ with my family with my father as Imam. I am feeling so much grateful and I do and will always love my family.

Name : Harmiyanto

Class : X TKJ³

No :

His name Rahmat Fahrizal he lives in the Pekanbaru
Age 17 years hobby of playing games and soccer,
he was school in SMK Muhammadiyah 2 Pekanbaru.
What's he like is English, Indonesia, language,
history, and math. The food she likes is meatballs, fried rice
and Martabak.

Name : Yoga Pradama

Class : X TKJ 2

No :

Everyday in this month of Ramadan, I go to pray with my friend. We always work out together and play internet cafes together. Our hobbies walk the streets and play volley ball.

Every new movie we go to the cinema to watch it together.

We've been friends since 4th until now. Our friendship is more than anything. ~~This is every of my life, and that's not.~~

My friend is a good person, friendly, helpful, diligent and hardwork. My friend lives close to my house. His hobby is playing volley ball. He's fat, tall, brown. His favorite food is fried rice. His dream of becoming an entrepreneur. His name is Rizki Maulana Yusra

Name : Rahmat Fahrizal

Class : X TKJ 2.

No :
His name is Harmonto

~~My name is Rahmat~~ live in Pekanbaru and I'm 17 years,

My hobby is playing games, eat, and ~~as~~ also swim,

I went to school in SMK Muhammadiyah 2 Pekanbaru.

~~the lesson that I like~~ What's he like is English,
Indonesia, language, history, and math.

the food she likes is chicken noodle, meatballs
fried rice, and Martabak.

Name : Aidi dani Pustaw

Class : X TKJ II

No :

I have a friend - He is a boy

He like to eat meatballs, he have blonde hair, He always wearing sporty outfit, ~~like~~ He always using adidas Sneakers.

He always watching Netflix. and His favorite film is The end of the F. world.

When he comes to Indonesia, he always ~~ask~~ Asking me where is the Juice Store is. Because he always drink apple juice.

Name : KHAREISMAN RAMADHAN

Class : X TKJ 3

No :

My name khareisman ramadhan, i'm 16 years old:

and i'am have a good life. I love anah swt

teah, and i'm have 2 dammit friends, kelvin and a7mi

They are nice guy no fake. OK. one more they are have
girlfriend but i'am not :C.

Name : Nurul Ramadhanti

Class : X TKJ 3

No : 027

orientation

2 my name is Nurul Ramadhanti. I live with family, I have father's name is Ramdhan Dj. and my mother name is Jasnawati. I also live with 4 brothers, my sister named LISA, my brother named Dika, and also my child brother named Dimas. My father works in one of the company's private employees.

we live in a simple house, but I have a very stubborn sister and also do not want to succumb in a thing. But even so he remains the best sister in our family. Sometimes we fight because trivial things but we will then make up, he is my best sister, and mother always advise us in any situation.

Name : Anggina Permata S.

Class : X TKJ III

No : 04

orientation

My name is Gina, I have father and mother, my father name is Gida, my mother name is Yuliana, don't have siblings. I am an only child my parents are separated, I have some girlfriend and men we are very familiar, I also have many school. This is a description of my family and friend.

~~the~~ reorientation

One day I made a mistake that made my father so angry my mistake was to go home straight away to my friend's house without telling my dad. He was very ~~worried~~ worried he going to me until the afternoon, he is just angry but he does not hate her angry because he is affectionate over to me.

My family very love me.

show



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBİYAH DAN KEGURUAN
كلية التربية والتعليم
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Nomor : Un.04/F.II.4/PP.00.9/16346/2019
Sifat : Biasa
Lamp. : -
Hal : **Pembimbing Skripsi (Perpanjangan)**

Pekanbaru, 05 November 2019

Kepada
Yth. Drs. H. M. Syafi'i S, M.Pd.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : WAHYUDI

NIM : 11414100540

Jurusan : Pendidikan Bahasa Inggris

Judul : The Students' Ability in Writing Descriptive Paragraph at the Tenth Grade of SMK Muhammadiyah 2 Pekanbaru

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

W a s s a l a m
an. Dekan
Wakil Dekan I

Dr. Drs. Alimuddin, M.Ag
NIP. 19660924 199503 1 002

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

- 1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
- 2. Nama Pembimbing : Drs. H. M. Syafii S. M. Pd
- a. Nomor Induk Pegawai (NIP) : 1966 0603 1992 03 10 04
- 3. Nama Mahasiswa : Wahyudi
- 4. Nomor Induk Mahasiswa : 11414100540
- 5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
		Proposal ke proposal		
	01/03 2018	<ul style="list-style-type: none"> - format indirect quotation - component terburuk yg diteliti - factor terjadinya component 		- teori and practice - tambah identification
	05/03 2018	<ul style="list-style-type: none"> - Method of the Research - indirect ADA - language revise 		
	07/03 2018	<ul style="list-style-type: none"> - space in References. 		
	09/06 2018	<ul style="list-style-type: none"> - Revise operational concept 4/5 theories 		
	23/07 18	<ul style="list-style-type: none"> - Instrument & (the instrument) 		
	24/07 18	<ul style="list-style-type: none"> - Revisi instrument 		

Pekanbaru, 5/2 2019
Pembimbing,



UIN SUSKA RIAU

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 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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3. Nama Mahasiswa : Wahyudi
4. Nomor Induk Mahasiswa : 11919100540
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	25/07 12	- Acc Instrument		
	27/11 2019	- Revisi Bab IV		
	05/12 2019	- Acc Skripsi		

Pekanbaru, 5/12 2019
 Pembimbing,



CURRICULUM VITAE

Wahyudi, the first son from Mrs. Ponimah and Mr. Ngatiman, was born in Bagan batu, April 6th 1996. He lived at Tapung Hilir, Kampar Regency, Riau. In 2007, he was graduated from SDN 018 Gerbang Sari and continued his study at SMPN 04 Tapung Hilir. In 2011, he finished study at SMPN 04 Tapung Hilir and continued to SMK Muhammadiyah 2 Pekanbaru. He was graduated from SMK Muhammadiyah 2 Pekanbaru in 2014. He was accepted become one of students in English Education Department in 2014, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. On July 2017, he was doing KKN (Kuliah Kerja Nyata) at Kampung Dosan, Pusako Siak. he was also doing Pre-Service Teacher Practice (PPL) at SMKN 2 Pekanbaru.

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