AN ANALYSIS OF STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXTAT GRADE VIII OF SMPN 8 MAKASSAR

SKRIPSI

By

KHADIJA KUMHAN BALLA

NIM 4515101025

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS BOSOWA MAKASSAR
2018

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Submitted to the Faculty of Teacher Training and Education in Partial Fulfillment of Requirements for S1 Degree (S.Pd.)

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KHADIJA KUMHAN BALLA
NIM 4515101025

Had been defended in front of Skripsi Examination Committee
March 6th, 2018

Approved by:

Supervisor I,	Supervisor II,
Restu Januarty, S.Pd., M.Pd.	Muliati, S.Pd., M.Hum., M.Ed.
NIDN. 0905018503	NIDN. 1212057601

Under the cognizance of,

Dean Faculty of Teacher Training and Education,	Head English Education Department,
Dr. Asdar, S.Pd., M.Pd. NIK. D. 450375	Ulfah Syam, S.S., M.Pd. NIK. D. 450394

STATEMENT OF AUTHENTICITY

The undersigned:

Name : Khadija Kumhan Balla

NIM : 4515101025

Thesis title : An Analysis of Students' Writing Skill in Descriptive Text at Grade VIII Of SMPN 8 Makassar

Declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfit the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purpose. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, i understand that my degree will be revoked.

Makassar, March 2018

esearcher

Khadija Kumhan Balla

MOTTO

“Everyone who calls on the name of the Lord
Will be save.”
(Romans 10:13)

“The knowledge without experience is nil,
The experience without knowledge is blind”

“Never give up on continuing to do positive things despite many obstacles, keep on being yourself and keep on working”

DEDICATION

This undergraduate skripsi is especially dedicated to:

1. My beloved family, especially my beloved mother (Yuliana Belinan Kailuli), my brother (Simon Bapa Sani Kailuli) and my sisters(Katarina Kelemu, Luciany K. Balla) both of my grandmother (Kewaran Balla and Lusia Lelang Manuk) my uncle and aunt (Thomas T. Langoday and Yasinta Uba) who always support, have given wonderful motivation for me, pray in their endless love.
2. My beloved Friend (Konterius Moa) who always pray, and never stopped encouraging me. Thank you for all the happines and love.
3. My beloved cousins (Maryam B. And Maria Imaculata J.) who always give me support .
4. All of my friends who given me support and love for completing my study

ABSTRACT

Khadija Kumhan Balla. 2018. *An analysis of Students' Writing skill in Descriptive Text* at grade VIII of SMPN 8 Makassar in academic year of 2018/2019. (Guided by Restu Januarty and Muliati).

The objective of this study is to analyze the students' writing skill in descriptive text made by the students at SMPN 8 Makassar.

In doing this study the writer employed descriptive qualitative design. The subject of this research was the eighth grade students of SMPN 8 Makassar in the academic year 2018/2019, while the sample is class VIII.5 (30 students). The data was collected from the students writing descriptive text about describing people .

The results showed that the students class VIII.5 of SMPN 8 Makassar had the skill to write descriptive texts at the fair level. This can be seen from the results of the student writing test, more than 60% of students obtain a value12. However, generally the students mean score of writing skill particularly in descriptive text was 14.06 and it was consider as the good classification. Whereas to see the problems faced by students in writing, the writer use the test results which are analyzed based on component of writing, namely; content, organization, grammar, and mechanics. On average students experience problemin content mastery.

Key words: Students' Writing Skill, Descriptive Text

ABSTRAK

Khadija Kumhan Balla. 2018. Analisis keterampilan menulis siswa dalam Teks Deskriptif di kelas VIII SMPN 8 Makassar pada tahun akademik 2018/2019. (Dipandu oleh Restu Januarty dan Muliati).

Tujuan dari penelitian ini adalah untuk menganalisis keterampilan menulis siswa dalam teks deskriptif yang dibuat oleh siswa di SMPN 8 Makassar.

Dalam melakukan penelitian ini penulis menggunakan desain deskriptif kualitatif. Subjek penelitian ini adalah siswa kelas VIII SMPN 8 Makassar pada tahun akademik 2018/2019, sedangkan sampelnya adalah siswa kelas VIII.5 (30 siswa). Data dikumpulkan dari siswa menulis teks deskriptif tentang menggambarkan orang.

Hasil penelitian menunjukkan bahwa siswa kelas VIII.5 SMPN 8 Makassar memiliki kemampuan menulis teks deskriptif pada tingkat sedang. Hal ini dapat dilihat dari hasil tes menulis siswa, lebih dari 60% siswa memperoleh nilai 12. Namun, secara umum nilai rata-rata kemampuan menulis siswa dalam teks deskriptif adalah 14.06 dan tergolong klasifikasi baik. Sedangkan untuk melihat masalah yang dihadapi siswa secara tertulis, penulis menggunakan hasil tes yang dianalisis berdasarkan komponen tulisan yaitu; konten, organisasi, tata bahasa, dan mekanik. Rata-rata siswa mengalami masalah dalam penguasaan konten.

Kata kunci: Keterampilan Menulis Siswa, Teks Deskriptif

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In the name of the Father, of the Son and of the Holy Spirit, Amen. May peace, love and blessing of Jesus Christ and Mother Mary always be with us. It part of Lord that the writer was able to finish in writing this skripsi. This is submitted as one of the requirement for completing study at English Education Department Faculty of Teacher Training and Education Bosowa University Makassar.

The writer realized that this skripsi would never been completed without assistance of a number people. Therefore, the writer would like to express deep appreciation and thanks to the people who helped and involved in completing the skripsi.

The writer realizes that from the beginning until the end of writing this skripsi, the writer got many invaluable assistance and supports from a great number of people. Therefore, the writer gives grateful appreciation to Dean of Faculty of Teacher training and Education Dr. Asdar, M.Pd and Head English Education Department Ulfah Syam SS. M.Pd

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The writer sure if this skripsi is still far from perfection, for this reason the writer really respects the readers' critics and suggestion in improving this skripsi. The writer hopes this skripsi can help the readers in the future. Finally, the writer hopes this paper provides many benefits.

Makassar, 10 March 2018

The researcher

Khadija Kumhan Balla

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CHAPTER I

INTRODUCTION

In this chapter the writer explain about background of the study, research question, objective of the research, and scope of the research.

A. Background

Nowadays in Indonesian, all of the students at schools from primary school to university learn English as a foreign language. The purpose of learning English is that students can communicate in English both oral form and written one.

In English language, there are four skills to be mastered. They are listening, speaking, reading, and writing. Writing is one of four language skills which is very important to learn. As it know, writing is not easy. Among the skills writing is most difficult to be learnt, because needs hard thinking in producing words, and paragraph at the same time.

Writing is one difficult skills to learn besides reading skill. Harley (2014, p.241) stated that unlike speaking and listening, reading and writing are clearly not easy tasks to learn, as manifested by large numbers of people who find them difficult. Likewise, Asaro (2008, p. 30) stated that writing is difficult because of student's inability to organize, start, and end thoughts, or write essays that forced them to rely on previous knowledge. The creative and analytical aspects involved in writing may have been made the process difficult.

Richard and Renandya (2002:p.303) say that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.

In the second years of junior high school, the basic competency that should be achieved in the writing English subject is that the students have ability to develop and produce written simple functional text in the descriptive text, recount text, and narrative text.

The researcher focused on descriptive text which is taught in the second year of Junior High School.

Descriptive text is one of the essay texts which is difficult enough to be learnt by the students. Descriptive text is a text that describe the feature of someone, something, or a certain place. Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character. The students can use simple present and adjective clause in writing descriptive text. In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas. Futhermore, many students made some mistake and faces difficulties to build and develop their imagination.

In this research, writer focuses her attention on writing skill. Writing is a skill many student find difficulties in writing. Students' do not know how to start, how to develop sentence and paragraph with good structure. To

write well students have good capabilities in writing. Moreover, student wants to write the essay or story must be able to recognize the idea, to construct the sentence, to use punctuation, and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraph and text.

Based on the background above, the writer conducts research the title was“**An analysis students' writing skill in descriptive text at grade VIII of SMPN 8 Makassar**.”

B. Research Question.

Based on the background above, the problem can be identified related to the students' writing skill:

How is the students' skill in writing descriptive text at grade VIII of SMPN 8 Makassar in the Academic Year of 2018/ 2019?

C. Objective of the Research

The objective of the research can be conclude as a follows:

To know the students skill in writing descriptive text at grade VIII of SMPN 8 Makassar in the Academic Year of 2018/2019

D. Significance of the Research

The result of this research is expected can be useful for

1. The student

The students are expected to have better understanding of descriptive text and writing skill.

2. The teacher

The teacher can use the result of this research as a reference and guidance to teach writing skill.

3. The next researchers

Further Researchers, the research findings are expected to give information aboutwritingin descriptive text. It is hoped to be an inspiration for the next researchers who will do a research in this field. It can be the guidance for them to do a better research.

E. Scope of the Research

The scope of this research is analyzing writing descriptive test. This study was limited on the analysis of skill in writing. This study has the purpose to find how is the students' skill in writing descriptive text at grade VIII of SMPN 8 Makassar in the academic year of 2018/2019.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the previous related research findings, some pertinent ideas, and conceptual framework.

A. Previous Related Findings

There are three previous studies related to this researcher. Indah (2010), review that, the students' mean score in terms of identification was 55.75 in which it considered as in average level. Then, the students‟ mean score in terms of description was 50.26 in which it also considered as in average level. Thus, generally, the students' mean score of writing skill particularly in writing descriptive text was 51 and it was considered as the average level of skill.

Siahaan (2013)show that, the students had a good the result of percentage are, the percentage of analysis' an organization is 1.27%. The percentage of analysis in structure is 53.05% it is divided into article 2.44%, auxiliary verb 6.1%, tense 18.29, pronoun 4.88, and preposition 3.05, pluralization 9.15, and conjunction 9.16, percentage of word choice is18.9 it is divided into noun 7.93, verb 1.83, adverb 4.88, and adjective 4.27 and percentage in mechanic is 26.83 it is divided into spelling 18.29, punctuation 1.83%, and capitalization 6.71.

Purwanti (2012), show that, the result of percentage are, First, the errors in using the articles with 15, 47%, followed by the using of verb

tense with 15,07% and last is the using of word choice with 15,07% of 100% from all errors made by the students although it is the same percentage with the using of verb tense but it less in frequency.

Based on the previous above, the researcher is motivated to conduct a research on type analysis used by the students writing skill.

The writer used a descriptive design by using qualitative approach to describe the students' in writing descriptive text. This research intended to find out the students' skill in writing descriptive text. The writer conducted the research in VIII.5 students of SMPN 8 Makassar in the academic year of 2018/2019.

B. General Concept of Writing

1. Definition of Writing

Steward(2009:57) distinguished writing from other skills according to the form; it was from the simplest from to the most highly developed one. From its simplest one writing can be conceived as the act of putting down in conventional graphic from something that had been spoken. Writing could be a systematical visible and permanent representation of the auditory and transient phenomena of speech.

Writing is a process of transferring and expressing our ideas or thought in words. According to Mora-Flores (2009, p.12) writing is a process by which we transfer our thinking, our ideas, and our experiences into written form.

According to Fadila (2015:1) writing is one of important skills forforeign language learners in English. It is important because writing is acrucial skill for academic or occupational success. Writing across the curriculum that can be invaluable for mastering diverse subject matter. Therefore, it can be said that writing is the primary basis upon which our work and study will be judged in school or college, in the workplace, and in the community.

Meanwhile Peha(2007:20) defined that writing is a social acting that can only occur within a specific situation. It is therefore influenced both by the personal attitudes and social experiences that the writer brings to writing to the impacts of the particular political and institutional context in which interview, analyses of surrounding practices and other techniques, writers seek to develop more complete accounts to local writing context.

Writing is matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects, and the process of reading is a matter of predicting text in accord with what the reader assumes about the writer purpose. Furthermore, Harmer(2007:34) stated that writing is a process that what we write is often heavily influence by the constraints of genres, and then these elements have to be present in learning activities.

From the definition above the writer can conclude that writing is a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything that exist in our mind. It is

written on a paper or a computer screen. It is influenced both by the personal attitude and social experiences that the writer bring to writing and the impacts of the particular political and institutional contexts. It is also a process that what we write is influenced by the constraints of genre and has to be present in learning activities.

2. The Importance of Writing

According to Hairston in Irma (2012) stated that there are some reasons why writing is important. They are:

1) Writing is a tool for discovery. We stimulate our thought process by the act writing and taffy into information and image we have our unconscious.
2) Writing generates new ideas by helping us to make connection and relationship.
3) Writing helps us to organize our ideas. We can arrange them the coherent form.
4) 4. Writing down ideas allows ud to distance ourselves from them.
5) 5. Writing helps us to absorb and process information, when we write a topic, we learn is better.
6) 6. Writing enables we solve the problem, by putting the element of into the written form; we can examine and manipulated them.
7) 7. Writing on subject makes us actives learners rather than passive learners of information.

From the explanation above the researcher concludes that writing is

really important to be learnt. Writing helps us in many aspects like in make connection and relationship, solving problems, to absord and process information more better and etc.

3. Elements of Writing

Harris(2008:18) stated that there are four elements of writing, there are:

a. Diction

Diction plays an important role in a language, especially in the writing activity. The choice of vocabulary could describe the writer's knowledge. The number of words that is mastered by a writer could indicate that he/she mastered a number of concept; mastering diction can improve by reading and listening.

b. Sentences structure

Sentence structure consists of phonology, morphology and syntax. Morphological and syntactical rules play some important roles on the writing activity. It deals with the effective use of the right affixes, conjunction, prefixes and composition, the structure of the sentences.

c. Coherence

Coherence means that the writer's paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by use of appropriate transition signals. This is an important case to make a good paragraph.

d. Spelling

One of the most difficult and confusing aspects of the English language is spelling system. There is often a discrepancy between the pronunciation of a word and its spelling.

Based on the elements above, the writer can conclude that writing refers to four key elements: diction, sentence structure, coherence, and spelling. Having all these material elements allows us to easily express ideas that are clear, fluent and effective for writing.

4. Purpose of Writing

According to Benny Ur (2010:79) the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in their writing''.

It means that when the writers do the writing, of course they have some purpose. 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 including the language which they use, and the information that they choose.

In addition, there are seven common purpose in writing they are:

a. Writing to inform

Writing to inform is intended to tell readers about something. For example: newspaper, articles, scientific or business reports, instructions or procedures and essay for school and university.

b. Writing to entertain

Writing to entertain is a writing that may engage the readers' feeling trough its plot or the emotion provided in the writing. Some examples ofthis writing are novels, stories, poems, song lyrics, plays and screen plays.

c. Writing to explain

Gathering facts and combine with experience to clarify who or what something is, how it's happened or why something happened. For example: cause-effect explanation.

d. Writing to persuade

Writing to persuade means the writing is aimed to convience the readers of something trough providing evidence.

For example: advertisements, articles, newspaper ang magazine.

e. Writing to argue

Special kind of persuasion that fairly and accurately appeals to logic, emotion and character and uses evidence in stating point of view. For example: problem-solution.

f. Writing to evaluate

Specific kind of argument that argues for the merits of a subject and presents evidence for support. For example: book, movie and music review.

g. Writing to express

Thoughts and feelings of author on a specific topic, often informal. For example: letter, poetry and personal narrative.

In conclusion, each purpose of writing will tell the readers about the reason why the writers write the text or composition and show it to them; besides each purpose will lead to different product or form of the writing.

5. The Component of Writing

Heaton (2009:135) stated that components of writing divided into five main areas. They are content, organization, grammar and mechanic.

a. Content

The topics that were given to the students were considered familiar to the students. However, in this research there were some students whounabledevelop their ideas well. It might be because they do not understandhow to develop the ideas. The students said that they had studied how tomake a good descriptive writing text. However, in practice, they did notsucceed in composing a good descriptive text. The first problem is dealingwith developing ideas. They confessed that they familiar with the topic, i.ethe place. They already wrote the object, but in their writing there wereonly a small number of ideas presented. They were able to compose agood topic sentence. However, they were unable to develop it into a goodparagraph. it also found that some students were not has a paragraph unity,according to Barnet and

Stubbs (2009:105) “A good paragraph has unity(it makes one point, or it indicates where one unit of the topic begins andends)”. To have a paragraph unity a student has to support the ideas intothe sentences. For example in the first test found some uninformative text.So, the readers did not catch the idea of the writing text. The students admitted that this problems was due to the difficulties of transforming the ideas from the mind into written text.

b. Organization

Based on the findings, the students faced difficulties in organizing the ideas because they do not know how to deliver it in English. Many of the students failed to organize the text well. It was related to the use of coherence of descriptive writing. They must compose the writing by applying the correct coherences, so the students can bring the real situation to the writing works. Reep (2009:82) states that “a paragraph achieves coherence when the sentences proceed in a sequence that supports one point at a time. Transitional, or connecting, words and phrases facilitate coherence by showing the relationship between ideas and by creating a smooth flow of sentences”. In organizing the ideas the students have to use two components of generic structure of writing descriptive, they are identification and description. Gerot and Peter (2009:208) mention that “there are two components in the descriptive text, (1) identification; identifies phenomenon to be described.

(2) description; describes parts, qualities, and characteristics”.

In identification component, the student has to identify phenomenon to be described. It means that, in description component, the student has to describe parts, qualities and characteristics of the objects. After analyzing the organizing ideas components, it was found that there are so many students faced difficulties organized the text well. First, they were able to identify the place. They were able to mention the object, place, the name and the location. However, they ccould not mention the location only; they have to give the related information aboutthe object. Second, after identifying the place the student has to organize it by describing parts, qualities and the complete features from the object itself in order to inform the reader. Unfortunately, they were unable to describe the place well. Sometimes, the students cannot organize the paragraph well, it seems that they cannot develop the ideas of their writing well. Beside identification and description component, in organizing ideas the students also have to pay attention to the chronological order to their text. Chronological order is ordered by time; it uses to explain the process, for example where is BIMA caffe? The students can use: first, second, next, etc to explain about the future of the places. Chronological order also used to describe events period of time. In fact, only small numbers of the students used chronological order. The students confessed that these occurred because they did not write the outline before write the text and did not a list of ideas first. They directly wrote the ideas coming to their

mind. So, it makes their text did not organized well and many repetition of ideas presented.

6. Grammar

The concluding paragraph signal the end of the text in descriptive text,Grammar: This element consists of the discussion of grammatical form and syntactic pattern. In measuring the writing ability, a teacher tests the sensitivity to the grammatical patterns appropriate to the writing genre. Grammatical features of describing.

The tense that is frequently used in descriptive text is present tense. The description is from factual point of view (e.g. sleeps, studies, goes, etc.). Parts of speech that usually used based on Knapp (2005) are:

a. Simple present tense

According to Raymon Murphy (2003:4) he said, we use the present simple to talk about things in general. He use it to say that something happens all the time or repeatedly, or that something is true in general. While Betty (2002:2) said in general, the simple present expresses events or situations that exist always, usually, habitually ; they exist now, have existed in the future. Simple Present Tense : S + V + E/ES + O

Example : Rini always reads grammer book in the library.

Adjective

Adjective is one of word class which explains noun. Adjective has some functions in description. Adjectives are used to add more

information to nouns and technical, everyday or literary, depending on the text type for example;

Technical : Possums are nocturnal.

Every day : It is grey and brown.

Literary : Her appearance is majestic.

Adjectives also can be used on their own, as above, or as part of a noun group, as below:

Technical : Turtles are covered with a hard, box-like shell.

Every day : He has cool hairstyle.

Literary : His luminous, dark, coat gave him an eerie quality. Adjectives are frequently used in literary descriptions which gives impact to the readers" emotion. Those maybe combine with the verb and adverb.

8) Mechanics

Mechanics is the use of the graphic conventions of the language. It refers to the appearance of words, to how they are spelled or arranged on paper. The example of mechanic is when writing the first word of a paragraph, it must be intended. The other example of violating the mechanic rule is:

She dresses beautifully.

She dresses beautifuly.

Those two sentences above violate the rule of mechanic. Conventionally writing a sentence must be started by capital letter and ended with punctuation such as period, question mark, or exclamation

mark. The rule of spelling also states that the adverb form of beauty have two Is that must be beautifully.

The rules of mechanic try to make the writing seem consistent and clear. The convention may seem arbitrary. In fact, it was developed from thousand of experiences. The mechanic represents the economic and efficient way of writing.

There is a discussion about punctuation in the mechanic. This subject is a little bit complicated. Some punctuation is cut-and dried, while the others fall into the area of usage or style.

The purpose of taking punctuation in writing is making the text clearer and reading easier. There are four function of punctuation, those are:

1) Separating (e.g. a period separating sentences).
2) Classifying or enclosing (e.g. parentheses enclosing extraneou information).
3) Connecting (e.g. a hyphen connecting a unit modifier). d) Impacting the
4) Impacting the meaning (e.g. a question mark making an otherwise declarative sentence interrogative).

The function of punctuation mark is the basic rule governed and determined whether it is needed or not. The modern tendency is to punctuate the prevent misreading (open style) rather than to use all punctuation that is allowed by the grammatical structure (close style).

Open style allows subjectivity, arbitrariness, and the use of some marks though it results in a more inviting product. The role of author‟s editor‟s subjectivity is crucial to make a well-punctuate text.

The main function of punctuations is to help the readers comprehen the intention of the writer. It could be done by choosing the appropriategrammar or logical structure of a certain sentence.

It will be very nice if the rule of punctuation could be reduced as simple as possible such as always using comma here, a semicolon, a dash in such-and such a place, etc. However the role cannot be changed. It depends much on the writer‟s purpose. Punctuation is a group of absolute rule, general convention, and individual option.

The example of flexible rule is when a declarative sentence is ended by a period. However taking a comma in coordinated independent clause is a convention (e.g. the sun had already set, and the air was growing chilly”). Sometimes comma is ignored when the clauses are not long and simple. Moreover, a comma or other mark is applied unconventionally because the writer wants to give an unusual stress or rhythm.

Punctuation does not warranty that anything goes although it practiced by the good writer that may seem a bland of rule, convention, and idiosyncrasy. The writer must learn when the rules are absolute; when the conventions give his/her allow to choose some option, such as and, of course, what the option are; and when the writer may follow the heart

without forgetting the reading. The effort is done to punctuate effectively. The writer, of course, should consider who the readers are. The younger writer should study the punctuation harder that the older because they already have a good skill of punctuation.

In the discussion of various punctuations the writer should differentiate the rules, conventions and unconventional but possible uses. The distinction is a little bit complicated. The writer should have a special strategy to make the rule easier. To reduce the confusion, it must be remember that the pure communication is the simple rule underlying all effective punctuation.

The other consideration is that punctuation is not something the writer imposes in a sentence after finishing writing it. Coma, semicolon and other marks are the part of grammar and style. The mistake in punctuation does not mean that the writer violate the arbitrary rule. S/he just shows the confusion of constructing the sentence. To write well, the writer must punctuate well; yet to punctuate well, the writer must also write well. Therefore, both punctuation and writing cannot be separated each other.

In short, mechanic is the use of language convention in writing. The convention is the rule of language. Punctuation is also discussion in mechanic. From the above, it can be seen that the writing process, as commonly conceived, is highly sophisticated skill combining a number of diverse elements, only some of which are strictly linguistics.

In sum up, there are some aspects that a teacher should consider when s/he analyzes the students‟ writing text. The aspects are content, form, grammar, style and mechanics. All the components cannot be separated each other to produce a good writing.

7. The Writing Process

Writing is a process that involves several steps. At least, there are three steps in the writing process mentioned by Blanchard and Root (2010:23) Prewriting (thought about your topic and organized your ideas). Writing (used your ideas to write a first draft). Revising (improved what you had written).

If the students followed the steps, and practice by writing often, they would found it easier to write paragraphs and to improved students writing.

a. Prewriting

Prewriting is the thought, talked, reading and writing we thought about our topic before we write a first draft. Prewriting is a way of warming up our brain before we write, just as we warm up our body before we exercised. Prewriting is the term gives to all the activities that prepared us to write a first draft. Prewriting is the most productive way to begin your writing to collected your thoughts on a pieces of paper without the pressured of structuring your expression into its final form. These generally included defining the writing task, gathering material, and planning the first daft. Prewriting can help you generated ideas and allowed you to see the connections among those ideas.

Graham and Perin (2010:13) explained that prewriting engages students in writing activities to help them generated or organized ideas to their writing composition. Engaging the students in such activities before their write a first draft improves their quality of their writing. Prewriting activities included gathering possible information for a paper through reading or developed a visual representation of their ideas before sit down to write. In prewriting, we write whatever words or sentences come into your mind about the topic. You don't even have to write complete sentences. Just write everything that come into your mind about your topic. If you can't thought of and English word, write it in your own language.

b. Writing

After we have send something thinking about our topic and doing the necessary prewriting, we are ready for the next step in the writing process: writing our paragraph. When we write the first draft of our paragraph, used the ideas we generated from prewriting as a guided. Writing all that have been drafted chronologically, crafted it into a few sentences in the paragraph.

Graham and Perin (2010:19) assert the process of writing approach stresses activities that emphasize extended opportunities for writing.

c. Revising

It is almost impossible to write a perfect paragraph on the first tried. The first tried is called the first draft. After you completed the first draft, you

must looked for ways to improved it. This step is called revising. When students revised, they review their text on the basic of the feedback give in the in the previous stage. They reexamined what is written to see how effectively they have communicated their meaning to the reader. At this process you would need to work more carefully. Read what you have written and repaired it as you can. Finally, when you are satisfied that your writing is clear and correct, write it out its final form. Write carefully.

8. Types of Writing

Anonymous (2015) there are four types of writing, they are:

a. Argumentations

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

b. Description

Description reproduces the way things, smell, taste, or sound it makes also avoke moods such as happiness, loneliness or fear in the word. We may say that description gives sense imprecision. Description helps the readers through their imaginations to visualize a scene or a person, or to understand a sensation or an emotion.

c. Persuasion

Persuasions 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 that 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 decision persuasion's need.

d. Narration

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

9. The Requirements of Good Writing

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey meaning. To write an interesting text and good paragraph, we should know what a paragraph is.

According to Oshima and Hogue(2007:14), a paragraph is a group of sentences which contain relevant information about one main or central idea. A good paragraph normally focuses only on one idea that is

expressed in the topic sentence. Topic sentence is important to express an idea. Function of the idea is to control the content of paragraph. Idea is the beginning of creative process. A paragraph basically consists of three parts; those are introduction, body and conclusion. In writing a good paragraph, we should concern to two things.

a. Unity

The unity is synonymous with oneness. It means oneness to express the idea in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence: all of the sentence stick together.

b. Coherence

Coherence also plays an important role in writing. It plays crucial role in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas.

C. Definition of Analysis

1. Analysis

In providing material for the students, a teacher should consider the appropriation when choosing the material. That is why the teacher need to analyze the material that will be given for the students. But before analyzing the material the teacher should know about what analysis is.

There are several definitions of analysis.Holsti(2012 p.4) says that content analysis means any technique for making inferences by objectively and systematically identifying specific characteristic of messages. This statement is supported by Krippendorff(2010:p.52) who say that content

analysis is systematic, replicable technique for compressing many words of text into fewer categories based on explicit rules of coding. Krippendorff (2010:p.53) also notes that much content analysis research is motivated by the search for technique to infer from symbolic data would be either too costly or too obtrusive by the use of other technique.

Neudorf quotes, "Content analysis is a summarizing, quantitative analysis of messages that relies on the scientific method (including attention to objectivity, intersubjectivity, a priori design, reability, validility, generalizability, reliability, and hypothesis testing) and is not limited as the types of variables that may be measured or the context in which the messages are created or presented." (Neudorf, 2007:10).

Holsti (2011) divides the use of analysis into three categories.

a) make inferences about the antecedents of a communication
b) describe and make inferences about characteristics of a communication
c) Make inferences about the effects of a communication.

based on the statements above, it can be concluded that analysis is identifying or getting information of messages or materials with some techniques which is not only restricted to the domain of textual analysis, but also may be applied to other areas such as coding student drawing or coding of action observed on study in other to allow replication.

D. General Concept of Descriptive text

1. Definition of Descriptive text

Needi in Maria (2013:18) stated that descriptive text is a text that describes about people, place, and object.

Descriptive text is a part of factual genres. Its social function is to describe a particular person of creating visual image through words. Descriptive is a part of another piece of writing and is used to inform an audience to see something from the writes' point of view.

Descriptive recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be described too, feeling such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.

In summary, a text is aims to give the reader a clearer understanding of an objective. this can be achieved by giving the exact definition of the object, presenting examples, explaining its function as well as indicating different aspect of the referred object or descriptive text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2. Purpose of Descriptive Text

As social beings, we want to share our experience, so we write to others to describe things such as vacations, childhood home and people

whom we meet. We even use description to persuade us to think or act in particular ways: advertisers describe products to persuade us to buy them; travels agents describe locales to entice us to visit them; and real a state agents describe properties to stimulate a desire to see them. Description also enables us to entertain, express feeling, related experience, inform and persuade.

a. To entertain: an amusing description of a teenager's bedroom
b. To express feeling: a description of your favorite outdoor retreat so your readers understand why you enjoy it so much
c. To relate experience: a description of your childhood home to convey a sense of the poverty you grew up in.
d. To inform: a description of an apple to help the readers rediscover the joys of this fruit.
e. To persuade: a description of a degrading music video.

3. Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as people, places or things. So it normally takes on three forms, they are:

a. Description of people

People are different and writing description of people is different. You are probably aware of some of the complications because you have often been asked, "what's so-and-like?" in replying, you might resort to

identifications or a character sketch, depending on the situation. Let's examine each.

1) Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identifications consist only of certain statistical information (height, weight, age), visible characteristic (color of hair, skin and eyes), and recognizable marks (scars, birthmark).

2) Impressions

Unlike the identification, the impressions may not identify a person, but it does convey an overall idea of him or her. The writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less compete and informative then identification, it may be more affective in capturing an individual's certain attitude.

3) Character sketch

More complete description of people are usually called character sketch; they may also be referred, literary portraits and biographical sketches. As its name indicated the character of a person or at least his or her main personality attitude. In the process, it may include identification and impressions, but it will do more then tell what people look or seem like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of

group, such campus jocks, cheerleaders, art students and television devotes.

b. Descriptions of place

In describing a place for example a room, what should you describe First the wall or the floor? Unlike the chronologically developed paragraph, there is no set pattern for arranging sentence in descriptive paragraph. It is not necessary to begin with one are and then proceed to another one. Nevertheless, the sentence should not be randomly arranged. The description must be organized so that the reader can vividly image the scene being described. To make the paragraph more interesting, you can a controlling idea that state an attitude or impressions about the place being described and the arrangement of the details in your description depend on your subject and purpose.

c. Description of thing

To describe a thing the writer must have a good imagination about a thing that will be described. Beside, to make our subject as interesting and as vivid to our readers as they are to us; using proper noun and effective verbs.

1) Using proper noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might aslo want to include a number of *proper nous* which as we know are the names of particular persons, places or things. For example: Arizona, university of Tennessee. Including

proper noun that riders recognize easily and can make what we are describing more familiar for them.

2) Using effective verbs

We know how important verb are to narration, but effective verbs can also add much to piece of description. Writers use verbs to make descriptions more specifics, accurate and interesting. For example, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves”. The verb chiseled also given the reader a more accurate picture of the wind’s action than made does.

4. Language Features of Descriptive text

1) Verb in the present tense
2) Adjective to describe the feature of the subject
3) Topic sentence to begin paragraph and organize the various aspects of the description.

Here the example of descriptive text;

Title	**My Favorite Artist**
Identification *(introduces the person described)*	I have a favorite artist. His name is Sule. His true name is Entis Sutisna.
Description *(gives the details of the*	Sule has long blond hair. He looks so funny with a flat nose. He is very popular in one television program “OVJ” as a funny

person described)	comedian. Beside, he also has a good voice.
Conclusion *(optional statement to sum up main ideas)*	I like him very much.

E. Conceptual Framework

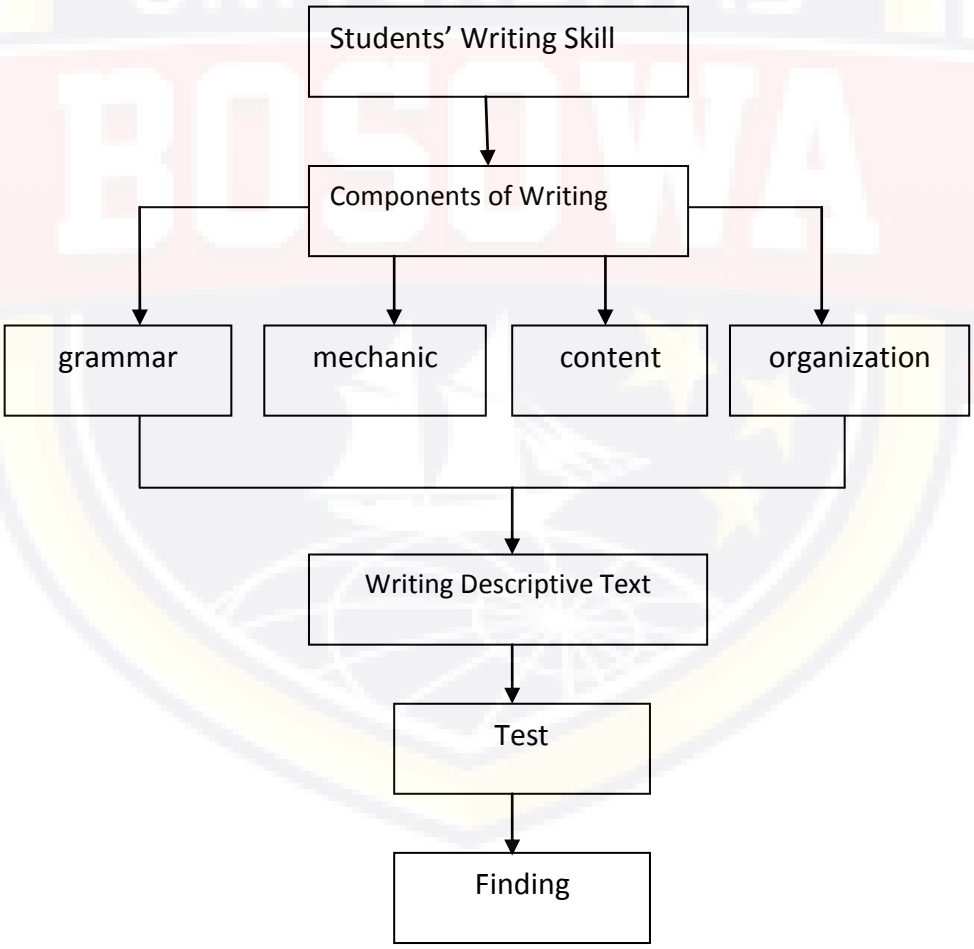

Figure 2.1. Conceptual Framework

Based on conceptual framework or the researcher were began with students' writing skill. In writng skill, the students had been to fulfill the five components of writing , they are grammar, mechanic, conten and organization. In this case, the researcher is going to describe the students' skill in writing descriptive text. The reseacher had been asked for students to write or describe of people. After that, the researcher can see the students' skill in writing descriptive text, from the result of the students work, and the last to find the result.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research design, population and sample, research instrument, procedure of data collection, and data analysis technique. This chapter also describes a writing assessment rubric.

A. Research Design

This study was design descriptive qualitative research. According to Mardalis (2010) explain that descriptive research is describe or to get information about the current condition of certain objects. Therefore, it concludes describing, taking notes, analyzing, and interpreting the existing facts. This research is design to identify the skill writing in descriptive text by the students.

B. Population and Sample

1. Population

The population of this research was the second year students of SMPN 8 Makassar. It consists of fifteen classes. Total number of population is consists of 540 students with different total of each class.

2. Sample

The writer took all of the students VIII.5 as sample of research by using purposive sampling technique. It consists of 30.

C. Research Instrument

Research instruments can be defined as tools or media used by researchers to obtain data. According Arikunto, (2010: 30) research instrument is a tool selected and used by researchers in conducting its activities to collect data so that activities become systematic so that more easily processed.

The writer used a writing text, (descriptive text) about describing of people as the instrument of this research. Describing of people is a text that describes the people looks, such as the face, body, behavior etc. This instrument, the writer had been asked for students to write or describe character of his or her friend. The writergave 40 minutes for students to do.

D. Procedure of Data Collection

First, the writerprovided the test instrument. Then the writer asked for students to write descriptive text about describing people. After that the writer collected the data from their writing and then analyzed, in terms of grammar, content, mechanics, and organization, to know the extent the students' skills in writing descriptive text.

E. Technique of Data Analysis

To measure the students' score, the scoring tables was taken from Heaton in Herman (2017:26). It is adapted to evaluate students' English writing. In this research the writer used four components to evaluate in students' writing, they are grammar, mechanic, content and organization.

1. Tabulate of writing component

The writer tabulated four components in writing scoring tables; it can be see clearly in tables as follows.

a. Grammar

The writer tabulated the classification of grammar as follows:

Tables 3.1. Grammar's scoring

Classification	Score	Criteria
Excellent	5	Few (if any) noticeable and error of grammar and word order.
Good	4	Some errors of grammar and order which do not, however interfere with comprehension.
Fair	3	Errors of grammar and word order, fairly frequent, accessional reading. Necessary for full comprehension.
Poor	2	Errors of grammar and word order frequent.
Very poor	1	Errors of intergeneration sometimes required on reader's part.

Heaton in Herman (2017:27)

b. Mechanic

The writer tabulated the classifications of mechanic as follows:

Table 3.2. Mechanic's scoring

Classification	Score	Criteria
Excellent	5	Demonstrate mastery of conviction.
Good	4	Occasional errors of spelling, punctuation, capitalization.
Fair	3	Frequent errors of spelling, punctuation, capitalization.
Poor	2	No mastery of connections, dominated by errors spelling, capitalization and paragraphing.

Heaton in Herman (2017:27)

c. content

The writer tabulated the classifications of content as follows:

Table 3.3 content's score

Classification	Score	Criteria
Excellent	5	Knowledge, suitable, substantive.
Good	4	Some knowledge adequate range
Fair	3	Limited knowledge, little substance
Poor	2	Does not show knowledge of subject substance.

Heaton in Herman (2017:28)

d. Organization

The writer tabulated the classifications of organization as follows:

Table 3.4. Organization's score

Classification	Score	Criteria
Excellent	5	Fluent expression ideas clearly stated.
Good	4	Somewhat choppy, loosely organized but minimum ideas stand out.
Fair	3	Non-fluent, ideas confused or disconnected.
Poor	2	Does not communicate.

Heatonin Herman (2017:28)

2. Analyzing students score

based on the scores which were gotten from the test, the research calculated the scores so that the finding of the research was be revealed in form of the information related to the analysis of students' writing skill in descriptive text at grade VIII SMPN 8 Makassar in the academic year of 2017/2018.

3. Computing the rate percentage of the students score, by using the following formula :

$$\mathbf{P} = \frac{\mathbf{F}}{\mathbf{N}} \times \mathbf{100}\%$$

The explanation:

P: Percentage of students' skill

F: Frequency total percentage score

N: Total Number of sample

Gay in Herman (2017:29)

4. The researcher give the score clasification

There are five level of the students' writing skill encompassing poor, fair, average, good and excellent.

Table 3.5. The score classification

No	Classification	Score range
1	Excellent	18-20
2	Good	14-17
3	Fair	10-13
4	Poor	7-9

Gay in Herman (2017:29)

CHAPTER IV

FINDING AND DISCUSSION

In this chapter consists of two sections. The first section deals with finding which covers the result of the data analysis and discussion deals with interpretation and description of data gained from the test based on students writing skill in descriptive text.

A. Findings

As mentioned in the previous chapter, the writer conducted the research using writing test to get the students score of writing skill in descriptive text. The writing test conducted on august 28th 2018. Finally the writer analyzed the data by using writing component (grammar, mechanic, content and organization). The data taken from 30 students were analyzed in three stages : scoring the students' writing descriptive text, classifying the students score of writing descriptive text and calculating the percentage of student's writing descriptive text.

1. Scoring the students' writing skill in descriptive text

To describing the students score , it involves analyzing of the data. In order to collect the data, the researcher conducted a test.

The test given was writing descriptive text that has been written by students of VIII.5 SMPN 8 Makassar based on writing component (grammar, mechanic, content and organization). We can see in table below :

Table 4.1 The students' score of writing skill in descriptive text

No	Name of students	component				Total
		Grammar	Mechanic	Conten	Organization	
1	MS	3	3	3	3	12
2	MN	4	5	4	4	17
3	ANA	4	4	4	3	15
4	MAR	3	3	3	3	12
5	GGG	3	3	3	4	13
6	AS	3	4	3	4	14
7	MR	3	4	3	3	13
8	SRD	3	4	3	3	13
9	MPD	3	3	3	3	12
10	NRA	3	3	3	3	12
11	AM	3	3	3	3	12
12	DT	3	3	3	3	12
13	SH	4	4	3	3	14
14	SNR	3	3	3	3	12
15	DAA	4	4	3	4	15
16	AA	5	4	4	4	17
17	FT	3	4	3	3	13
18	MAMR	2	3	3	4	12
19	MAP	5	5	5	5	20
20	KAR	4	4	5	5	18
21	LASP	3	3	3	4	13
22	PHU	4	4	4	4	16
23	WA	3	4	3	3	13
24	NAA	3	3	3	4	13
25	VWP	3	3	3	3	12
26	AAAP	5	5	4	4	18
27	AAA	3	3	3	4	13
28	AAP	5	5	5	5	20
29	ZN	4	3	3	4	14
30	SF	3	3	3	3	12
Total		**104**	**109**	**101**	**108**	**422**
Mean score						**14,06**

Based on the table 4.1, it can be seen that the total component of grammar were 104 items, component of mechanic were 109 items, component of content were 101 items and component of organization were 108 items. The total students' score of students' writing skill in descriptive text as a whole were422, and the mean score of students' writing skill in descriptive text were 14.06.

2. Classifiying the students' score for each componentof writing descriptive text

the researcher analyzed the data in each components to find out which components are good and which components are weak. The result has been in form of mean score. The analysis of each components distributed in form of table as follows:

a. Students' score for grammar

Table 4.2 Students' score for grammar

No	Name of students	Score
1	MS	3
2	MN	4
3	ANA	4
4	MAR	3
5	GGG	3
6	AS	3
7	MR	3
8	SRD	3
9	MPD	3

10	NRA	3
11	AM	3
12	DT	3
13	SH	4
14	SNR	3
15	DAA	4
16	AA	5
17	FT	3
18	MAMR	2
19	MAP	5
20	KAR	4
21	LASP	3
22	PHU	4
23	WA	3
24	NAA	3
25	VWP	3
26	AAAP	5
27	AAA	3
28	AAP	5
29	ZN	4
30	SF	3
TOTAL		**104**
MEAN		**3,47**

1) Percentage score for grammar

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

$$= \frac{4}{30} \times 100\%$$

$$= \mathbf{13.3}\%$$

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

$$= \frac{7}{30} \times 100\%$$

=23.3 %

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

$$= \frac{18}{30} \times 100\%$$

$$= \mathbf{60}\%$$

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

$$= \frac{1}{30} \times 100\%$$

$$= \mathbf{3.3}\%$$

2) classifying the students' score for grammar

Table 4.3 classifying the students' score for grammar

No	Classification	Grammar	
		frequency	Percentage
1	Excellent	4	13,30%
2	Good	7	23,30%
3	Fair	18	60%
4	Poor	1	3,30%
Total		**30**	**100%**

In terms of grammar, the result of percentage students in writing descriptive text was 4 students (13,3%) who got excellent classification,7 students (23,3%) who got good classfication, 18 students (60%) who got fair classification and 1 student (3,3%) who got poor classfication.

b.Students' score for mechanic

Table 4.4 Students' score for mechanic

No	Name of students	Score
1	MS	3
2	MN	4
3	ANA	4
4	MAR	3
5	GGG	3
6	AS	3
7	MR	3
8	SRD	3
9	MPD	3
10	NRA	3
11	AM	3
12	DT	3
13	SH	4
14	SNR	3
15	DAA	4
16	AA	5
17	FT	3
18	MAMR	2
19	MAP	5
20	KAR	4
21	LASP	3

22	PHU	4
23	WA	3
24	NAA	3
25	VWP	3
26	AAAP	5
27	AAA	3
28	AAP	5
29	ZN	4
30	SF	3
TOTAL		**104**
MEAN		**3,47**

1) Percentage score for mechanic

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

$$= \frac{4}{30} \times 100\%$$

$$= \mathbf{13.3}\%$$

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

$$= \frac{11}{30} \times 100$$**=**

=36.7%

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

$$= \frac{15}{30} \times 100\%$$

=50%

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

$$= \frac{0}{30} \times 100\%$$

=0%

2) classifying the students' score for mechanic

Table 4.5 classifying the students' score for mechanic

No	Classification	Mechanic	
		frequency	Percentage
1	Excellent	4	13.3%
2	Good	11	36.7%
3	Fair	15	50%
4	Poor	0	0%
Total		**30**	**100%**

In terms of mechanic, the result of percentage students in writing descriptive text was 4 students (13,3%) who got excellent classification, 11 students (36.7%) who got good classification, 15 students (50%) who got fair classification and none student (0%) who got poor classification.

c. Students' score forconten

Table 4.6 Students' score forconten

No	Name of students	Score
1	MS	3
2	MN	5
3	ANA	4
4	MAR	3
5	GGG	3
6	AS	4
7	MR	4
8	SRD	4

9	MPD	3
10	NRA	3
11	AM	3
12	DT	4
13	SH	4
14	SNR	3
15	DAA	4
16	AA	4
17	FT	4
18	MAMR	3
19	MAP	5
20	KAR	4
21	LASP	3
22	PHU	4
23	WA	4
24	NAA	3
25	VWP	3
26	AAAP	5
27	AAA	3
28	AAP	5
29	ZN	3
30	SF	3
TOTAL		**101**
MEAN		**3.36**

1) Percentage score for conten

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

$$= \frac{3}{30} \times 100\%$$

=10%

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

$$= \frac{5}{30} \times 100\%$$

=16.7%

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

$$= \frac{22}{30} \times 100\%$$

$$= \mathbf{73,3}\%$$

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

$$= \frac{0}{30} \times 100\%$$

=0%

2) classifying the students' score for content

Table 4.7 classifying the students' score for content

No	Classification	Content	
		frequency	Percentage
1	Excellent	3	10%
2	Good	5	16,7%
3	Fair	22	73,3%
4	Poor	0	0%
	Total	**30**	**100%**

In terms of content, the result of percentage students in writing descriptive text was 3 students (10%) who got excellent classification, 5 students (16,7%) who got good classification, 22 students (73,3%) who got fair classification and none student (0%) who got poor classification.

d. Students' score for Organization

Table 4.8 Students' score for Organization

No	Name of students	Score
1	MS	3
2	MN	4
3	ANA	3
4	MAR	3
5	GGG	4
6	AS	4
7	MR	3
8	SRD	3
9	MPD	3
10	NRA	3
11	AM	3
12	DT	3
13	SH	3
14	SNR	3
15	DAA	4
16	AA	4
17	FT	3
18	MAMR	4
19	MAP	5
20	KAR	5
21	LASP	4
22	PHU	4
23	WA	3
24	NAA	4
25	VWP	3
26	AAAP	4
27	AAA	4
28	AAP	5
29	ZN	4
30	SF	3
TOTAL		**108**
MEAN		**3.60**

1) **Percentage score for organization**

$$P = \frac{F}{N} \times 100\%$$
$$= \frac{3}{30} \times 100\%$$
=10%

$$P = \frac{F}{N} \times 100\%$$
$$= \frac{15}{30} \times 100\%$$
=50%

$$P = \frac{F}{N} \times 100\%$$
$$= \frac{12}{30} \times 100\%$$
=40%

$$P = \frac{F}{N} \times 100\%$$
$$= \frac{0}{30} \times 100\%$$
=0%

2) **classifying the students' score for Organization**

Table 4.9 classifying the students' score for Organization

No	Classification	Organization	
		frequency	Percentage
1	Excellent	3	10%
2	Good	12	40%
3	Fair	15	50%
4	Poor	0	0%
	Total	**30**	**100%**

In terms of content, the result of percentage students in writing descriptive text was 3 students (10%) who got excellent classification, 12 students (40%) who got good classification, 15 students (50%) who got fair classification and none student (0%) who got poor classification.

Based on the explanation of the students' scores for each component of writing descriptive text above, It showed that none of students get poor score for mechanic, content and organization component. Meanwhile, there was one student got weakclassification in grammar component.

3. Calculating the percentage of student's writing descriptive text

After the writer got the result of the students' score, then the writer calculated their percentage in analysis writing skill in descriptive text. It was used to know how many students who got percentage excellent, good, fair and poor classification.

To obtain the percentage of the students' writing skill in descriptive text, the writer applied them into the following formula :

$$P = \frac{F}{N} X\ 100$$

It can be see in table below:

Table 4.10 calculating the percentage of the students score of writing skill in descriptive text

No	Classification	Score	Frequency	Percentage
1	Excellent	18-20	4	13,3%
2	Good	14-17	8	26,7%
3	Fair	10-13	18	60%
4	Poor	7-9	0	0%
	Total		30	100%

Table 4.3 above shows that there are 4 students got excellent classification (13,3%), 8 students got good classification (26,7%), 18 students got fair classification (60%) and no students got poor classification. The score standard that should be achieved by students is 14, but most of students got score under 14. So, It can be said that VIII.5 class students of SMPN 8 Makassar got fair classification.

B. DISCUSSION

The discussion consists of the description of students' writing skill in descriptive text.

From the data presentation in general result found that the student's mean score in writing descriptive text is 14.06 and according to the score classification theory by Herman (2017) categories as good. The scores were analyzed according to standard classification and range score come from four components they are grammar, mechanic, content and organization.

Beside the data was analyzed in general, each component was also being analyzed. First is from the component of grammar. There are five criteria of grammar's score. With the the guide of criteria of grammar's score, the researcher can collect and analyze the data. The finding shows that , the result of percentage students in writing descriptive text was 4 students (13,3%) who got excellent classification, 7 students (23,3%) who got good classification, 18 students (60%) who got fair classification and 1 student (3,3%) who got poor classification.

The second component to be analyzed is mechanic. There are four criteria of grammar's score. With the guide of criteria of mechanic's score, the researcher can collect and analyze the data. The finding shows that the result of percentage students in writing descriptive text was 4 students (13,3%) who got excellent classification, 11 students (36.7%) who got good classification, 15 students (50%) who got fair classification and none student (0%) who got poor classification.

The third component to be analyzed is content. There are four criteria of grammar's score. With the guide of criteria of content's score, the researcher can collect and analyze the data. The finding shows that , the result of percentage students in writing descriptive text was 3 students (10%) who got excellent classification, 5 students (16,7%) who got good classification, 22 students (73,3%) who got fair classification and none student (0%) who got poor classification.

The last component is organization. There are four criteria of grammar's score. With the guide of criteria of organization's score, the researcher can collect and analyze the data. The finding shows that the result of percentage students in writing descriptive text was 3 students (10%) who got excellent classification, 12 students (40%) who got good classification, 15 students (50%) who got fair classification and none student (0%) who got poor classification.

From the students' mean score in each component, it could be seen that the students weakness in writing descriptive text is in content

component with mean score 3.36. From the result we also can find that the students' strength in writing descriptive text is in mechanic with mean score 3.63.

Based on the result above, it can be concluded that the students score of writing skill in descriptive text were good classification. Those are reflected by mean score was 14.06.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two points related to conclusions of the results of the study discussed in the previous chapter and to suggestions that can be used to interpret cohesive device in proper context in English teaching learning activities, especially teaching writing descriptive text.

A. Conclusion

This research has conducted on writing skill in descriptive text that written by class VII.5 of SMPN 8 Makassar. Based on the statement of the research problem, the result shows:

The first point is that students' writing skill in descriptive text of VIII.5 class students at SMPN 8 Makassar in terms of four components (grammar, mechanic, content, organization) were considered as fair classification. Students tended to mechanic component which got the highest mean score 3.63. It was indicate that the mechanic mainly affect the students writing descriptive text skill. While the weakness came from the content component. In this component the mean score was 3,36 which is the lowest of all components. Moreover, the students' writing skill in descriptive text was analyzed based on score classification. In this case, the highest score 4 of 30 students in this class, get 18-20 which is

considered as excellent classification. While 18 of 30 students get the lowest score 10-13 which is considered as fair classification. Then 8 of 30 students get score 14-17 which is considered as good classification. Thus, generally the students mean score of writing skill particularly in descriptive text was 14.06 and it was consider as the good classification.

Based on explanation above, it can be conluded the writing skill in descriptive text of the VIII.5 class students at SMPN 8 Makassar was in good classification.

B. Suggestions

Based on the conclusion presented in the previous sub-chapter, the researcher gave some suggestions for the teacher, students, and future researcher about the English teaching especially in teaching writing descriptive text.

1. For the Teachers

   The teachers are suggested to develop their method in teaching writing especially teaching writing descriptive text. Analyzing students' work is one of methods that they can apply to find out the students' strength and weakness in writing ability especially in descriptive text because it is important to acknowledge the students' strength and weakness so that the teacher can teach effectively.

2. For the Students

The students are suggested to improve their ability in constructing a

descriptive paragraph with the right contentcomponent. Somehow they still have to keep developing their writing ability especially in descriptive text in other aspects that support their writing so that their achievement also can be enhanced.

3. For further Researchers

The result of this study was hopefully able to give input for them who want to conduct developmental research on the topic of teaching writing descriptive text. The result of this study was hopefully able to give input for them who want to conduct developmental research especially on analyzing students' ability in writing or other English skill. The researcher also suggests the further researcher conduct a research about analyzing students' writing in different genre even in different level of students.

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APPENDICES

RESEARCH INSTRUMENT

JUDUL: An Analysis of Students' Writing Skill in Descriptive Text at grade VIII of SMPN 8 Makassar

Keterangan:

1. Tes ini bertujuan untuk mengetahui kemampuan menulis siswa dalam mengembangkan sebuah karangan berbentuk description text.
2. Hasil tes akan menjadi data dalam penyusunan skripsi pada Program Strata Satu (S1) Jurusan Pendidikan Bahasa Inggris Fakultas Kegururan dan Ilmu Pendidikan Universitas Bosowa Makassar.
3. Peneliti sangat mengharapkan agar siswa dapat menulis descriptive text secara mandiri.
4. Atas partisipasi dan bantuan para siswa diucapkan terima kasih

Nama :……..

Nis :……

Kelas :……

Petunjuk pengisian

1. Bacalah soal ini dengan saksama sebelum anda menjawabnya.
2. Deskripsikan karakter temanmu dan tuliskan dalam bentuk paragraf dengan menggunakan bahasa yang baik dan benar kedalam bentuk descriptive text.
3. Waktu menulis 40 menit

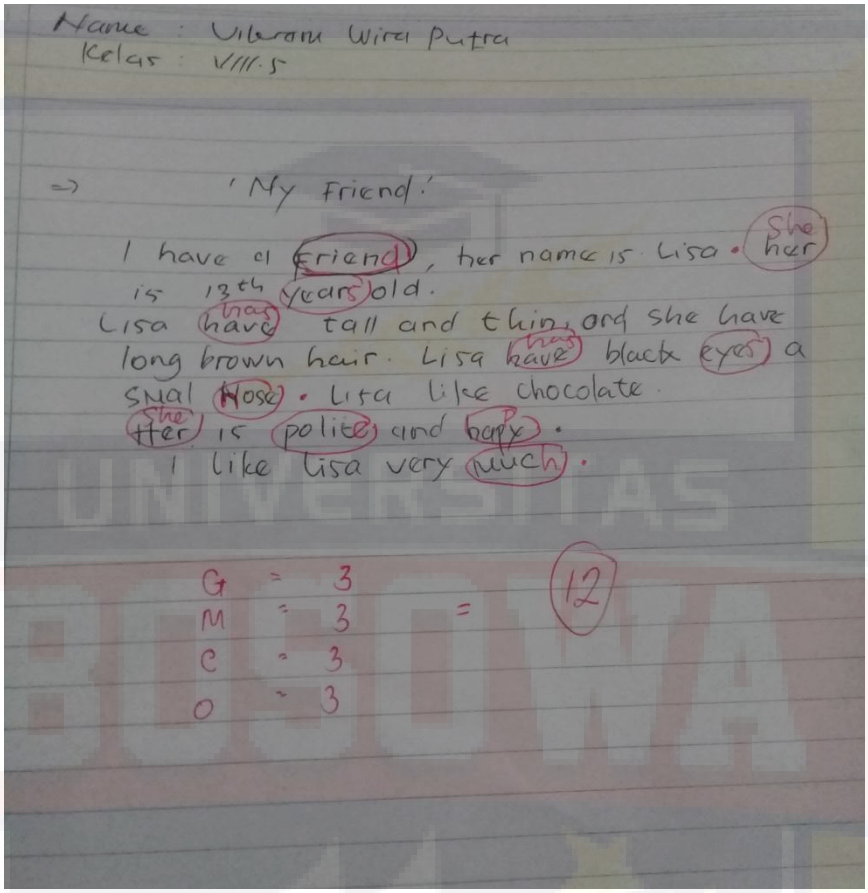
   Question:

   Please describe the character of your friends, and then write down into descriptive text.

   Answer

……
……
……
……
……
……
……

Appendix II. Students' Answer Sheets

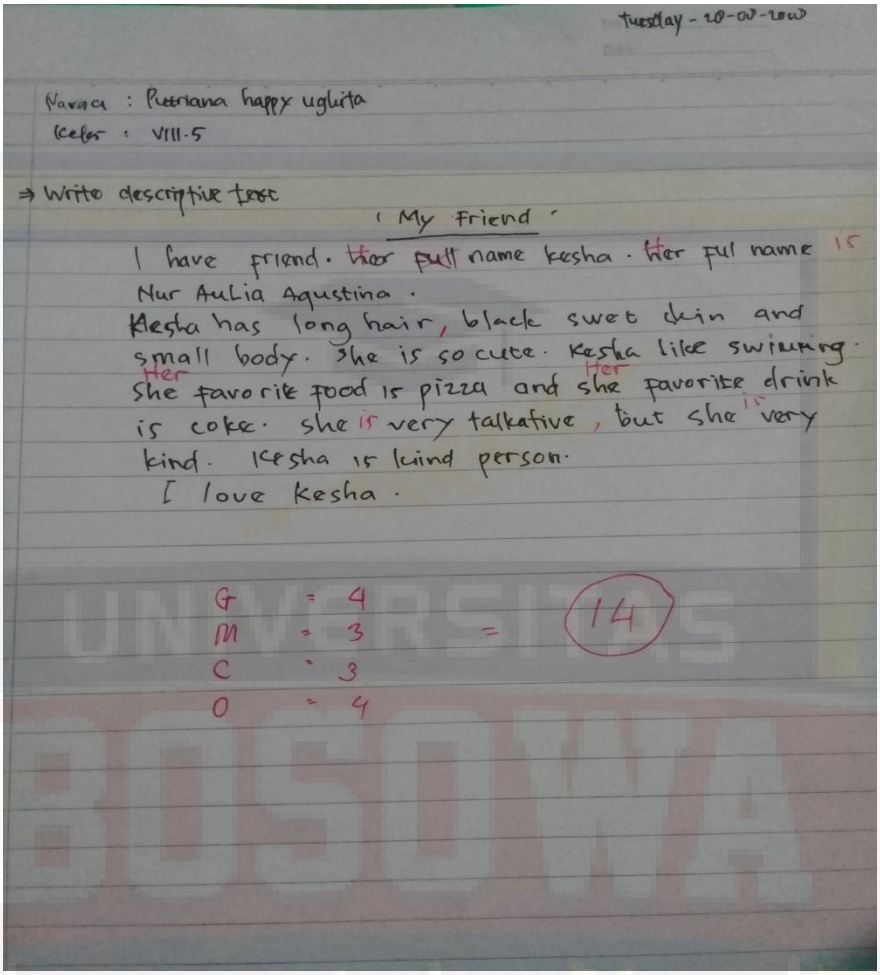


Name : Vikram Wira Putra
Kelas : VIII.5

=> 'My Friend.'

I have a friend, her name is Lisa. She is 13th years old.
Lisa has have tall and thin, and she have long brown hair. Lisa has have black eyes a small Nose. Lisa like chocolate.
She Her is polite and happy.
I like Lisa very much.

G = 3
M = 3 = 12
C = 3
O = 3



Tuesday - 20-07-2021

Name : Putriana happy uglita
Class : VIII-5

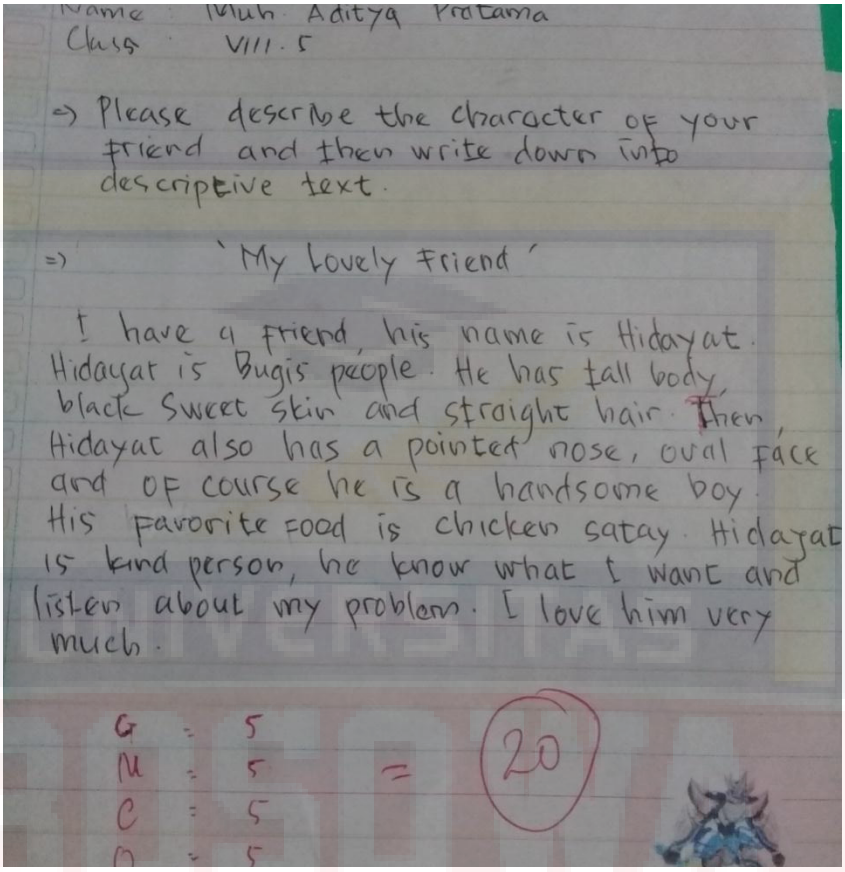
⇒ Write descriptive text

' My friend '

I have friend. ~~thier~~ ~~full~~ name kesha. ~~hier~~ ful name is Nur Aulia Agustina.
Kesha has long hair, black swet skin and small body. She is so cute. Kesha like swimming. ~~Her~~ She favorite food is pizza and ~~she~~ Her favorite drink is coke. she is very talkative, but she is very kind. Kesha is kaind person.
I love kesha.

G = 4
M = 3
C = 3
O = 4

= 14



Name : Muh. Aditya Pratama
Class : VIII. 5

=> Please describe the character of your friend and then write down into descriptive text.

=> 'My lovely Friend'

I have a friend, his name is Hidayat. Hidayat is Bugis people. He has tall body, black sweet skin and straight hair. Then, Hidayat also has a pointed nose, oval face and of course he is a handsome boy. His favorite food is chicken satay. Hidayat is kind person, he know what I want and listen about my problem. I love him very much.

G : 5
M : 5 = 20
C : 5
D : 5

Appendix III. Documentations

Picture 1: The writer was explaining about Descriptive Text.

Picture 2:The writer was giving some instruction

Picture 3: the students were writing about descriptive text

picture 4: the students were doing test

BIOGRAPHY

Khadija Kumhan Balla. She was born on September 23, 1992 in Sandakan, Sabah Malaysia. She is the firts daughter from the marriage of Alwan Musa and Yuliana Belinan Langoday. She has one brother and two sisters.

She started her Elementary School at SD Negeri El Tari Petuntawa in 2002 and finished in 2007. She continued her study to SMP Negeri 1 Ile Ape in 2007 and graduate in 2010. After that, she continued her study to SMA Negeri 1 Nubatukan in 2010 and graduate in 2013. After she graduated from Senior High School, she continued her study to University PGRI Kupang in 2013 and took English Education Department but moved in semester IV to University Bosowa Makassar in 2015 and she graduated in 2018.