THE PROBLEMS FACED BY STUDENTS IN WRITING DESCRIPTIVE TEXT AT SECOND YEARS STUDENTS OF SMP NEGERI 25 MAKASSAR

SKRIPSI

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Submitted to the Fulfillment in Partial Requirements
for Sarjana Degree (S.Pd.)

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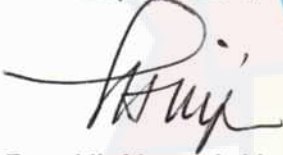
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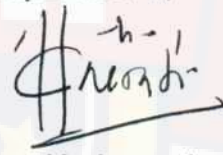September 16th, 2014

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul "The Problems Faced by Student in Writing Descriptive Text at Seconds Years Students of SMPN 25 Makassar" beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya ini.

Makassar, 16 September 2014
Yang membuat pernyataan,

Desi

ABSTRAK

Desi. 2014. *The Problems Faced by Students in Writing Descriptive Text at Second Years Students of SMP Negeri 25 Makassar.* Skripsi, Program Studi Pendidikan Bahasa Inggris. Dibimbing oleh Dra. Hj. Hanyah Haneng, M.Si., dan Dra. Nurhaerati.

Penelitian ini bertujuan untuk mendeskripsikan masalah yang dihadapi siswa dalam menulis teks deskriptif dengan menggunakan metode penulisan deskriptif.

Instrumen penelitian ini adalah pre-test, post-test dan kuesioner. Pri-test dan post-test digunakan untuk mengetahui kemampuan siswa dalam menulis teks deskriptif. Kuesioner digunakan untuk mengetahui permasalahan yang dihadapi siswa dalam menulis teks deskriptif. Populasi dalam penelitian ini adalah siswa kelas VIII 6 SMPN 25 Makassar pada tahun ajaran 2014.

Peneliti menggunakan teknik purposive sampling. Hasil analisis data menunjukkan bahwa siswa kelas VIII 6 SMPN 25 Makassar memiliki kemampuan yang rendah dalam menulis teks deskriptif dengan nilai rata-rata 53,4. Jadi, penelitian mengungkapkan bahwa siswa memiliki masalah di bagian penggunaan bahasa tata bahasa dan kurangnya kosa kata.

Kata kunci: menulis, masalah, teks deskriptif.

ABSTRACT

Desi. 2014. The Problems Faced by Students in Writing Descriptive *Text at Second Years Students of SMP Negeri 25 Makassar*. Skripsi, English Education Department. Guided by Dra. Hj. Hanyah Haneng, M.Si., and Dra. Nurhaerati.

The research aimed to describe the problems faced by student in writing descriptive text using descriptive writing method .

The research instrument was pre-test. Post-test and quesionnaire. Pre-test and post-test was used to determine the students ability to write descriptive text. quesionnaire used to determine the problems faced by students in writing descriptive text. Population in this research is a students class VIII 6 of SMPN 25 Makassar in the academic year 2014.

Research using purposive sampling technique. Data analysis showed that students class VIII 6 of SMPN 25 Makassar has a low ability in writing descriptive text with an average value of 53.4, so the research revealed that students have problems in the use of grammar and lack of vocabulary.

Key words: writing, problems, descriptive text.

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Makassar, 16 September 2014

Desi

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CHAPTER I

INTRODUCTION

A. Background

In learning English, four skills must be mastered such as reading, speaking, Listening, and writing. The four skills can be classified into two parts; receptive and productive skills. Receptive skills are reading and listening. productive skills are writing and speaking. Writing as a productive skills is quite important in developing students, language competence and performance. Writing is one of the ways people communicate their feelings, ideas, and opinion with other people. Beside that, written information can be saved for a long time.

In language teaching and learning process, writing is not easy too . Writing is the most difficult language skill. It requires the writer to have good mastery on the use of punctuation , the sentence construction , the mastery of vocabulary , and paragraph organizations. According Raimes (1983:4) statedThat two factors affected the difficulty of writing such as : the lack of background knowledge about what they have to present to their reader.

In relation to the teaching of English as a second language, writing can be mastered through some steps. First , the students must be able to read. The ability to read will provide the students knowledge about how to write well, involve the use of language structure, choice of words, the use of punctuation and the paragraphorganization.Through

1

reading, the students can olso have the vocabulary development. Second, the students must practice writing very frequently. A frequent practice will help a writer to be better in a certain given time (Anderson,1987).

Writing skills in English language learning are generally difficult for high school students. Therefore, the teacher of English who teaches writing skill at junior high schools must be aware that the students' writing ability is not as good as that of who learn English at English Department at university. They need a special guide from at teacher to write. In this case, a teacher does not ask the students to write before they know about the use of English structure, vocabulary, punctuation, and transitional words.

Through writing text students can generate and organize the idea, tell stories, and convey information. We can create enjoyable and comfortable condition in learning English generally and learning writing particularly. Students should have knowledge of how to express idea in the form writing they are expected to be able to compose well-organized pieces of writing. Good writing skill is important and useful particularly for the students of junior high school. However, many students get difficulties in creating a text. One of them is to complete the five component of writing.

The researchers is interested to conduct such English skill toward SMP Negeri 25 ,Makassar,because based on research's observation and interview some of certain SMP teachers. It is found that the student's ability in writing is lack or poor. In method and material itself, it is found that most of teacher lack method inhis English learning especially in

writing learning, besides that the material of English learning and writing is limited. Teachers only uses one material or there is no effort in modify or look for supplement material, so these factors that found by researchers contribute in the students'achievement, for instance; teacher seldom to explain theoretically and practically related to the form of paragraph (narrative, descriptive, argumentative, and persuasiveform) so students do not comprehend or understand certain kinds of paragraphs. Therefore, in order to fine out comprehensively solutions, these factor have to be correlated to problems faced by students themselves. Eventhough, the main role in successfully English learning is teachers, but as well as the role of student can be denied is very important.

from the previous statement, the writer is interested in conducting a research in order to fine out the problems faced by students in English especially in learning writing. In other word, this research under title: The problems face of students in writing descriptive text at second years students of SMPN 25 Makassar.

B. Problem Statement

Based on the background above, the research question is formulated as :"what are the problems facedby student in writing descriptive at second year students of SMP Negeri 25 Makassar ?"

C. Objective of the Research

The objective of the research is to find out the problems facedby student in writing descriptive text.

D. Significance of the Research

The findings of the research are expected to be useful information for the teachers of English, particularly those who teach writing skills to students of junior high schools.

E. Scope of the research

The scope of this research is restricted to the problems face by students in writing descriptive text at the second years students of SMP Negeri 25 Makassar .
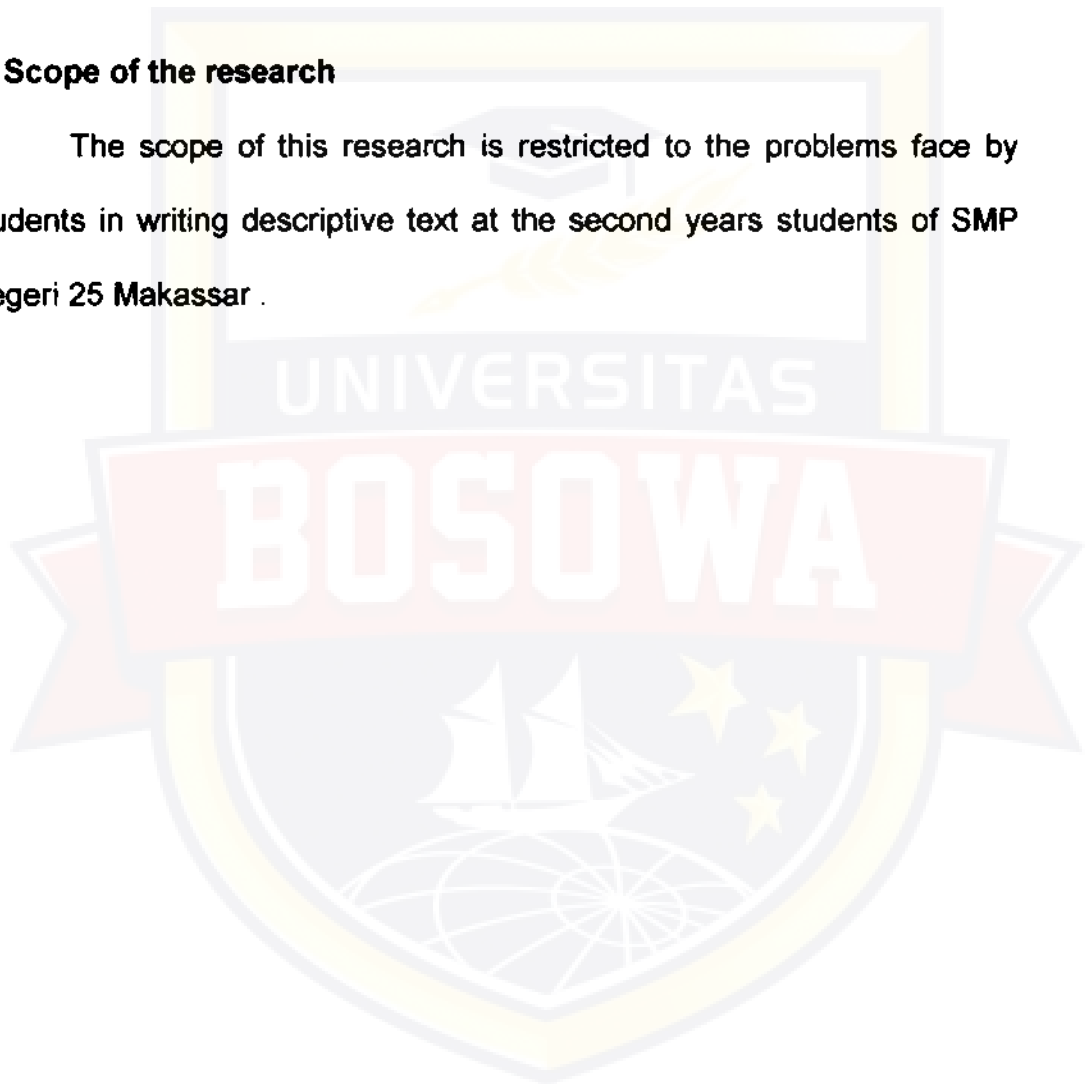
CHAPTER II

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

A. Previous Related Research Findings

Few studies on writing and interact have been conducted by some researchers.

1. Margareta M (1997), conducted a study of students ability to write application letter. She concluded that the students of English always make mistake in using punctuation, capitalization and spelling.

2. NasrulAkib (1995), conducted a research on the use of cohesive in expository paragraph by the third year students of physics Department of smp negeri 8 makassar. He concluded that there were three areas of errors in the students paragraph namely the incorrect spelling of cohesive devices, the inconsistency and the omission of the cohesive devices.

3. AsiahNur (2008), conducted a research on problems faced by the students to write descriptive paragraph in passive voice. He concluded in writing descriptive paragraph, the problems faced by students such as grammatical errors, lack of vocabulary, many errors spelling, punctuation, organization and content.

B. Some Pertinent Ideas

1. Definition of problem

Problem is a doubtful of difficult matter, a matter that exercises the mind. A problem is an obstacle, impediment, difficulty or challenge, or any

situation that invites resolution ; the resolution of which is recognize as a solution or contribution toward a known purpose or goal. A problem implies a desired outcome coupled with an apparent deficiency, doubt or inconsistency that prevents the outcome from taking place.

According to AsiahNur's research(2008) stated that problems faced by students in writing descriptive paragraph such as grammatical errors, lack of vocabulary, many errors spelling, punctuation, organization and content.

2. The Concept of Writing

a. Definition of writing.

Kroma (1988:37) argues that writing is a kind of activity where the writer exspresses all the ideas in his mind in the paper from words to sentences, sentences to paragraphs and from paragraph to essay. Writing is the act of forming graphic symbol, that is, letter or combination of letters related to the sound that the writer makes when they speak.

Lanner (1981:1) states that writing is one way of making experience for one self and others. Furthermore , he says that writing serves as the most available and the most covertly way because the outcome visible language is a stately permanent record of thought and feelings.

Richards (1977: 98) states that writing is a way of expressing the concluded that writing is a kind of expressing the mind from the writer to reader.

Writing is a kind of wonderful activity formed by its lover. One who performs writing activity is called writer or author. Some writers need

writing activity during a long travel to a far-away place that needs longer time to stay in a bus or a place, and or a ship; other need writing activities when they stay alone at home or in a hotel for a moment.

The activity of writing as has been shown above is categorized as writing for fun. A writer does it just for fulfilling his satisfaction. For example, a manager who goes to other cities for a technical meeting or conference and stays in a hotel may spend the time writing about his journey and experience as long as he wishes.

Benny (1994: 59) states that wherever he goes for longer time, he usually spends his spare time writing about his journey. When he comes back to his working place he shows it to his fellows so that he named it a note for fellows. A students of university frequently does writing activity to fulfill his academic requirements.

b. The necessity of Writing

Hairston in Margaretha (1997) states that there are some reasons why writing is important. Those reason are:

(1) Writing is a tool for discovery. We stimulate our thought process by the act of writing and into information and image we have in our unconscious mind.

(2) Writing generates new ideas by helping to make connection and see the relationship with other aspect.

(3) Writing helps us to organize our ideas and clarify concept by writing down ideas into coherent form.

(4) Writing helps us to absorb and process information. When we writeabout the topic, we learn it butter.

(5) Writing down ideas allows us to distance ourselves form them and evaluate them.

(6) Writing on a subject make us active learners then passive leaners of information.

c. The Types of Writing

(1) Argumentation

Argumentative writing is a composition, which means supporting one side or the other of a controversial topic. Argument is designed to convice that something is true. Its method is to make a general statement and support it, or sometimes to lead logically to a general conclusion by a series of facts. Argument dependents for its effectiveness on logical reasoning and concrete support for stated facts.

(2) Description

Description reproduces the way things, smell, taste, or sound; it makes also evoke moods such as happiness, loneliness, or fear. In the word, we may say that description gives sence impressions. Description helps the readers through their imaginations, to visualize a scene or a person, or to understand a sensation or an emotion.

(3) Persuasion

Persuasion is a verbal art, which aims to ensure someone to do something ordered by the speaker or the writer. Since the aim of

persuasion is the reader does something, persuasion can be categorized as a way to take decision. They, who get persuasion, should have belief that the decision they take is the right and wise decision that they take voluntarily, without any force. Persuasion actions that are set as an event for a period of time. This the target of narrative writing. does not force someone to do something, it therefore must be able to encourage or stimulate someone to take decision according to the persuasion's need.

(4) Narration

Narration is a form of discourse, which has Narration can olso be called as a kind of writing that aims to give information to the readers through set of events or stories.

d. Components of writing

Jacob in Mulyani (2006) points out five significant components in writing namely: content, organization, vocabulary, language usage, and mechanics.

(1) Content

There are at least four things that can be measured in connecting with content; the composition should contain one central purpose only, should hane unity, should have coherence and continuity and should be adequately developed.

(2) Organization

The purpose of the organizing material in writing involve coherence, order of importance, general to specific to general, chronological order and spatial order of pattern. When writing, the learner should arrange their

writing chronologically. They should present their ideas based in the order of which happened from the beginning to the and.

(3) Vocabulary

The affective used of words will always result good writing both specific and technical writing, the dictionary is very considerable. The lack of vocabulary makes the leaners difficult to express idea.

(4) Language usage

Language use in writing description and other form of writing involves correct languages and point of grammar. An adequategrammar should be one that is capable of producing garammar. We should not be able to do anything more than utter separate items function and grammar also can help the leaner improve the use of formal language.

(5) Mechanics

There are two parts of mechanics in writing namely punctuation and capitalization. Punctuation is important as the way to clarify meaning. In English writing, capital letters have two principles. First, used to distinguish between particulars and things. Second, used as first word in quotation, a formal statement and proper adjectives.

e. The characteristics of good writing

The characteristics of good writing will be presented as follows:

(1) Significance

Writing is significance if the readers enjoy it. In order to produce a significant writing. The author has to under estimate his own resources and have valuable information about some activity or interest that someone.

(2) Clarity

One thing is very important in writing is clarity. A piece of writing that lack clarity able to annoy reader.

(3) Unity and organization

A piece of writing is called united if each sentence in a paragraph develops or supports the main idea of the paragraph, and connects each sentence.

(4) Adequate development

In writing the author established a contract with the readers, that contract can take variance from such as a little that predict, and opening question that must be answered, a thesis statement to be develop, or an anecdote.

3. Concept of Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a text type that is widely used in everyday life to describe objects, places, people, animals and so forth. Descriptive text an English text for depicting like what objects or living things that we describe, either in appearance, smell, sound, or texture of the object or living th thing.

b. Communicative goals descriptive text

Communicative goals of descriptive text is to describe and reveal the characteristics of object, places or certain creatures in general.

c. Generic structure descriptive text

In every descriptive text are the two part that is characteristic of descriptive text text itself both parts are :

(1) Identification is part of descriptive text about the topic or containing the "what" will be depicted or describe.

(2) Description

Description is the last part of the descriptive text that contains discussion or depiction of the topic or the"what" in the identification of the physical appearance, quality and general behavior of its properties.

d. Characteristics descriptive text

(1) Descriptive text using the Present Tense, for example : go, eat, fly,etc...

(2) Descriptive text using How adjectives describing the nature(portrait), numbering, and classifying, for example: two strong legs, sharp white fangs, etc..

(3) Descriptice text using verbs relating to provide information about the subject, for example : my mum is really cool.

(4) Descriptive text using thinking verbs (verb think, like belive, think etc..) and feeling verbs (verb flavorings, like feel) to reveal author's personal views about the subject, for example : police believe the suspect is armed.

(5) Descriptive text also uses adverbs to provide additional information about the behavior or trait (adjective) are describe, for example: it is extremely high.

C. Theoretical of Framework

Writing is the one of the important skills in English. Without writing, people can not do anything if they just depend on the oral. Writing is a part of communication ways that useful for telling something that we can do in speaking, and with writing, people can describing something that they wont to explain completely and clearly.

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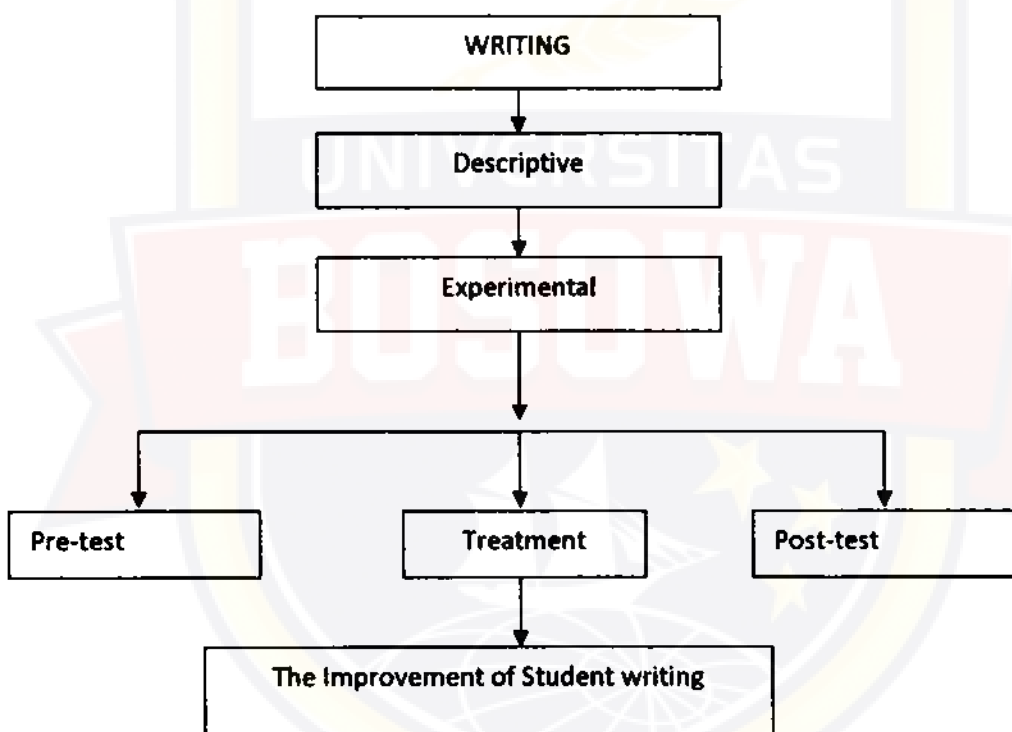
CHAPTER III

RESEARCH METHOD

This chapter present research method and design, variable of the research, population and sample, instrument of the research, procedure of collecting the data, and technique of analyzing the data.

A. Method Research and Design

This research will use experimental research method with one group given pretest and pos-test design (Gay, 1981: 225). The group is giving pre-test before giving treatment. The research design is present as follows:

01	X	02

Notes :

01: pre-test

X : treatment

02: post-test

B. Variable of the Research

In this research has two variables, namely independent variable and dependent variable. The independent variable is the use of writing descriptive text and dependent variable is the students problem' writing.

C. Population and Sample

1. Population

The population of the research is the second years students of SMP Negeri 25 Makassar in academic year 2013/2014.

2. Sample

The sampling in this research use purposive sampling. The researcher will take one class of seven classes at SMP Negeri 25 Makassar, VIII-6 as the sample. The total samples are 25 students, the writer choose class viii 6 because the writer know that class had problem in writing descriptive text .

D. Instruments of the Research

a. Questionnaire

The Questionnaire was used to find out the problems faced of students in writing descriptive text.

b. Pre-test and Post-test

Writing test as pre-test and post-test. The pre-test is give to the students in order to check the writing ability before learning through descriptive text. The post-test is give to the students in order to check the writing achievement or the writing ability after learning through descriptive text. To score the students' competence in writing descriptive text,the writer used the following scoring system by Jacobs (1981) in jabu (2008:162):

- Content

Score	Classifications	Criteria
30-27	Excellent to very good	Knowledge,suitable,substantive
26-22	Very good to good	Some knowledge of subject, Adequate range
21-17	Fair to poor	Limited knowledge, little substance
16-13	Very poor	Does not show knowledge of Subject,non substance

- Organization

Score	Classifications	Criteria
20-18	Excellent to very good	Fluent expression, idea clearly stated
17-14	Very good to good	Somewhat choppy, loosely organized
13-10	Fair to poor	Non fluent, ideas confused or Disconnected
9-7	Very poor	Does not communicate, no organization

- Vocabulary

Score	Classifications	Criteria
20-18	Excellent to very good	Sophisticated range, effective Word/idiom choice and usage
17-14	Very good to good	Adequate range, occasional errors of word/idiom, choice, and usage out meaning not occurred
13- 10	Fair to poor	Limited range, frequent errors of Word/idiom form, choice, usage
9- 7	Very poor	Essential translation, little knowledge of English vocabulary

- Grammar/Language Use

Score	Classifications	Criteria
25-22	Excellent to very good	Effective complex construction
21-19	Very good to good	Effective but simple construction
18-11	Fair to poor	Major problems in simple/complex Construction
10-5	Very poor	Virtually no mastery of sentence Construction rules

- Mechanics

Score	Classifications	Criteria
5	Excellent to very good	Demonstrate mastery of convictions
4	Very good to good	Occasional errors of spelling, Punctuation, capitalization
3	Fair to poor	Frequent errors of spelling, Punctuation, capitalization
2	Very poor	Non mastery of connection, dominated by spelling errors, capitalization, paragraphing

E. Procedure of Collecting Data

The procedure in collecting data is chronologically presented as follows :

1. Pre-test

The researcher will give the students pre-test that use to identifystudents' prior knowledge of vocabulary ability. In the pre-test the writergive a test that contains of vocabularies, how they write the correct vocabulary by choosing the right words. It is conducted for 60 minutes.

2. Treatment Procedures

After giving pre-test, the researcher will give students treatment for two meeting :

a. The first meeting ;

Materials : the researcher will explain about the materials that becomes the treatment and after that the researcher will give the students an example about the materials and some questions about vocabularies that related with the sample.

b. The second meeting;

Materials : the researcher will perform a demonstrate thatrelate with descriptive text, then the students will ask to Watch and write everything like as they want to write based on the demonstrate.

3. Post-test

After giving the treatment to the students, researcher, give the post-test. It aims at knowing whether the students has different achievement in writing by using descriptive text as writing method after giving treatments. In this step, the students are instructed to write again with the same topic at the pre-test.

F. Technique of Analyzing Data

The data will obtain from the vocabulary test and analyzed through the following steps :

1. Scoring the students correct answer of pre-test and post-test by using this formula :

$$score = \frac{student correct answer score}{\text{The total number of items}} \times 100\%$$

2. Classifying the students score into the following criteria :

Table 3.1.
Students' Score

No	Characteristic	Score
1	Is as excellent	96- 100
2	Is as very good	86-95
3	Is as good	76-85
4	Is as fairly good	66-75
5	Is as fair	56-65
6	Is as poor	36-55
7	Is as very poor	0-35

(depdikbud, 1985 : 5)

3. Calculating the mean score of the students answer by using this

formula: $$x = \frac{\sum X}{N}$$

Where :

X : Mean Score

$\sum$: The total score of the students responses

N : the number os students' respondents

4. Finding out the significant differences between the pre-test and post-test by using picture this formula :

$$t = \frac{D}{\sqrt{\dfrac{\sum D^{2x=\frac{(\sum D)}{N}}}{N(N-1)}}}$$

(Gay, 1981 : 331)

Where :

D   : The mean of the different score

$\sum$ D   : The sum of the different score

N   : the total number of the sample

T   : test of significance
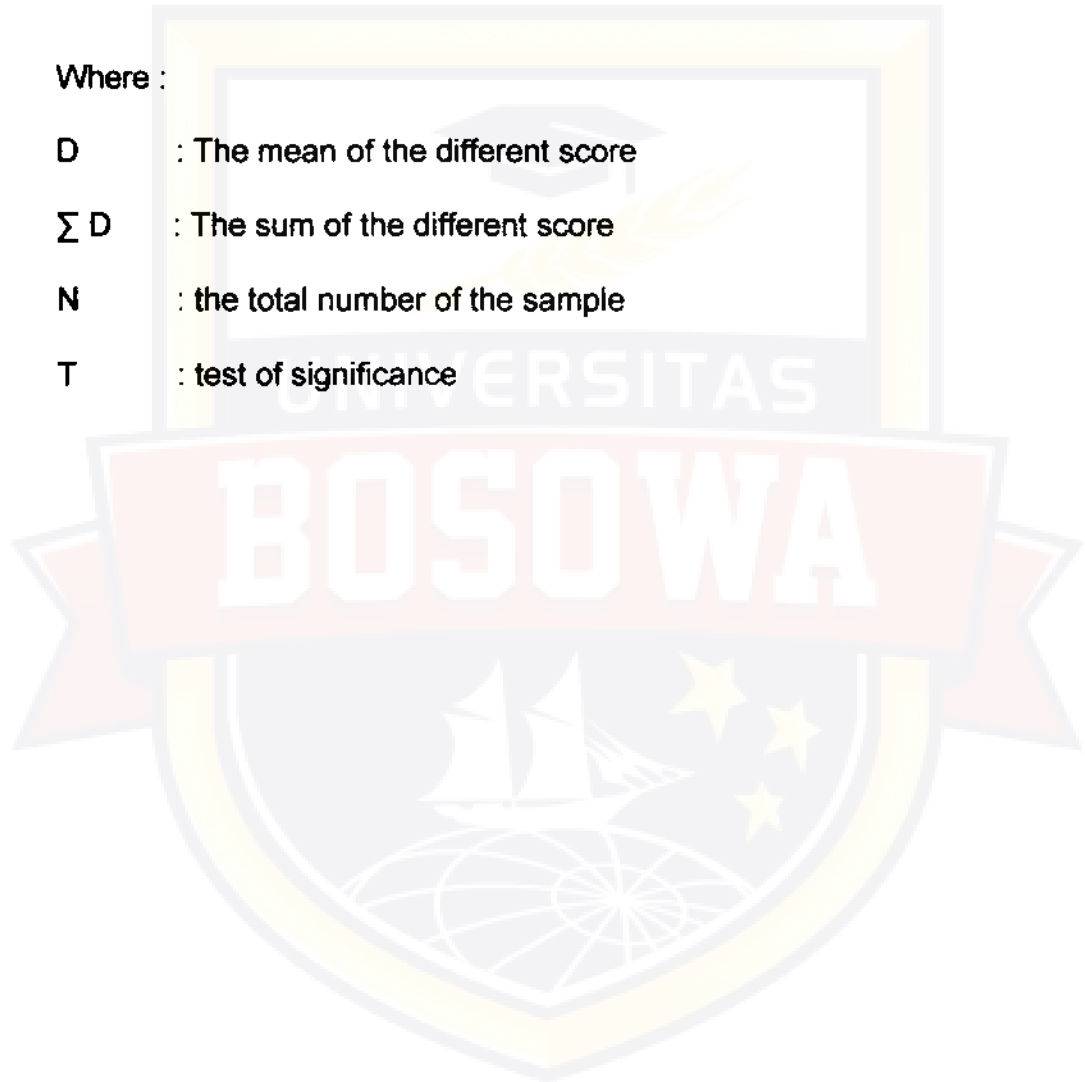
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the research finding and the discussion the findings consist of the students' ability in writing descriptive text and problems faced of students in writing descriptive text. The discussion part deals with the interpretation and further explanation of the findings.

A. Findings

The research findings consist of the students' ability in writing descriptive text and the problems faced of students in writing descriptive text.

1. Findings on objective test about the students' ability in writing descriptive text.

The students' score obtained through writing test are tabulate by giving attention on the five components. The score for the five components observed and then qualified into 7 levels based on the DEPDIKBUD standars of evaluation (1985:6) and analytical scoring system by Jacobs (1981) in Jabu (2008:162):

The result of the students' writing test:

Table 4.1
Frequency and Rate Percentage Of the Students Using On the
Five Components that Have Been Observed

No	Classification	Range	Pre-test		Post-test	
			Freq	%	freq	%
1	Excellent	96-100	-	-	-	-
2	Very good	86-95	-	-	-	-
3	Good	76-85	-	-	2	8%
4	Fairly good	66-75	2	8%	3	12%
5	Fair	56-65	2	8%	12	48%
6	Poor	36-55	21	84%	8	32%
7	Very poor	0-35	-	-	-	-
	Total		25	100%	25	100%

Table 1 above shows that in pre-test there are 21 students'score (84%) are classified into poor score, 2 students' score (8%) are classified into fair score and 2 students' score (8%) are classified into fairly good score.none of them are classified into very poor,good,very good and excellent score.

In the post-test there are 8 students'score (32%) are classified into poor score, 12 students'score (48%) are classified into fair score, 3 students'score (12%) are classified into fairly good score and 2 students'score (8%) are classified into good score.none of them are classified into poor, very good and excellent score.

Table 4.2
Frequency and Rate Percentage Of the Students Skore
in Pre-test and Post-test in Content Component

No	Classification	Range	Pre-test		Post-test	
			Frq	%	Frq	%
1	Excellent to very good	27-30	-	-	-	-
2	Very good to good	22-26	-	-	2	8%
3	Fair to poor	17-21	4	16%	15	60%
4	Very poor	13-16	21	84%	8	32%
	Total		25	100%	25	100%

Table 2 above shows that , in the pre-test there are 21 students' scores (84%) are classified into very poor score, 4 students' scores (16%) are classified in to fair to poor score. None of them are classified into very good to good and excellent to very good score.

In the post-test there are 8 students' scores (32%) are classified into very poor score, 15 students'scores (60%) are classified into fair to poor score, 2 students' score (8%) are classified into very good to good score. None of them are classified into excellent to very good score.

The writer found that the rate percentage of the post-test was higher than of the pre-test. And indicated that students' got progress in post test than pre-test. In the other words, there is an improvement of students' writing ability in content.

Table 4.3
Frequency and Rate Percentage Of the Students
on Organization Component.

No	Classification	Range	Pre-test		Post-test	
			Frq	%	Frq	%
1	Excellent to very good	18-20	-	-	-	-
2	Very good to good	14-17	-	-	4	16%
3	Fair to poor	10-13	8	32%	18	72%
4	Very poor	7-9	17	68%	3	12%
	Total		25	100%	25	100%

Table 3 above shows that , in the pre-test there are 17 students' scores (68%) are classified into very poor score, 8 students' scores (32%) are classified in to fair to poor score. None of them are classified into very good to good and excellent to very good score.

In the post-test there are 3 students' scores(12%) are classified into very poor score, 18 students'scores (72%) are classified into fair to poor score, 4 students' score (16%) are classified into very good to good score. None of them are classified into excellent to very good score.

The writer found that in pre test, most of students had difficult in organizing their idea into readable paragraph, but in post test the students can organizing their idea into readable paragraph.

This result show that there is improvement of the students' writing ablity in organization.

Table 4.4
Frequency and Rate Percentage Of the Students
on Vocabulary Component.

No	Classification	Range	Pre-test		Post-test	
			Frq	%	Frq	%
1	Excellent to very good	18-20	-	-	-	-
2	Very good to good	14-17	3	12%	10	40%
3	Fair to poor	10-13	14	56%	15	60%
4	Very poor	7-9	8	32%	-	-
	Total		25	100%	25	100%

Table 4 above shows that , in the pre-test there are 8 students' scores (32%) are classified into very poor score, 14 students' scores (56%) are classified into fair to poor score, 3 students scores(12%) are classified into very good to good score. None of them are classified into excellent to very good score.

In the post-test there are 15 students'scores (60%) are classified into fair to poor score, 10 students' score (40%) are classified into very good to good score. None of them are classified into very poor and excellent to very good score.

This result show that the rate percentage of the post-test was higher than of the pre-test. And indicated that students'got progress in post-test than pre-test. In the other words, there is an improvement of students' writing ability in vocabulary.

Table 4.5
Frequency and Rate Percentage Of the Students
on Language Use/grammar Component

No	Classification	Range	Pre-test		Post-test	
			Frq	%	Frq	%
1	Excellent to very good	22-25	-	-	-	-
2	Very good to good	19-21	-	-	2	8%
3	Fair to poor	11-18	7	26%	15	60%
4	Very poor	5-10	18	74%	8	32%
	Total		25	100%	25	100%

Table 5 above shows that , in the pre-test there are 18 students' scores (74%) are classified into very poor score, 7 students' scores (26%) are classified in to fair to poor score. None of them are classified into very good to good and excellent to very good score.

In the post-test there are 8 students' scores(32%) are classified into very poor score, 15 students'scores (60%) are classified into fair to poor score, 2 students' score (8%) are classified into very good to good score. None of them are classified into excellent to very good score

The result show that the rate percentage of the post-test was higher than of the pre-test. In the other words, there is an improvement of students' writing ability in grammar.

Table 4.6
Frequency and Rate Percentage Of the Students
on Mechanics Component.

No	Classification	Range	Pre-test		Post-test	
			Frq	%	Frq	%
1	Excellent to very good	5	-	-	-	-
2	Very good to good	4	-	-	1	4%
3	Fair to poor	3	2	8%	10	40%
4	Very poor	2	23	92%	14	56%
	Total		25	100%	25	100%

Table 6 above shows that , in the pre-test there are 23 students' scores (92%) are classified into very poor score, 2 students' scores (8%) are classified in to fair to poor score. None of them are classified into very good to good and excellent to very good score.

In the post-test there are 14 students' scores(56%) are classified into very poor score, 10 students'scores (40%) are classified into fair to poor score, 1 students' score (4%) is classified into very good to good score. None of them are classified into excellent to very good score.

The result show that the rate percentage of the post-test was progress in post-test than pre-test. In the other words, there is an improvement of students' writing ability in mechanics.

2. Mean score and Standar Deviation

After calculating the result of the students' pre-test and post-test, the mean score and standar deviation of the students' writing ability are presented in the following table:

Table 4.7
Mean Score and Standar Deviation Of the Students' Pre-test and Post-test

	Mean Score	Standar Deviation
Pre-test (x_1)	47,88	6,80
Pos-test (x_2)	58,92	8,73

Table 7 above show the statistical summary of the students' mean score and standar deviation both in pre-test and post- test the mean score of the students ' pre-test is 47,88 which is classified as fair category with standar deviation 6,80 and the mean score of the students' post-test is 58,92 which is classified as good category with standar deviation is 8,73.

3. Test Significance

In order to know whether or not the mean score is different from two variables (pre-test and post-test) of the level of the significance(0,05) with degree of freedom (df) =N-1, Where N= the total of the students (25)

The following table show the result of test calculation.

Table 4.8
T-test Value of Students

Variable	T-test value	T-table
X_2- X_1	11,44	2,064

Table 8 indicates the value of T-test is greater than the value of T-table. It shows that there is a significant difference between the result of the students' pre-test and post-test.

4. Hypothesis Testing

To find out the degree of freedom (df), the writer used the following formula:

Df= N-1

Df= 25

= 24

For the level of significance(a) 0,05 and df = 24, then the value of the t-table is 2,064, while the value of t-test is greaterthen t-table value (11,44>2,064). it means that the alternative hypothesis (H_1) is accepted.

From the analysis above, the writer concluded, that is a significant different between the pre-test and post-test of the students' writing ability after giving treatmens for improving their writing ability through writing exercises on descriptive text.

5. **Finding on Questionnaire About the Problems Faced of Students**

    in Writing Descriptive Text.

    Base on the table presented concerning writing descriptive text,the writer tries to formulate same or problems faced of students in writing descriptive text this poor ability was certainly caused by same factor or problems. These cases will be dealt with in detail the following below:

Table 4.9
The Frequency of Students' Problem in Writing Descriptive Text

No	The problems in Writing DescriptiveText	Frequency	Percentage(%)
1	Topic	-	-
2	Main idea	19	76%
3	Organization	20	80%
4	Conclusion	16	64%
5	Vocabulary	18	72%
6	Grammar(language use)	22	88%
7	Mechanics	17	68%

Table 4.10
The Highest and The Lowest Frequency Of Problems in Writing
Descriptive Text

No	The problems in Writing DescriptiveText	Frequency	Percentage(%)
1	Topic	-	-
2	Main idea	22	88%
3	Organization	20	80%
4	Conclusion	19	76%
5	Vocabulary	18	72%
6	Grammar(language use)	17	68%
7	Mechanics	16	64%

The data from the table above show that:

1. Some of the students or 68% stated that grammar or language use in writing descriptive text make them difficult to write descriptive text.

   "banyak penggunaan grammatikal yang saya tidak ketahui".

   (Muh Hamzah)

   "alasanya kama saya kurang bisa mengembangkan kata "(Endah Putri)

2. some of students or 72% stated that lack of vocabulary makes them difficult in writing descriptive text.

   "kurang menguasai kosa kata dalam bahasa inggris".(Muh Hamzah)

3. Many students or 80% stated that organization in paragraph make them difficult in writing descriptive text.

   "bagian pengembangan tidak di mengerti ".(Nurul)

"merangkai kalimat sangat susah" (Nadhya & Dea)

"terkadang saya tidak tahu kalimat mana yang harus didahulukan".

(Karmila)

4. Some of the students or 76% also stated that they didn't know how to make conclusion from text.

   "saya tidak tahu apa yang harus di tulis".(dea)

   "saya tidak tahu yang mana menjadi kesimpulan dari paragraph" (Karmila)

5. many students or (88%) stated that determine main idea make them difficult in writing descriptive text.

   "tidak tahu mau mulai dari mana " (Muh Hamzah   )

6. Then some of them or 64% stated that mechanics part (punctuation, capitalization) make them difficult in writing descriptive text.

   "kama saya kurang bisa yang mana harus di kasih tanda baca dan huruf kapital". (Endah Putri   )

   "saya tidak tahu penggunaan huruf capital dan tanda baca secara pasti". (Muh Hamzah).

B. Discussion

In this section the writer would like to discuss the result of finding in accordance with the scope of the research. The discussion is on the problems hampered the second year students of SMPN 25 makassar in writing descriptive text. The problems face of students in writing descriptive text came from two sources namely from the result of writing

test and questionnaire, these problems are discussed successively in the following:

1. **The discussion of the problems found in the objective test.**

    The data shows that the students second years students ofSMPN 25 Makassar have low mean score of the test (53,4) and classified as "poor" ability. Therefore, the writer concludes that the students have low (poor) ability in writing descriptive text.

    The data also show that in content component , the students' score is classified as very poor. And in organization, vocabulary,language use, and mechanic component, the students score are classified as fair to poor . it means that the students have the lowest score in component of the style. Thus, it is considered that component of styles are difficult for the students.

2. **The discussion of the problems found in questionnaire.**

    From the findings in the previous explanation, the researcher found that the students of the second years of SMPN 25 Makassar have problems in writing especially in writing descriptive text.

1. Topic of text

    Determining topic of text before we start writing is important because topic of text is the most general statement of the text; it is the key of sentence.

2. Main idea

Making main idea in writing descriptive text is most support the writer to finish their writing because when the main idea text is interesting and the reader can get the subject matter clearly on this paragraph, the reader will go on to finish the reading. This problem was indicated by 76% students (see table 9)

3. Organization

The purpose of the organizing material in writing involve coherence, general to specific, specific to general, and chronological order. When writing, the leaner should arrange their writing chronologically. They should present their ideas based in the order of which happened from the beginning to the and. This problem was indicated by 80% students (see table 9).

4. Making conclusion

In this paragraph,the idea conveyed through writing must be complete because when the idea has not complete yet, the reader may have a dizzy mind in determining whether or not the writing is ended. This problem was indicated by 64% students (see table 9)

5. Grammar (language use)

Grammar (language use) in writing description and other form of writing involves correct languages and point of grammar. Grammar can help the leaner improve the use of formal language. This problem was indicated all of the students or 68% (see table 9)

6. Vocabulary

The effective vocabulary used in writing descriptive text will result in a good writing but the lack of vocabulary will result in bad writing. This problem was indicated by 72% (see table 9)

7. Mechanics (puncutuation, capitalization)

There are two parts of mechanic in writing namely punctuation is important as the way to clarify meaning. In English writing, capital letters have two principles. First, used to distinguish between particulars and thing. Second, used as first word in quotation and a formal statement. This problem was indicated 64% students(see table 9).

The conclusion is there are many problem student writing in making main idea, organization,conclusion,garammar, vocabulary and mechanics.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consist of two section deals with the conclusions of the findings , and the second one deals with suggestions.

A. Conclusions

Based on the findings and discussions in previous chapter, the researcher has come to:

1. The students of SMP Negeri 25 Makassar especially the second years have (low) poor ability in writing descriptive text. It is proved by means score of the students (53,4) which was obtained through writing test which is classified as "poor" classification. The data also shows that in content component, the students' score is classified as very poor. And in organization, vocabulary, language use, and mechanic component, the students' score are classified as fair to poor. It means that the students have difficult in component of style in writing descriptive text.

2. The problems faced of students in writing descriptive text are divided into six parts: main idea, organization, conclusion, vocabulary, language use, and mechanic. The research reveals that all of the students have problem in the part of language use/grammar and the most of students' problem was caused by lack of vocabulary.

B. Suggestions

Concerning with the conclusions above, the writer would like to put forward some suggestions as follows:

1. The teacher should vary his techniques in teaching writing descriptive text, thus they are interesting to learn it, for example using picture, guiding questions (WH questions) ,etc.

2. The teacher should explain the five components in writing period of teaching-learning process, but it could be explained step by step(for instance content, organization and vocabulary could be taught first and next, it will be continued by arrangement of paragraphs bases on good grammatical use and good mechanics). It is aimed to make the students more understand the material and can produce a good writing especially in writing descriptive text.

3. The students have to do many more exercises in writing descriptive text even though they are not asked by their teacher,in order to increase their ability.

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APPENDIX I

INSTRUMEN PENELITIAN

JUDUL : The Problems Faced Of Students In Writing Descriptive Text at Second Years Students Of SMP Negeri 25 Makassar.

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa dapat menulis text secara mandiri .
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama :.....................

Kelas :....................

Writing test

- Write a descriptive text about my mother !

....
....
....
....
....
....
....
....
....
....

APPENDIX 2

ANGKET PENELITIAN

Nama :

Kelas :

Petunjuk

- Jawablah pertanyaan berikut dengan jujur sesuai dengan kenyataan yang sebenarx. Tidak ada jawaban yang salah atau benar.
- Berikan alasan dari setiap jawaban anda!

Daftar pertanyaan :

1. Apakah Anda mengalami permasalahan dalam mengemukakan ide pokok dalam menulis text deskripsi ?

   ....

   ....

2. Apakah Anda mengalami kesulitan penggunaan kosakata yang tepat dalam Menulis text deskripsi ?

   ....

   ....

3. Apakah Anda mengalami permasalahan dalam merangkaikan kalimat dengan kalimat dalam bagian pengembangan paragraph ?

   ....

   ....

4. Apakah Anda mengalami permasalahan dalam bagian penutup atau membuat kesimpulan dari text deskripsi ?

   ....

   ....

5. Apakah anda mengalami permasalahan dalam menggunakan kalimat gramatikal dalam menulis text deskripsi?

   ....

   ....

6. Apakah Anda mengalami permasalahan dengan penggunaan huruf capital dan tanda baca dalam menulis text deskripsi ?

   ....

   ....

APPENDIX 3

THE RAW SCORE OF THE STUDENTS WRITING IN PRE-TEST

No	Name	Score of each component of writing					Total score	Classifications
		Cont	Org	Vocab	gram	mech		
1	Ayu	16	9	9	8	2	44	Poor
2	Ade	16	9	10	10	2	44	Poor
3	Andi	14	10	11	9	2	47	Poor
4	Alfirah	20	13	15	17	3	68	Fair
5	Andi	16	9	10	9	2	46	Poor
6	Dessy	13	8	8	7	2	38	Poor
7	Dea	13	7	9	11	2	42	Poor
8	Endah	16	9	9	8	2	44	Poor
9	Fakiha	16	9	13	8	2	48	Poor
10	Farid	20	13	15	11	3	62	Fair
11	Hardinsyh	14	8	9	8	2	41	Poor
12	Hamsidar	13	8	8	7	2	38	Poor
13	Hasmirah	15	10	13	16	2	56	Fair
14	Ivan	14	9	13	10	2	48	Fair
15	Karmila	16	8	12	17	2	55	Poor
16	Muh.ham	17	8	10	10	2	47	Poor
17	Nadhya	16	7	8	9	2	42	Poor
18	NurRiski	13	8	7	9	2	39	Poor
19	Nurul	13	8	10	9	2	42	Poor

20	Ridzky	15	9	13	12	2	51	Poor
21	Rahma	14	8	10	8	2	42	Poor
22	Rifiyal	15	10	12	7	2	46	Poor
23	Stevani	16	13	10	10	2	51	Poor
24	Vikram	16	10	13	9	2	50	Poor
25	Widya	20	13	15	16	2	66	Fairly good
	TOTAL	**413**	**233**	**272**	**255**	**52**	**1197**	

APPENDIX 4

THE RAW SCORE OF THE STUDENTS WRITING IN POS-TEST

No	Name	Score of each component of writing					Total score	classifications
		Cont	Org	Vocab	gram	mech		
1	Ayu	17	12	13	11	3	56	Fair
2	Ade	20	13	13	12	2	60	Fair
3	Andi	15	13	14	10	3	55	Poor
4	Alfirah	22	16	17	20	3	78	Good
5	Andi	17	12	13	12	3	57	Fair
6	Dessy	15	9	11	10	2	47	Poor
7	Dea	16	9	12	12	2	51	Poor
8	Endah	18	12	13	11	2	56	Fair
9	Fakiha	18	12	15	11	3	59	Fair
10	Farid	22	15	17	17	3	74	Fairly good
11	Hardinsyh	16	10	12	10	2	50	Poor
12	Hamsidar	15	9	11	10	2	47	Poor
13	Hasmirah	18	13	15	19	3	68	Fairly good
14	Ivan	17	12	17	15	3	64	Fair
15	Karmila	20	13	13	11	2	59	Fair
16	Muh.ham	20	10	14	18	2	64	Fair
17	Nadhya	19	12	14	18	3	66	Fairly good
18	NurRiski	17	13	13	11	2	56	Fair

19	Nurul	17	13	13	11	2	56	Fair
20	Ridzky	18	12	15	17	3	65	Fair
21	Rahma	16	10	12	10	2	50	Poor
22	Rifiyal	16	12	13	9	2	52	Poor
23	Stevani	17	14	13	10	2	56	Fair
24	Vikram	16	11	12	9	2	50	Poor
25	Widya	21	17	17	18	4	77	Good
	TOTAL	**443**	**304**	**342**	**322**	**62**	**1473**	
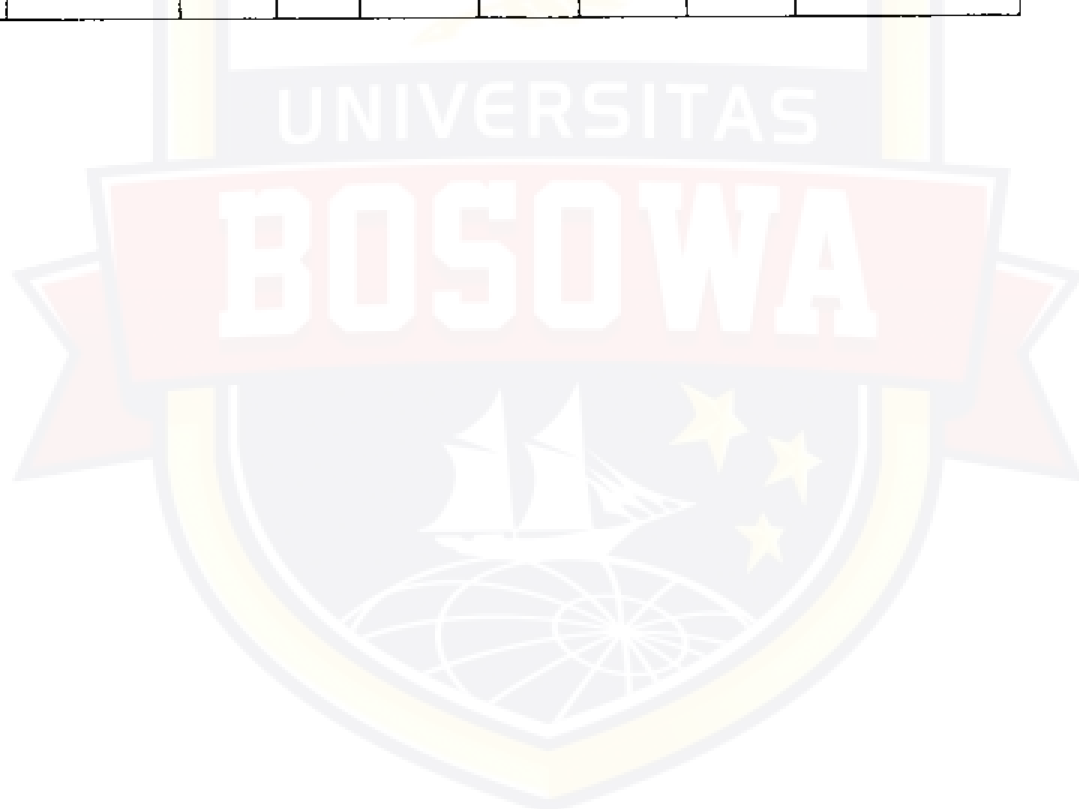
APPENDIX 5

THE RAW SCORE OF THE STUDENTS WRITING IN PRE-TEST AND POS-TEST

No	Name	Raw Score			
		Pre-test	classification	Post-test	Classification
1	Ayu	44	Poor	56	Fair
2	Ade	44	Poor	60	Fair
3	Andi	47	Poor	55	Poor
4	Alfirah	68	Fair	78	Good
5	Andi	46	Poor	57	Fair
6	Dessy	38	Poor	47	Poor
7	Dea	42	Poor	51	Poor
8	Endah	44	Poor	56	Fair
9	Fakiha	48	Poor	59	Fair
10	Farid	62	Fair	74	Fairly good
11	Hardinsyh	41	Poor	50	Poor
12	Hamsidar	38	Poor	47	Poor
13	Hasmirah	56	Fair	68	Fairly good
14	Ivan	48	Fair	64	Fair
15	Karmila	55	Poor	59	Fair
16	Muh.ham	47	Poor	64	Fair
17	Nadhya	42	Poor	66	Fairly good
18	NurRiski	39	Poor	56	Fair

19	Nurul	42	Poor	56	Fair
20	Ridzky	51	Poor	65	Fair
21	Rahma	42	Poor	50	Poor
22	Rifiyal	46	Poor	52	Poor
23	Stevani	51	Poor	56	Fair
24	Vikram	50	Poor	50	Poor
25	Widya	66	Fairly good	77	Good
	TOTAL	**1197**		**1473**	

APPENDIX 6

The result of questionnaire

Nama	Topic		Main idea		Organiz ation		conclus ion		vocabula ry		grammar		mechani cs	
	yes	No	Yes	No	yes	No	yes	no	yes	no	yes	no	yes	no
Ayu	-	-	V	-	V	-	V	-	V	-	V	-	-	V
Ade	-	-	✓	-	V	-	V	-	V	-	V	-	-	V
Andi M	-	-	V	-	V	-	V	-	V	-	V	-	V	-
Alfirah	-	-	V	-	-	V		V	-	V	V	-	V	-
Andi R	-	-	V	-	V	-	V	-	V	-	V	-	V	-
Dessy	-	-	-	V	V	-	V	-	V	-	V	-	V	-
Dea	-	-	-	V	V	-	V	-	V	-	V	-	-	V
Endah	-	-	V	-	V	-	V	-	V	-	V	-	V	-
Fakiha	-	-	V	-	V	-		V	-	V	V	-	V	-
Farid	-	-	V	-	-	V		V	-	V	-	V	-	V
Hrdsyh	-	-	V	-	V	-	V	-	V	-	V	-	V	-
Hmsidr	-	-	-	V	V	-	V	-	-	V	V	-	-	V
Hsmira	-	-	V	-	V	-		V	V	-	V	-	V	-
Ivan	-	-	V	-	-	V		V	V	-	V	-	V	-
Karmila	-	-	-	V	V	-	V	-	V	-	-	V	-	V
Muh.H	-	-	V	-	V	-	V	-	-	V	V	-	V	-
Nadhya	-	-	V	-	-	V	V	-	V	-	V	-	V	-
NurRis	-	-	V	-	V	-	V	-	V	-	V	-	V	-

Nurul	-	-	V	-	V	-		V	-	V	-	V	V	-
Ridzky	-	-	V	-	V	-		V	V	-	V	-	-	V
Rahma	-	-	V	-	V	-	V	-	V	-	V	-	V	-
Rifiyal	-	-	V	-	V	-	V	-	V	-	V	-	V	-
Stevani	-	-	-	V	V	-		V	V	-	V	-	V	-
Vikram	-	-	V	-	V	-	V	-	-	V	V	-	V	-
widya	-	-	-	V	-	V		V	V	-	V	-	-	V
Total	-	-	19	6	20	5	16	9	18	7	22	3	17	8

APPENDIX 7

THE CONVERT SCORES OF STUDENTS IN PRE-TEST AND POST-TEST

No	Name	Raw Score		$D= (X_2 - X_1)$	D^2
		Pre-test X_1	Post-test X_2		
1	Ayu	44	56	12	144
2	Ade	44	60	16	256
3	Andi	47	55	8	64
4	Alfirah	68	78	10	100
5	Andi	46	57	11	121
6	Dessy	38	47	9	81
7	Dea	42	51	9	81
8	Endah	44	56	12	144
9	Fakiha	48	59	11	121
10	Farid	62	74	12	144
11	Hardinsyh	41	50	9	81
12	Hamsidar	38	47	9	81
13	Hasmirah	56	68	12	144
14	Ivan	48	64	16	256
15	Karmila	55	59	4	16
16	Muh.ham	47	64	17	289
17	Nadhya	42	66	24	576
18	NurRiski	39	56	17	289

19	Nurul	42	56	14	196
20	Ridzky	51	65	14	196
21	Rahma	42	50	8	64
22	Rifiyal	46	52	6	36
23	Stevani	51	56	5	25
24	Vikram	50	50	0	0
25	Widya	66	77	11	121
	N=25	X_1=1197	X_2=1473	D=276	$(D)^2$=3626

APPENDIX 8

SAMPLE OF THE RESEARCH

No	Name	Pre-test		Post-test		X2-x1(D)	D^2
		X1	$(X_1)^2$	X2	$(X_2)^2$		
1	Ayu	44	1936	56	3136	12	144
2	Ade	44	1936	60	3600	16	256
3	Andi	47	2209	55	3025	8	64
4	Alfirah	68	4624	78	6084	10	100
5	Andi	46	2116	57	3249	11	121
6	Dessy	38	1444	47	2209	9	81
7	Dea	42	1764	51	2601	9	81
8	Endah	44	1936	56	3136	12	144
9	Fakiha	48	2304	59	3481	11	121
10	Farid	62	3844	74	5476	12	144
11	Hardinsyh	41	1681	50	2500	9	81
12	Hamsidar	38	1444	47	2209	9	81
13	Hasmirah	56	3136	68	4624	12	144
14	Ivan	48	2304	64	4096	16	256
15	Karmila	55	3025	59	3481	4	16
16	Muh.ha	47	2209	64	4096	17	289
17	Nadhya	42	1764	66	4356	24	576
18	NurRiski	39	1521	56	3136	17	289
19	Nurul	42	1764	56	3136	14	196

20	Ridzky	51	2601	65	4225	14	196
21	Rahma	42	1764	50	2500	8	64
22	Rifiyal	46	2116	52	2704	6	36
23	Stevani	51	2601	56	3136	5	25
24	Vikram	50	2500	50	2500	0	0
25	Widya	66	4356	77	5929	11	121
	Jumlah	$X1{=}1197$	$(X_1)^2{=}5889$	$X2{=}1473$	$(X_2)^2{=}88622$	$D{=}276$	$(D)^2{=}3626$

APPENDIX 9

CALCULATION MEAN SCORE AND STANDARD DEVIATION OF THE STUDENTS

The result of data pre-test was calculated to find out the mean score and standard deviation. Mean score is derived from the sum of all scores of Pre-test and also Post-test.

1. The Calculation Mean Score of Students Pre-test

$$\bar{X}_1 = \frac{\sum X}{N} = \frac{1197}{25} = 47,88$$

2. The Calculation Mean Score of Students Post-test

$$\bar{X}_2 = \frac{\sum X}{N} = \frac{1473}{25} = 58,92$$

3. The Calculation Mean Score of Treatment

$$\frac{\bar{X}_2 - \bar{X}_1}{2} = \frac{58,92 + 47,88}{2} = 53,4$$

4. The Calculation Mean Score of Deviation

$$\bar{D} = \frac{\sum D}{N} = \frac{276}{25} = 11,04$$

5. The Calculation Standard Deviation of Students Pre-test

$$SD = \sqrt{\frac{\sum X_1{}^2 - \left(\frac{\sum X_1}{N}\right)^2}{N-1}}$$

$$= \sqrt{\frac{5889 - \left(\frac{1197}{25}\right)^2}{25-1}}$$

$$= \sqrt{\frac{5889 - \frac{1432809}{25}}{24}}$$

$$= \sqrt{\frac{5889 - 57312}{24}}$$

$$= \sqrt{\frac{-51423}{24}}$$

$$= \sqrt{-2142,625}$$

$$= \sqrt{46,28}$$

$$SD = 6,80$$

6. **The Calculation Standard Deviation of Students Post-test**

$$SD = \sqrt{\frac{\sum X_2{}^2 - \left(\frac{\sum X_2}{N}\right)^2}{N-1}}$$

$$= \sqrt{\frac{88622 - \left(\frac{1473}{25}\right)^2}{25-1}}$$

$$= \sqrt{\dfrac{88622 - \dfrac{2169729}{25}}{24}}$$

$$= \sqrt{\dfrac{88622 - 86789,16}{24}}$$

$$= \sqrt{\dfrac{1832,84}{24}}$$

$$= \sqrt{76,3683}$$

SD = 8,73

APPENDIX 10

Calculating of the T-test Value

$$\bar{D} = \frac{\sum D}{D} = \frac{276}{25} = 11,04$$

$$t = \frac{\bar{D}}{\sqrt{\dfrac{\sum D^2 - \left(\frac{\sum D}{N}\right)^2}{N(N-1)}}}$$

$$t = \frac{11,04}{\sqrt{\dfrac{3626 - \left(\frac{276}{25}\right)^2}{25(25-1)}}}$$

$$t = \frac{11,04}{\sqrt{\dfrac{3626 - \left(\frac{76176}{25}\right)}{25(24)}}}$$

$$t = \frac{11,04}{\sqrt{\dfrac{3626 - 3047.04}{25(24)}}}$$

$$t = \frac{11,04}{\sqrt{\dfrac{3626 - 3047.04}{600}}}$$

$$t = \frac{11,04}{\sqrt{\dfrac{578,96}{600}}}$$

$$t = \frac{11,04}{\sqrt{0.9649}}$$

$$t = \frac{11,04}{0.9649}$$

$$t = 11,44$$

APPENDIX 11

DISTRIBUTION OF T-TABLE

Df	Level of Significance for one – tailed test							
	0.80	0.90	0.95	0.98	0.99	0.995	0.998	0.999
	Level of Significance for two-tailed test							
	0.20	0.10	0.05	0.02	0.01	0.005	0.002	0.001
1	3.078	6.314	12.706	31.820	63.657	127.321	318.309	636.619
2	1.886	2.920	4.303	6.965	9.925	14.089	22.327	31.599
3	1.638	2.353	3.182	4.541	5.841	7.453	10.215	12.924
4	1.533	2.132	2.776	3.747	4.604	5.598	7.173	8.610
5	1.476	2.015	2.571	3.365	4.032	4.773	5.893	6.869
6	1.440	1.943	2.447	3.143	3.707	4.317	5.208	5.959
7	1.415	1.895	2.365	2.998	3.499	4.029	4.785	5.408
8	1.397	1.860	2.306	2.897	3.355	3.833	4.501	5.041
9	1.383	1.833	2.262	2.821	3.250	3.690	4.297	4.781
10	1.372	1.812	2.228	2.764	3.169	3.581	4.144	4.587
11	1.363	1.796	2.201	2.718	3.106	3.497	4.025	4.437
12	1.356	1.782	2.179	2.681	3.055	3.428	3.930	4.318
13	1.350	1.771	2.160	2.650	3.012	3.372	3.852	4.221
14	1.345	1.761	2.145	2.625	2.977	3.326	3.787	4.140
15	1.341	1.753	2.131	2.602	2.947	3.286	3.733	4.073
16	1.337	1.746	2.120	2.584	2.921	3.252	3.686	4.015
17	1.333	1.740	2.110	2.567	2.898	3.222	3.646	3.965
18	1.330	1.734	2.101	2.552	2.878	3.197	3.610	3.922

19	1.328	1.729	2.093	2.539	2.861	3.174	3.579	3.883
20	1.325	1.725	2.086	2.528	2.845	3.153	3.552	3.850
21	1.323	1.721	2.080	2.518	2.831	3.135	3.527	3.819
22	1.321	1.717	2.074	2.508	2.819	3.119	3.505	3.792
23	1.319	1.714	2.069	2.500	2.807	3.104	3.485	3.768
24	1.318	1.711	2.064	2.492	2.797	3.090	3.467	3.745
25	1.316	1.708	2.060	2.485	2.787	3.078	3.450	3.725

APPENDIX I2

STUDENTS' RESULT IN PRE-TEST

INSTRUMEN PENELITIAN

JUDUL : The Problems Faced Of Students In Writing Descriptive Text at Second Years Students Of SMP Negeri 25 Makassar.

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa dapat menulis text secara mandiri .
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama :.......................

Kelas :....................

Writing test

- Write a descriptive text about my mother !

....
....
....
....
....
....
....
....

Nama : Endah putif yuniar

Kelas : VIII.6 .

- Make descriptive text about my mother !

ntification → It's my mother. It's Beautiful

cription → my mother is Beautiful, my mother it has
Hair curly. my mother is low Hat (Heart).
my mother it has smile cut.
my mother is cut.

C = 16   (44)
O = 9
V = 9
LU = 8
M = 2

Writing test

Nama : MUH HAMZAH RIFAI

Kelas : $\sqrt{III}^6$

- Make descriptive text about my mother !

My mom Farom medan, sumatra utara
She grey up in Jogja • She was born
in 20/5/1974 (40)

C = 17
O = 8
V = 10
LU = 10
M = 2

(47)

Writing test

Nama : Farid Andika (14)
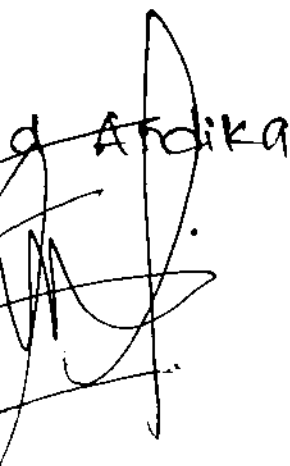
Kelas : VIII.6

- Make descriptive text about my mother !

" MOTHER "

I Have a Mother . she's my parent
I'm Love my Mother , she always
attention ..... . I Think my mother
is The ~~good~~ good Mother .

And now my Mother is Not Live
here (makassar) , but she's Live in The
Timika , she's ~~████~~ in Timika with my
father and my brother "FADLY "

C : 20
O = ~~9~~13
V = ~~9~~15
LU = 11
M = 3

(62)

APPENDIX I3
STUDENTS' RESULT IN POST-TEST

INSTRUMEN PENELITIAN

JUDUL : The Problems Faced Of Students In Writing Descriptive Text at Second Years Students Of SMP Negeri 25 Makassar.

Keterangan :
1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas "45" Makassar.
2. Peneliti mengharapkan kiranya para siswa dapat menulis text secara mandiri .
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Nama :.....................

Kelas :...................

Writing test

- Write a descriptive text about my mother !

....
....
....
....
....
....

Nama : Farid Andika

Kelas : VIII. 6

- Make descriptive text about my mother !

" The Best Mother "

i have Mother , my Mother is Differen from The other Mother . She always attention . I Tnik my Mother is Beauti ful . I always Help my Mother in the Kitchen .

Now my Mother is Net Live in Makassar, she's live in Timika - Papua with my Father and my Brother . I always calling with my mother . Because I Always miss my Mother.

(74)

C = 22
O = 15
V = 17
U = 17
M = 3

Writing test

Nama   : Endah putri Yuniar

Kelas   : VIII. 6 ,

- Make descriptive text about my mother !

My mother is low Heart. My mother graw up is soppeng. My mother It has hair is Color Black. My mother is Cut. My mother it is has smile & It Cut. My mother is ettence & to me and sister.

C = 18

O = 12

V = 13

LU = 11

M = 2

(S6)

Writing test

Nama : MUH HAMZAH RIFAI

Kelas : $\sqrt{III}^6$

- Make descriptive text about my mother !

My mother be~~au~~tifull she always make a delicious food , She alway angry if I make false , but She a humoris mother she always play with me , my brother, and my father. I think she's too smarts

It is my ~~too~~ story

C = 20
O = 10
V = 14
LU = 18
M = 2

(64)

ANGKET PENELITIAN

Nama : Endah putri Yuniar

Kelas : VIII. 6 .

Petunjuk

- Jawablah pertanyaan berikut dengan jujur sesuai dengan kenyataan yang sebenarx. Tidak ada jawaban yang salah atau benar.
- Berikan alasan dari setiap jawaban anda!

Daftar pertanyaan :

1. Apakah Anda mengalami permasalahan dalam mengemukakan ide pokok dalam menulis text deskripsi ?
   ya. alasanya karna kata² yang saya kuasai kurang (bhs. inggris) .

2. Apakah Anda mengalami kesulitan penggunaan kosakata yang tepat dalam
   Menulis text deskripsi ?
   ya. alasanya kata²nya kurang & susah dikemukan.

3. Apakah Anda mengalami permasalahan dalam merangkaikan kalimat dengan kalimat dalam bagian pengembangan text ?
   ya. alasanya. karna saya kurang bisa Merangkai kata .

4. Apakah Anda mengalami permasalahan dalam bagian penutup atau membuat kesimpulan dari text deskripsi ?
   ya. alasanya karna kata² saya masih berantakan .

5. Apakah anda mengalami permasalahan dalam menggunakan kalimat gramatikal dalam menulis text deskripsi?
   ya. alasanya karna saya kurang bisa mengembangkan kata .

6. Apakah Anda mengalami permasalahan dengan penggunaan huruf capital dan tanda baca dalam menulis text deskripsi ?
   ya. alasanya karna saya kurang bisa yg mana mau Hows di kasih tanda baca & Huruf capital .

ANGKET PENELITIAN

Nama : Farid Andika (14)

Kelas : VIII.6

Petunjuk

- Jawablah pertanyaan berikut dengan jujur sesuai dengan kenyataan yang sebenarx. Tidak ada jawaban yang salah atau benar.
- Berikan alasan dari setiap jawaban anda!

Daftar pertanyaan :

1. Apakah Anda mengalami permasalahan dalam mengemukakan ide pokok dalam menulis text deskripsi ?

   Ya , karena sy sedikit lupa Tentang deskripsi Ve text.

2. Apakah Anda mengalami kesulitan penggunaan kosakata yang tepat dalam

   Menulis text deskripsi ?

   Tidak , karena sy sudah kembali mengingat apa yg sy pelajari sejauh ini

3. Apakah Anda mengalami permasalahan dalam merangkaikan kalimat dengan kalimat dalam bagian pengembangan text ?

   Tidak , karena Itu sangatlah Mudah 😊

4. Apakah Anda mengalami permasalahan dalam bagian penutup atau membuat kesimpulan dari text deskripsi ?

   Tidak juga

5. Apakah anda mengalami permasalahan dalam menggunakan kalimat gramatikal dalam menulis text deskripsi?

   Ya, Tidak

6. Apakah Anda mengalami permasalahan dengan penggunaan huruf capital dan tanda baca dalam menulis text deskripsi ?

   Tidak

ANGKET PENELITIAN

Nama   : MOH HAMZAH PUFAI

Kelas   : VIII 6

Petunjuk

- Jawablah pertanyaan berikut dengan jujur sesuai dengan kenyataan yang sebenarx. Tidak ada jawaban yang salah atau benar.
- Berikan alasan dari setiap jawaban anda!

Daftar pertanyaan :

1. Apakah Anda mengalami permasalahan dalam mengemukakan ide pokok dalam menulis text deskripsi ?

   IYA, Saya Tidak Tau Mau Mulai dari Mana

2. Apakah Anda mengalami kesulitan penggunaan kosakata yang tepat dalam

   Menulis text deskripsi ?

   IYA, Karna Saya kurang Menguasai kosa kata BHS Inggris

3. Apakah Anda mengalami permasalahan dalam merangkaikan kalimat dengan kalimat dalam bagian pengembangan text ?

   IYA

4. Apakah Anda mengalami permasalahan dalam bagian penutup atau membuat kesimpulan dari text deskripsi ?

   IYA

5. Apakah anda mengalami permasalahan dalam menggunakan kalimat gramatikal dalam menulis text deskripsi?

   IYA, Banyak Penggunaan grammatikal yg Saya tidak ketahui

6. Apakah Anda mengalami permasalahan dengan penggunaan huruf capital dan tanda baca dalam menulis text deskripsi ?

   IYA

   Saya Tidak Tau Penggunaan huruf kapital dan tanda baca secara Pasti

Letters

PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SMP NEGERI 25 MAKASSAR
Alamat : Komp. BTN Dwi Dharma Sudiang Telp. 515363 Makassar

KETERANGAN PENELITIAN
No. : 421.3/059/SMP.25/ II/2014

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama Negeri 25

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N a m a	:	D E S I
NIM	:	45 10 101 056
Fakultas	:	FKIP
Jurusan	:	Bahasa Inggris
Pekerjaan	:	Mahasiswa Universitas "45" Makassar

Benar yang bersangkutan telah melaksanakan penelitian di SMP Negeri 25 Makassar.

Dalam rangka penyusunan Skripsi dengan judul penelitian :

"(THE PROBLEMS FACED OF STUDENTS IN WRITING DESCRIPTIVE TEXT AT THE SECOND YEARS STUDENT OF SMP NEGERI 25 MAKASSAR)"

Demikian untuk dipergunakan sebagaimana mestinya.

Makassar , 25 Februari 2014
Kepala Sekolah,
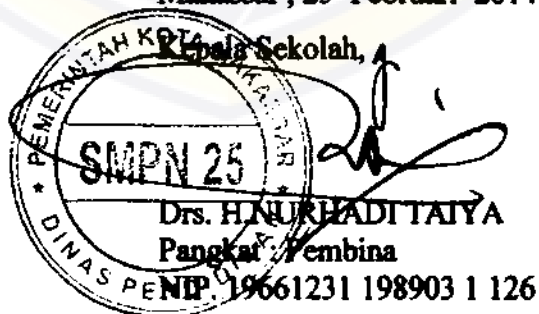
Drs. H.NURHADI TAIYA
Pangkat : Pembina
NIP. 19661231 198903 1 126

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             Pembimbing dalam Rangka Penulisan Skripsi
             Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan
             Universitas "45" Makassar

Kepada
Ytn. .Dra. Hj. Hamsah Haneng , M. Si.
Di
Makassar

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Nomor Stambuk	: 45 10 101 056
Jurusan	: Pendidikan Bahasa Inggris
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: An Investigation of Students Problem in Writing Descriptive Text at Second Years Students of SMP 25 Makassar

Sebagai   tanda   kesediaan kami harapkan kiranya Bapak/Ibu mengisi dan menandatangani lembar kesediaan seperti terlampir.
Atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan   terima kasih.

Drs. H. Herman Mustafa, M.Pd.
Nik. D. 45 00 97

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2. Ketua Jurusan yang bersangkutan
3. Arsip

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Pangkat/Golongan	: Lektor Kepala / IV-a
Pekerjaan	: Dosen
Alamat	: Makassar

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Judul Skripsi	: An Investigation of Students Problem in Writing Descriptive Text at Second Years Students of SMP 25 Makassar

Demikian pernyataan ini kami buat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Makassar, 13 — 11 — 2013
Yang membuat pernyataan

Catatan:
*) Coret yang tidak perlu
*) setelah diisi dibawa dan dikembalikan melalui mahasiswa yang bersangkutan

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Lampiran : -
Perihal   : Permintaan Kesediaan Menjadi Konsultan
            Pembimbing dalam Rangka Penulisan Skripsi
            Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan
            Universitas "45" Makassar

Kepada
Yth. ..Dra...Nurhayati........
Di
Makassar

Dengan hormat,
Dengan ini kami mengharapkan kesediaan Bapak/Ibu untuk menjadi
Konsultan/Pembimbing I (satu) / II (dua) dalam rangka penulisan skripsi
mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas 45 Makassar sebagai
berikut:

Nama Mahasiswa	: Desi
Nomor Stambuk	: 45 10 101 056
Jurusan	: Pendidikan Bahasa Inggris
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: An Investigation of Students Problem in Writing Descriptive Text at Second Years Students of SMP 25 Makassar

Sebagai tanda kesediaan kami harapkan kiranya Bapak/Ibu mengisi dan
menandatangani lembar kesediaan seperti terlampir.
atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima
kasih.

Drs. H. Herman Mustafa, M.Pd.
Nik. D. 45 00 97

Tembusan :
    Rektor Universitas "45" (sebagai laporan)
    Ketua Jurusan yang bersangkutan
    Arsip

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DALAM RANGKA PENULISAN PROPOSAL MAHASISWA
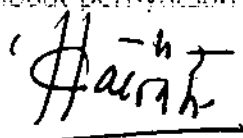
Saya yang bertanda tangan di bawah ini:

N a m a	: Dra. Nurnaerati
Pangkat/Golongan	: Lektor / III-d
Pekerjaan	: Dosen
Alamat	: Makassar

Dengan ini menyatakan BERSEDIA/~~TIDAK BERSEDIA~~*) menjadi konsultan /pembimbing I (satu) / II (dua dalam rangka penulisan proposal mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas 45 Makassar sebagai berikut:

Nama Mahasiswa	: Desi
Nomor Stambuk	: 45 10 101 056
Jurusan	: Pendidikan Bahasa Inggris
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: An Investigation of Students Problem in Writing Descriptive Text at Second Years Students of SMP 25 Makassar

Demikian pernyataan ini kami buat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Makassar,   · 2013
Yang membuat pernyataan

Catatan:
*) Coret yang tidak perlu
*) setelah diisi dibawa dan dikembalikan melalui mahasiswa yang bersangkutan

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No. B. 042/FKIP/U-45/I/2014

Yang bertanda tangan dibawah ini, menerangkan bahwa :

Nama   : Desi

Nim   : 45 10 101 056

Judul proposal : *"The Problem Of The Students' in Writing Descriptive Text at The Second Years Student Of SMP Negeri 25 Makassar"*

Benar mahasiswa tersebut telah melakukan perbaikan proposal dan disetujui oleh pembimbing dan penguji sebagai berikut :

No	Pembimbing/Penguji	Tanda Tangan
1.	Dra. Hj. Hanyah Haneng, M.Si	1.
2.	Dra. Nurhaerati	2.
3.	Ulfa Syam, S.S., M.Pd	3.
4.	Dra. Dahlia Moelier, M.Hum	4.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Makassar,   2014

Dr. H. Muhammad Asdam, S.Pd., M.Pd.

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS "45"

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: A.074 /FKIP/U-45/I/2014

n : Naskah Proposal

: Undangan Tim Penilai Seminar Proposal Program Sarjana

1.	Dra. Hj. Hanyah Haneng, M.Si	(Ketua)
2.	Dra. Nurhaerati	(Anggota)
3.	Ulfa Syam, S.S., M.Pd.	(Anggota)
4.	Dra. Dahlia Moelier, M. Hum.	(Anggota)
5.	Restu Januarty, S.Pd.I., M.Pd.	(Sekretaris)

di Makassar

hormat, kami mengundang Bapak/Ibu untuk hadir dan bertindak sebagai penguji dalam seminar
Program Sarjana mahasiswa:

	: **D e s i**
Stambuk	: 4510101056
n Studi	: Pendidikan Bahasa Inggris
roposal	: The Problems Faced of Student in Writing Descriptive Text at Second Years Students of SMP 25 Makassar

nggal	: **Senin, 3 Februari 2014**
	: **10:45 sampai selesai**
t	: **Ruang Seminar FKIP Lantai 4 Universitas "45" Makassar.**

hatian Bapak/Ibu dan kerjasama yang baik, diucapkan terima kasih.

Makassar, 28 Januari 2014
Wakil Dekan

Dr. H Muhammad Asdam, S.Pd., M.Pd.
Nip. 19690729 199412 1 002

busan Kepada Yth:

1 Dekan FKIP Universitas "45" Makassar
2 Ketua Program Studi Pendidikan Bahasa Inggris
3 Kepala Tata Usaha FKIP Universitas "45" Makassar
4 Bendahara FKIP Universitas "45" Makassar
5 Yang bersangkutan

CATATAN PERBAIKAN SKRIPSI SARJANA

Nama Lengkap	Desi
Nomor Pokok	9510101056

Catatan Perbaikan oleh Penilai/Penguji

URAIAN YANG PERLU DIPERBAIKI	HALAMAN
* Population dan sample.	
* find out the origine source Jacob p.10.	
* You need more explanation five components in writing - content - organization - language usge - vocabulary - mechanics.	
* You need more than one reference rather than. p.10.	
* Write the conclusion of problem Restpend of students p.30.	
* Write your argument for each paragraph.	

*) Jika tidak muat dapat dipergunakan halaman belakang

Makassar, 16/9/2014.

Diketahui Ketua Jurusan, Rampeng, S.Pd, M.Pd	Penilaian/Penguji Muliati, M.Hum, M.Ed.
Penerima/Persetujuan	Tanggal ....4/2/........ 20)5
kripsi tersebut telah diperbaiki esuai catatan-catatan perbaikan eperti tersebut di atas	Penilaian/Penguji Muliati, M.Hum, M.Ed

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CATATAN PERBAIKAN SKRIPSI SARJANA

Nama Lengkap	Desi
Nomor Pokok	45 10 101 056

Catatan Perbaikan oleh Penilai/Penguji

URAIAN YANG PERLU DIPERBAIKI	HALAMAN
Perbaiki kal di acknowledgment	
lihat table 3	26
Apendix 3	44
your table check again	52.

*) Jika tidak muat dapat dipergunakan halaman belakang

Makassar, 16-9-2024

Diketahui Ketua Jurusan,	Penilaian/Penguji
Rampeng, S.Pd., M.Pd	

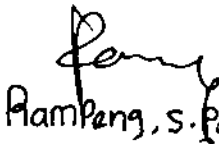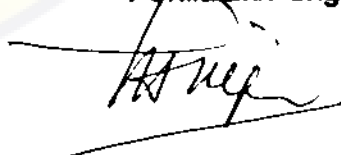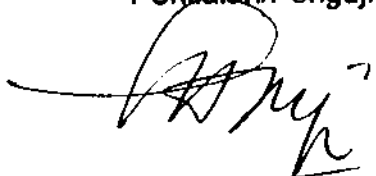| Penerima/Persetujuan	Tanggal .... 0.- 3 .... 2015.
...ipsi tersebut telah diperbaiki ...suai catatan-catatan perbaikan ...erti tersebut di atas	Penilaian/Penguji

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CATATAN PERBAIKAN SKRIPSI SARJANA

Nama Lengkap	Desi
Nomor Pokok	4510101056

Catatan Perbaikan oleh Penilai/Penguji

B	URAIAN YANG PERLU DIPERBAIKI	HALAMAN
	Saran² dari para penguji supaya di konfirmasi dulu baru diperbaiki.. hal 38 sebaiknya hrs ditulis bgm pendpt anda sendiri !	

*) Jika tidak muat dapat dipergunakan halaman belakang

Makassar, 16 Sept 2014

Diketahui Ketua Jurusan,	Penilaian/Penguji
Rampeng, S.Pd.M.Pd	

Penerima/Persetujuan	Tanggal ..6....-...3...... 20 ....
...ripsi tersebut telah diperbaiki ...suai catatan-catatan perbaikan ...perti tersebut di atas	Penilaian/Penguji

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CATATAN PERBAIKAN SKRIPSI SARJANA

Nama Lengkap	Dwi
Nomor Pokok	45 10101056

Catatan Perbaikan oleh Penilai/Penguji

URAIAN YANG PERLU DIPERBAIKI	HALAMAN
Title ? Population , ? Fable (P. 52) Explanation of Student No. 24. Bibliography .	

*) Jika tidak muat dapat dipergunakan halaman belakang

Makassar, 15 - 9 - 2014

Diketahui
Ketua Jurusan,

Rampang, S. Pd , M. Pd

Penilaian/Penguji

Penerima/Persetujuan

...ripsi tersebut telah diperbaiki
...suai catatan-catatan perbaikan
...perti tersebut di atas

Tanggal ..5 - 5.............. 201.8

Penilaian/Penguji

CURRICULUM VITAGE

The writer, Desi, was born on December 8 th,1991 in Bunyu island Kalimantan utara. She is the fourth child of Lukas Lumba and Maria Dengen. She has two sisters and three brothers, her sisters named rika and Yudia Dina. And her brothers named Obet,Verry and Ranis. She entered the elementary school in 1998 and graduated in 2004 . in the same year, she entered SMP Negeri 1 Bunyu and graduated in 2007 . after that, she continued her study at SMAN 1 bunyu and graduated three years latter. In 2010, she continued her study at State University of Makassar and took English Education Department.