STUDENTS' ABILITY AND THEIR DIFFICULTIES IN WRITING DESCRIPTIVE PARAGRAPH AT ELEVENTH CLASS OF MADRASAH ALIYAH MUHAMMADIYAH BALEBO MASAMBA

A THESIS
Submitted to the English Language of S1 Tarbiyah Department of State College for Islamic Studies Palopo in Partial Fulfillment
of Requirement for S.Pd. Degree in
English Study Program

By
YANTI
NIM 10.16.3.0121

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2015

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2015**

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        Jurusan   : Tarbiyah
        Judul Skripsi   : **Students' Ability and Difficulties in Writing**

                                        Descriptive Paragraph at Eleventh Class of Madrasah

                                        Aliyah Muhammadiyah Balebo Masamba.

Menyatakan bahwa skripsi tersebut layak diujikan demikian untuk proses selanjutnya.
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                                        Dr. Masruddin, M.Hum
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Palopo, 26 Januari 2015

The Researcher

Yanti

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ABSTRACT

Yanti, 2015, Students' Ability and Their Difficulties in Writing Descriptive Paragraph at Eleventh Years of Madrasah Aliyah Muhammadiyah Balebo Masamba. Thesis, English Study Program of Tarbiyah Department of State College for Islamic Studies under the Supervisors (I) Dr. Masruddin, M.Hum. (II) Amir Faqihuddin Assafari, S.Ag., M.Pd.I.

Key Words: Ability, Difficulties, Writing, and Descriptive Paragraph

This thesis focuses on the Students' Ability and Their Difficulties in Writing Descriptive Paragraph at Eleventh Years of Madrasah Aliyah Muhammadiyah Balebo Masamba. The problems statement of the research: first, how is the students' ability in writing descriptive paragraph at the eleventh years of Madrasah Aliyah Muhammadiyah Balebo Masamba? Second, what are the students' difficulties in writing descriptive paragraph at the eleventh years of Madrasah Aliyah Muhammadiyah Balebo Masamba?

The objective of the research: a) To find out the students' ability in writing descriptive paragraph at eleventh years of Madrasah Aliyah Muhammadiyah Balebo Masamba, b) To find out the students'difficulties in writing descriptive paragraph at eleventh years of Madrasah Aliyah Muhammadiyah Balebo Masamba.

The researcher applied descriptive method. The number total population was 15 students and the researcher took 15 students from eleventh years as sample. It used total sampling technique and the data collected through test and questionnaire.

The result of data analysis showed that the students' ability was poor. The students' writing descriptive paragraph obtained 55.26 score. Based on the finding and discussion, the researcher concludes that most of the students cannot make a good descriptive paragraph. The difficulties in writing descriptive paragraph, they were showed below: content, organization, inappropriate word choice and error grammar.

The implications of this reseacrh were the students able to explain the way a place or object appears, behaves and the surrounding environment and wrote it in some paragraphs especially descriptive paragraph and the advantages of this research were exercise the students write a good paragraph, increase the students vocabulary and then know the caracteristics of a good writing and good paragraph.

CHAPTER I

INTRODUCTION

A. *Background*

The history of writing follows the art expressing language by letters or other marks. In the history of how system of representation of language through graphic means have eveloved in different human civilizations, more complete writing system were preceded by proto-writing, system of ideographic and or early nemonic symbol. True writing, or phonetic, record were develop independenltly in four different civilization in the world.[1]

Writing is the mental work in inventing ideas, thinking about how to express and organize it into statement and paragraph that will be clear to the reader. Writing is the activity of making a text. A biased text consists of a single sentence or a phrase that has been representing the phrase, and the form of a series of beautifully composed sentence, interlocked or work together in order to make preparing a communicative purpose. To ensure that the transfer of information, ideas, or messages can run smoothly, required mastery of structure and texture of the text by the author of the text. Ruler structure is basically the procurement rules of language and grammar or more popularly referred to as linguistic competence. While the ruler is a ruler texture manners or etiquette writers, as widely discussed in the pages of books about writing theory.

Paragraph is not a conventional division of chapter which consist of sentences, but it has a deeper meaning their sentences. It is a group of related sentences in a combination to establish an idea. Paragraph is usually a series of sentences that develops one topic. According to the Jufry Malyno paragraph is a set of sentences that discuss a topic or just refer to one central idea.

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[1]Wikipedia, (http://en.wikipedia.org/wiki/History_of_writing) Accessed January 10th 2012.

Topics poured into a sentence called the topic sentence or main sentence, whereas sentence that describes the topic sentence is called a descriptive sentence.[2]

Writing is essential to thinking and learning. As a strategic, problem-solving process, writing is a key element of communication and a critical part of comprehension[3]. Writing is a form of communication activities involving the use of a single language. In any form of effective communication involves two parties will be information sources and recipients of information, which can then be forwarded to the information sharing activities. As we all know people are able to pull out the idea or ideas through writing. Many People who write but not able to arrange the words suitable to develop his writing.

The researcher explained how is the student's ability in writing, definition of paragraph, kinds of paragraph, component of paragraph and what the connection paragraph and writing.

The researcher explained about descriptive method is one method that is very important or both are used in this study because it can accelerate the research, this method only describes the situation or what you want to achieve in collecting accurate data.

Based on the explanation in the background, the researcher interest to conduct a research under the title Students' Ability and Their Difficulties in Writing Descriptive Paragraph at Eleventh Years of Madrasah Aliyah Muhammadiyah Balebo Masamba. The researcher want to know the factors that caused students cannot write paragraph.

B.   *Problem Statement*

Based on the explanation in the background, the problem statement can be formulated in the form of questions:

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[2]Martoyo, *Paragraph Development of the Third Year Students of SMP 2 Baebunta,* (Palopo: Thesis S1 STAIN Palopo, 2005), p. 5. Unpublished.

[3]Montana*, Standard for Writing*. Download on January 23rd 2013.

1. How is the students' ability in writing descriptive paragraph at the eleventh years of Madrasah Aliyah Muhammadiyah Balebo Masamba?

2. What are the students' difficulties in writing descriptive paragraph at the eleventh years of Madrasah Aliyah Muhammadiyah Balebo Masamba?

C. *Objective of the Research*

1. To find out the students' ability in writing descriptive paragraph at the eleventh years of Madrasah Aliyah Muhammadiyah Balebo Masamba.

2. To find out the students' difficulties in writing descriptive paragraph at the eleventh years of Madrasah Aliyah Muhammadiyah Balebo Masamba.

D. The Significance of the Research

1. Theoretically, the results of this research to be useful ability effective writing through descriptive paragraph.

2. Practically, as input for teachers to difficulties in learning writing. The results of this study can be taken into consideration in further similar studies.

E. *Scope of the Research*

The researcher focuses on descriptive method to know the students' ability and their difficulties at the eleventh years of Madrasah Aliyah Muhammadiyah Balebo Masamba. This is study about ability and their difficulties in writing descriptive paragraph about describing place and things at the eleventh years of Madrasah Aliyah Muhammadiyah Balebo Masamba.

CHAPTER II

REVIEW OF RELATED LITERATUR

A. *Previous Related Research Findings*

Many researchers have conducted their research about involving students in teaching language skill. They are cited below :

1. A. Mindarwati (1995) coducted a research about the ability of the students in the fourth semester to write narration using personal paragrph. The data analysis and the discussion tell us that the fourth semester students of English Departement have fair ability to write narration using personal experience.[4]

2. Nirwana Bidu (2000) in her thesis which is written under the title " the students ' interest and ability in writing journal" suggest that the teacher will apply journal in writing teaching, especially in teaching writing for beginners. Teacher can give journal as an assigment with various attractive and useful topics.[5]

The previous researchers provide academic research through paragraphing. Through this study, the researcher appliet are paticular paragraphing, namely descriptive paragraph, it will show the students ability and difficulties in arranging paragraph.

B. *The Concept of Writing*

1. Definition of Writing

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[4]Andi Mindarwati. *The Ability to write Narration Using Personal Experience*. (A Thesis S1. IKIP Ujung Pandang, 1995) p. 34.

[5]Nirwana Bidu. The *Student's Interest and Ability in Writing Journal*. A The Universitas Negeri Makassar, 2000) p. 28.

According to Leo at al, writing as a process of expressing ideas or thoughts in words should be done at our leisure[6]. Writing must be enjoyable as long as the researchers have ideas and the means can be understood. Writing activities that help the beginning writer and offer support, repetition and guidance.

Many experts state the defenition of writing, for example Murray Kiefer says that writing is a process of discovery. He will discover what you want to say it in just one way. Keenan states that writing is trying to put ideas om a paper. Murray Kiefer says that writing is a procces of descovery. He will discover what you want to say and how to say it in just way.[7] According to Widdowson describe that writing is the act of making up correct and transmitting them through visual medium to manifest the graph logical and grammatical system of the lnguage.[8]

Based on the definition above, we can say that writing is one way express or deliver our mind freely and simply.

Writing is one of the four basic language skills that have increasing significance for English degree students as it represents the main medium they use to do assignments in the different subject areas and answer examinition questions. In fact, writing failure for these students is more likely to result in educational failure, because lacking the means to communicate their knowledge, students will find it difficult to answer properly the questions they are assigned.[9] Writing is a group of letters or symbols writen or marked on a surface as a mean of communicating ideas by making each symbol stand for an idea, concept, or thing, by using each

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[6] Sutanto Leo, at al, *English for Academic Purpose Essay Writing*, (Yogyakarta: Penerbit Andi, 2007), p.1.

[7] Murray Kiefer, *The Practice of English Language Teaching* (America, 1991), p.54

[8] H.G. Widdowson, *Teaching Language as Communication*, (New York, Oxford University Press : 2005).

[9] Dr Hafida Hamzaoui – Elachachi, http//www.esp-world.info 2010.

symbol to represent a set of sounds grouped into syllables, or by regarding each symbol as corresponding roughly or exactly to each of the sounds in the language.[10]

Writing is a born think or feeling (like composition, make a letter) with written.[11] Writing is an activity that can be understood in terms of its overall purpose. Writing is simple the formulating thought, the shaping of through into sentences and arranging them on page its purpose to convince read that this through is true, right, or good. Writing as a process of expressing ideas or through in words should be done at our leisure.[12] Writing is often a useful way of sorting out ideas about something.[13] Writing is the act of art of learning letter and characters paper for the purpose something to other.[14]

Based on the concept writing above the researcher concludes the writing is telling some ideas or information on the paper to someone.

Writing is one of form manifestation in linguistic competence which expression in form using written, in oral form[15].

According to Brown in Ary Setya Budhi Ningrums book say that definition of writing is a process of putting ideas down on paper to transform thoughts into words, to sharpen main ideas, and to give them structure and coherent organization. Writing is a process of thinking during which a writer puts many elements into account, such as accuracy in the spelling of

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[10]Asker, what is your defenition of writing (http:// answer.yahoo com/question/index?qid = 20141217101064AXPAVI)

[11]Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: BalaiPustaka, 1989), p.986.

[12]*Ibid.*

[13]Pardiyono,*Writing Clues For Better Writing Compotence*, (Yogyakarta:C.V AndiOffest, 2006), p.9.

[14]Michael McCarthy, *Discourse Analysis For Language Teacher* (Cambridge University Press: 1997), p.25.

[15]Pardiyono,M.Pd. *Writing Clues for Better Competence,* (Yogyakarta: Andi, 2006), p. 1.

words, words arrangement, and sentence grammaticality, and selection of the right words. Writing needs a skill to connect sentences to form them into a coherent text[16].

Some theories above, the researcher can conclude that writing is process to expression main idea in a paragraph, many people want to write but they do not know how to write a good, otherwise there are a lot of rules that need by writer, in order to make a perfect writing.

2. Types of Writing

Students are involved in a variety of writing paragrph throughout their education. The following list explaining most of these forms of writing:

a. Narrative writing tells a personal experience or story and always includes characters, setting and plot (example: short stories, journals, autobiographical, writing about a people).

b. Descriptive writing creates a vivid image in the reader's mind and uses precise details to Pint "word picture "for the reader (example: menu, travel, brochure, and poster).

c. Expository Writing informs, explains, clarifies, or defines (examples: research paper, essay, report)

d. Persuasive writing , informs and attempt to convince the reader to take the same stand (example : movie review restaurant critique, letter to editor ,editorial)

e. Technical writing, use research to present specialized information, but just because it is technical does nit mean it has to be flat and dull (example : a VCR manual, driver's manual a legal document)[17].

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[16]Ary Setya Budhi Ningrum, *Scaffolding Starategy in The Process of Writing to Improve the Students Writing Ability,* (Jakarta: Kementrian Agama Repoblik Indonesia, Cet, I, 2012), p. 2.

[17]Arisah. *Improving Students' Writing Skill Trough Diary at the Eleventh Year Student of Pondok Pesantren As'diyah Kecamatan Malangke*, (Palopo: Thesis S1 STAIN Palopo, 2011), p.18. Unpublished.

3. Component of Writing

Jacob states that the components of writing are divided into five, they are: content, organization, language use, vocabulary and mechanics[18].

a. Contents

The contents of writing should be clear to readers so that the reader can understand the message convoyed and gain information from it. There are at least think that can be measure in connecting with component, the composition should contain one central purpose only, should have unity, should have coherence and continuity, and should be adequately developed. And so, content refers to topic and its explanation or elaboration, discussion, evaluation and conclusion. In fact, it is the core or the body of a piece of writing. Therefore it is significant that it should be clear, specific and relevant.

1. Clear

The writer must have a clear concept of what to convey to the reader. The readers expect a clear picture of what the writer intends to describe them.

2. Specific

Furthermore, the content should be specific enough for the topic to be focused. Relevant ideas can guarantee that there will be no confusion in understanding the message.

b. Organization

In organization of writing concerns with the way they write arrange and organized the ideas or the message in the writing. The purpose of the organizing in writing involve coherence, other of importance, general to specific, specific to general, chronological order of which happened from the beginning to the end.

c. Vocabulary

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[18] J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1998), p. 146.

The effective used of the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing. To express ideas, we always deal with vocabulary. The lack of vocabulary makes someone fails to compose what they are going to say, because they feels difficult to choose what appropriate will help the writes to compose the writing and also make readers easy to understanding.

d. Language use

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

e. Mechanics

There are at least two-parts of mechanic in writing, namely function and capitalization. Function is important as they way to clarify meaning. In English writing capital letter have to participles. First they used to distinguish between particular and things. Second, it used as first word in quotation, a formal statements and proper adjectives, etc. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely.

Based on the explanation above, the writer than conclude that in composing or writing, we firstly have to pay attention of five components mentioned above, in order to make our writing be good.

4. Writing Systems

We shall now consider some properties of writing systems. These based on essentially two-dimensional space, but the ways in which they exploit these resources are not all the some.

There are example of minor differences of the detail, as between the Cyrillic and Roman forms of the alphabet, but there are also some fundamental differences in terms both of the short of units that are represented on the page, and the relation these bear to the speech signal, and to the properties of linguistic systems.

5. The Stages of Writing

Before writing we have to know the stages in writing sucks: planning, drafting, and revising.

a. Planning is state of strategies designed to find and produce information in writing. When the people begin writing project, people had discovered what is possible. People need to located and explore

b. Drafting is as series of strategies designed to organize develop sustained of writing. Once planning has enabled people to identify several subject and encouraged people to gather information on these subjects perspective, additional drafts can be written that further shape, organize and clarify the work.

The strategies to facilitate translating of ideas in to first and successive drafts:

1. Mapping: Creating a map of additional ideas and reconcetualizing way to order them as they write sometimes helps students capture their ideas before there are lost.

2. Fast or free writing: writing an entire first draft as quickly as possible without reading or pausing to attend mechanics help students created their first draft.

3. Personal letter: writing a first draft as if it were a personal letter to one specific person such as a friend sometimes frees student to create their first draft.

4. Conferencing: talking about ideas with a teacher sometimes helps students see how they can start and develop their draft.

5. Reflecting and questioning: pausing to ask themselves what they are saying and if they need to say more it differently sometimes helps students more their drafts forward.

c. Revising

Revising is a series of strategies designed to examine and evaluate the choices that have created a piece of writing. After people complete their draft they need to stand back from their text and decade what action would seem to be most productive[19].

6. The Difficulties in Writing

There are five difficulties in writing, they are:

a. Cannot observe and appraise that idea as objective.

b. There is not planning how we start to write we do not thing and speaks orderly.

c. We do not know the ability and potential ourselves.

d. Never look for and dominate information relationship with the topic which is written.

e. The idea not organizes as systematic and gives expressing as writer[20].

Besides, there are some grammatical difficulties sometimes found in writing, they cover:

1. Word Choice

Although good word choice is partly, a matter of preference, and therefore style, students should understand that certain choice will help them communicate their ideas to the readers. The tolls for this search for word include a good dictionary and thesaurus. Students should be encouraged context as well as.

2. Language Usage

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[19]Wiwik Muliani Nur, *Developing Writing Skill Through Descriptive Composition at the First Year Students of SMU Negeri 2 Palopo,* (Palopo: Thesis S1 STAIN Palopo, 2007), p. 15. Unpublished.

[20]Khadiah*, Pembinaan Kemampuan Menulis Bahasa Indonesia,* (Jakarta: PT. Gelora Pertama, 1998), p. 2.

Language use is another important aspect of grammar. It refers to a person's in from a expression choice of words and structures in both speaking and writing. In different social situation, a person adjust usage so that language. According to purpose, context, and intended audiences. Usage is what is acceptable in particular situation.

3. Punctuation and Capitalization

The Purpose of punctuation is to help the reader understand the writer`s meaning. For example "I left him convinced he has a fool" is not same as "I left him convinced he was a full". Variation it is also a signal to the reader. A capital letter for example announces to the reader the beginning of a few sentence, a little, a name, a day, a month, a place, a holiday, season, a direction, a school subject, or a language[21].

7. Technique of Writing

There are four Technique writing skill for a good writer

a. Pre-writing

Pre-writing means jotting down and rouge sentence or phrases every think that comes to mind about possible topic. See if you can write nonstop for ten minutes or more. Do not worry about spelling or punctuating correctly, about erasing miss takes, about organizing material, or about finding exact word. Intend, explore idea by putting down whatever pops into your head. If you get stuck for word, repeat yourself until more word come. There is not need to feel inhibited, since mistakes do and you do not have to hand in your prewriting.

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[21]Sitti Marwah: *Using Question to Guide the Eight Year Students of SMPN 12 Palopo in Writing Descriptive Paragraph,* (Palopo: Thesis S1 STAIN Palopo, 2011), p. 20. Unpublished.

Pre-writing will limber up your writing insoles and make you familiar with the act of writing. It is a way to break through mental blocks about writing. Since you do not have to worry about mistakes, you can focus on discovering what you want to say about a subject.

b. Questioning

In questioning, you generate ideas and details by asking question about your subject. Such questions include why, when, where, who and how. Ask as many question as you can think of.

Asking question can be an effective way of getting yourself to think about a topic from a number of different angles. The question can   really help you generate details about topic.

To get a sense of the questioning process, use a sheet of paper to ask yourself a series of question about a good or hand experience that you have had recently, see how many details you can accumulate in ten minutes. And remember again not to be concerned about mistakes, because you are   just thinking on paper.

c. Making a list

In making a list, also known as brainstorming, you collect ideas and details that related to your subject pile these items up one after another, without trying to sort out major details from minor ones or trying to put the details any special order your goal is just to make of everything about your subject that occurs to you.

d. Clustering

Clustering   also known as diagramming or mapping is another strategy that can be used to generate material for an essay. This method is helpful for people who like to do their thinking in a visual way. In Claus tearing, you use lines, boxes, arrows, and circles to show relationships among the ideas and details that occur to you.

Once described the technique of writing a correct, we can conclude that the writing is very important, and if we want to be a good writer then we should also have types for writing to become more perfect.

8. The Characteristics of a Good Writing

According to Sitti Marwah in Thesis said that there are characteristics of good writing would be presented as follows:

a. Significance

Writing is significance if the readers enjoy it, reading comprehension learn something from it in order to produce significance writing, the author has to under estimate his own resources. He has to have valuable information about some activity or interest that someone would like to read about it.

b. Clarify

One thing that is very important in writing is clarify. A piece of writing that lack clarifies annoys the reader.

c. 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 in some ways with any sentence.

d. Adequate Development

In writing, the author establishes contract with the reader, that contract can take various from such as a title that predicts, an opening question that must be answered, a thesis statement to be developed or an anecdote.

C. *The Concept of Paragraph*

1. Definition of Paragraph

A good paragraph doe's not just state the idea, each sentence in it supports or extends the central idea, so that we whole paragraph is a short but complete composition. Paragraph is division of a piece of writing, started on new line[22]. According to the Jufry Malyno paragraph is a set of sentences that discuss a topic or just refer to one central idea. Topics poured into a sentence called the topic sentence or main sentence, whereas sentence that describes the topic sentence is called a descriptive sentence.

Paragraph has a very clear cut structure and also has three majors' parts.

a. Paragraph is called a topic sentence a topic sentence which introduces to the reader main idea of paragraph.

b. Paragraph is called a body which is build up several sentence which support, prove, or explain the statement made in topic sentence.

c. Paragraph is called a concluding sentence[23].

According to Patawari, paragraph is not a conventional division of chapter which consists of sentences, but it has a deeper meaning them sentences. It is a group of related sentences in a combination to establish an idea. Paragraph is usually a series of sentences that develops one topic[24].

Based on the paragraph definition above the researcher concludes that paragraph is the collection sentence that had one main idea when in the explanation sentence.

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[22]New Editon, *Oxford Learner's Pocket Dictionary*, (New York, 2005), p. 309.

[23]Martoyo, *Paragraph Development of The Third Year Students of SMP 2 Baebunta,* (Palopo: Thesis S1 STAIN Palopo, 2005), p. 5. Unpublished.

[24]George E. Wishon. *Lets Wrte English,* (New York: Litton Educational Publishing, 1980), p. 369.

2. Main Parts of paragraph

According to F. Scoth Walters a good paragraph must consist of three main structural parts, namely topic sentence, supporting sentence, and concluding sentence.

a. Topic Sentence

A topic sentence usually comes at the beginning of paragraph, that is, it is usually the first sentence in a formal academic paragraph. Not only is a topic sentence the first sentence in a paragraph, but more importantly, it is the most general sentence in a paragraph.

b. Supporting Sentence

Supporting sentence usually comes after topic sentence. Supporting sentence support of example, that ideas the express in a topic sentence and paragraph in English often have more than two supporting.

c. Concluding Sentence

In formal paragraph you will sometimes see a sentence at the end of the paragraph which summarizes the importation that has been presented.

Not all academic paragarphs contain concluding sentence, especially if the paragraph is very short. However, if your paragraph is very long, it is good idea to used concluding sentence.[25]

3. Short Paragraph

A paragraph is a collection of students about a single idea. It is important ti stay focused on that idea throughout the paragraph. If the paragraph is part of a larger article, story or report, it should fit logically into the flow of the paragraphs before and after it. A short paragraph might be only two or three sentence long. Paragraph length, however, is reative to te surrounding

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[25]Scoot Walter, *Basic Paragraph Structure*, (Online). 2000 (http:///wwwParagraph.com/) online November 27th 2012.

paragraphs. If you document contains much longer paragraph, a paragraph of five or six sentences might be considered short.

Instructions to short paragraph as follow:

a. Identify the main idea your paragraph.

b. Research information the main idea of the paragraph.

c. Write a topic sentence summarizing the main idea of the paragraph.

d. Use complete sentence proper grammar when writing a short paragraph.[26]

4. **Kinds of Paragraph**

There are five kinds of paragraph in above will be explain can make the researcher finished of the research:

a. Narrative paragraph is a paragraph that tells an event or events in which there are plot, setting, character and conflict, but did not have the lead.

b. Descriptive paragraph is a paragraph that describes an object so that the reader could almost see, hear, or feel objects depicted it. Objects that can describe a person, object, or place.

c. Persuasion paragraph is a paragraph that invite, persuade, or influence the reader to do something.

d. Argumentation Paragraph is a paragraph that describes a variety of information and opinions with reasons. It is intended to convince the reader

e. Exposition paragraph is a paragraph that contains the ideas, opinions, ideas, information, or knowledge that was written with the aim to broaden the reader[27].

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[26]http://www.ehow.com/how 8712533 write-short-paragraph.htnl#ixzz2La3SUH3q. February 18th 2013.

[27]Acep, Setia Permana, S.Pd, http://leonheart94.blogspot.com/2012/01/macam-macam-paragraf.html. Accesed on March 25th 2013.

5. The Characteristic of Good Paragraph

There are some characteristic of good paragraph

a. A paragraph consists of one main idea.

Main idea commonly lies at first sentence. Main idea is supported by others sentence that can be example, adverb, proof, witness, reason and so on. So the content paragraph understood as solid ideas.

A topic sentence introduces to main ideas of paragraph and must define two things. The first thing is atopic sentence that must do is to tell the general topic which will be discussed in the paragraph. The second thing is the topic sentences the must tell the readers what kinds of things will be said about the topic. For instance, we want to write a paragraph about my unforgettable experience.

b. Using correct conjunction for each paragraph.

Using specific conjunction to imply that one sentence relates to other sentence

c. The first line is indented it means that the first line is moving a few spaces. All paragraphs should be done same way[28].

6. The Impotence of Writing Paragraph

We have a lot of reason to state that writing paragraph is importance. The reasons are covered such as below:

a. The readers can catch the point of each paragraph through information are given.

b. The writer can extend reading systematically and easily.

The writer can express and improve the way of delivering ideas and opinions in more appropriate[29].

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[28]*Ibid*. p. 13.

D. The Concept of Descriptive Writing

1. Definition of Descriptive Paragraph

Descriptive is a text which describe about the features and characteristics of a certain thing in detail (a person or a thing). Its purpose is to describe and reveal a particular person, place, or thing. Descriptive writing has a social function to describe a particular person, place, or thing, for instance, description of a particular building, specific animal, particular place, and specific person.

Rojas (1999) states that simple recipe for writing a well developed and focused descriptive text. One, take some time to think about a simple element that you want to describe. Once you decide what you want to describe be sure to think of at least one objective that best supports the adjective that you choose. Then, think the standard that best describes you element.

Descriptive text is a text in English that describe or apply the characteristics of an object, place, animal, or human in detail. Thus, the reader as if you can see, feel, smell, feel, or hear a thing, place, animal, or human being described. Descriptive text can also describe the form, nature or amount. The purpose of writing a descriptive text, ie to describe suatau objects, places, animals, or humans.

When writing descriptive text, something that must be mastered, namely understanding of the adjective and the structure of phrases, clauses, or sentences of English which functions as an adjective. Thus, the results of descriptive writing text becomes rigid.

A descriptive paragraph is organized with generic structure of identification in the firts paragraph to introduce what is exactly going to be described. After stating the identification, a

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[29]*Ibid*. p. 14.

descriptive text will show the description of the object. Paragraphs of description may contain parts or physical characteristic, value or quality, usage or function.

2. Generic Structure of Descriptive Paragraph

Descriptive text is based on the general arrangement consisting of identification and description;

a. Ientification (inroduction) : Identification is the first paragraph of descriptive paragraph that contains the places and things who will describing

b. Description : is a paragraph that contains an explanation or describing about it or the person described.

E. *The Theory of Descriptive Paragraph*

A descriptive paragraph colorfully decribes a person, place or thing. It allows you to imagine the way a person felt, heard or saw the object or location at a particular time regardless if the writer explains a real or imagined circumstance. Additionally, a descriptive paragraph gives readers a vivid image of a person, place or thing. This type of paragraph uses multiple sentences to convey a single clear image of a person, place or thing.

1. Definition

A group sentences that cover a single topic is a paragraph. However, a descriptive paragraph will describe a particular situation. For example, a descriptive paragraph explains how a person looks or how a person may behave. This type of paragraph also can explain the way a place or object appers, behaves and the surrounding environment.

2. Kinds of Descriptive Paragraph

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

a. Description of a People

People are different, and writing description of people is different. You are probably already aware of same of the complication because you have often been asked, " what's so-and-like?" in replying, you might resort to identification, an impression, 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, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).[30]

2. Impression

Unlike the identification, the impression my not identity a person, but it does convey an overal idea of him or her. Many details my be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and imformative than identification, it may be more effective in capturing an individual's striking or distinctive traits.[31]

3. Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and brographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits,

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[30]Michael E. Adelstein and Jean G. Pival, *The Writing Commitment*, (Harcourt Brace Jovanovich, Inc., 1976). p. 149.

[31]*Ibid. p. 150.*

in the process, it may include identification and an impression, but it will do more than tell what people look or seem like : it will what they are like.

A character sketch my be about a type rather than an individual, revealing the characteristic common to the members of group, such as campus jocks, cheerleaders, art students, religious fanatrcs, television devotes.[32]

b. Description of a Place

In describing a place for example a room, what should you describe first? The walls? The floor? Unlike a chronologically developed paragraph, there is not set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then procced to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more intersting. You can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on you subject and purpose.[33]

c. Description of a Things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our redears as they are to us: using proper nouns and effective verbs.

1. Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know, are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including

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[32]*Ibid. p. 151.*
[33]Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill*, (New York : International Thompson Publishing Company, 4th Edition), p. 69.

proper nouns that readers recognize easlly can make what we are describing more familiar to them.

2. Using Effective Verb

We know important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance,"the wind had chiseled deep grooves." The verb chiseled also gives the reader a more accurate picture of the wind's action than made does.[34]

3. The Five Senses of Paragraph

When writing a descriptive paragraph try to use your five senses. Convey to your reader how something looks, feels, tastes, sound and smells. For example, you may explain to yuor reader how your topic feels with words such as soft, rough or smooth. Words that can describe food may taste include salty, sweet, bitter or bland. Example of words that can convey the manner an object smells may include rosy, fruity or burnt.

4. Use Transitional Words

Connect your sentences in a descriptive paragraph with transitional.
This type of word allows you the ability organize and link your elements of the paragraph together. This also signals that the details in the paragraph proceed in a logical order. Example of transitional words may include first, second, last or next.[35]

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[34]Santi V. Buscemi, *A Reader for Developing Writers*, (New York: Mc Graw. Hill Companies, Inc., 200), p. 267.
[35]Kyla Chele Cambrooke, eHow Contributor, http:// www. Ehow. Com/info_ 8743062 descriptive-paragraph.html.

CHAPTER III

RESEARCH METHOD

A. *Method and Design of Research*

This researcher apples descriptive method this research did not provide treatment but only revealed the fact in nature and has lasted or describe phenomena.

B. *Population and Sample*

1. Population.

The population of this research was the eleventh years of Madrasah Aliyah Muhammadiyah Balebo Masamba in 2014/2015 academic year. The total number of population was 15 students.

2. Sample

This research used total sampling tehnique it is the way collecting data by some consideration. The researcher chose this years because the students are more attractive and diligent in class. There was 15 students took as sample of this research.

3. Instruments

The instrument that used in this research was test and also the researcher used an instrument to collect all the information and data as long as the research was held. The instruments are:

a. *Test*, in this case the research gave writing test to find out the students' ability in writing. Besides, the test also was to identify the students' difficulties.

b. *Questionnaire*, to find out the student's difficulties in writing descriptive paragraph. Where the researcher gave fives list of statements to be answered by cheeking *strongly agree, agree, neutral, disagree and strongly disagree.*

The quetionnaire which is used in this research liker's scale with five alternative choises namely: *strongly agree, agree, neutral, disagree and strongly disagree.* The statement about the students' in writing descriptive paragraph for each point given to the students based on their choise. Scoring is SS=5, S=4, N=3. TS=2, STS=1.

C. Procedure of Collecting Data

To procedure of collecting data this research as follows:

1. Firstly, the researcher explain how to do the test and questionnaire.

2. Secondly, the researcher distributes the picture and then followed by questionnaire.

3. Thirdly, the researcher collects their works after 60 minutes.

4. The last, the researcher collect the questionnaire after 15 minutes.

D. Technique of Data Analysis

The data of this research were analyzed as follows:

1. Collecting data from test and questionnaire.

2. Analyzing the data, namely test and questionnaire.

Thiss determining the score classification, and looking for the mean score which conducted in data analysis.

a. Scoring Classification

1) Content

No	Score	Classification	Criteria
1	27-30	Very Good	Clear, focused, and interesting detail, complete, rich. Well focus, main idea stand out secondary ideas do not usurp to much attention.
2	23-26	Good	Clear and focus, even though the overall result may not be especially captivating. Support is attempt but in may be limited or obvious insubstantial, too general.
3	12-22	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking 1 purpose or not.
4	9-11	Poor	Not fluent, not communicat information is very limited, boring.
5	5-8	Very Poor	Not organization, not enough to evaluate because not meaningful.

2) Organization

No	Score	Classification	Criteria
1	18-20	Very Good	Effective word, choice, and usage specific and accurate
2	14-17	Good	Adequate range occasional error of word/idiom, choice and usage the language communicated but rarely captures the reader imagination, while the overall meaning
3	10-13	Fair	Is quiet creal, some words may lack precision the writer struggle with eliminated vocabulary, grouping for words

4	7-9	Poor	Many error words/idiom, choice and usage. Language is so vague and abstract. So redundant, devoid or detail that only the brodest, many repetitions, often word simply do not feat the test, verb are weak and view in number: is, are, were, and dominated.
5	5-7	Very Poor	Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.

3) Vocabulary

No	Score	Classification	Criteria
1	18-20	Very Good	Effective word, choice, and usage specific and accurate
2	15-17	Good	Adequate range occasional error of word/idiom, choice and usage. The language communicated but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.
3	12-14	Fair	The writer struggle with a limited vocabulary, grouping for words
4	9-11	Poor	Many errors word/idiom, choice and usage. Language is so vague and abstract. So redundant, devoid of detail that only the broadest, many repetitions, often word simply do not feat the test, verb are weak and view in number; is, are, were dominated.
5	5-8	Very Poor	Almost the words used are wrong, colorless not enough to evaluate, and many wrong spelling

4) Grammar

No	Score	Classification	Criteria
1	23-25	Very Good	Effective complex construction few error of agreement, tenses, number, word order/function, pronouns proposition
2	20-22	Good	Effective but simple construction minor problem in complex construction several error of tense, word order, function, pronouns, and preposition but meaning seldom or cured.
3	16-19	Fair	Major problem in simple construction, frequent error of negative, agreement, tense, word order/function. Pronoun, preposition, and or fragment does not communication
4	9-15	Poor	Dominated by error of grammar, can not be understand and evaluated
5	5-8	Very Poor	Virtually no mastery of sentences construction rules.

5) Mechanic

No	Score	Classification	Criteria
1	5	Very Good	Demonstration mastery of convention, not problem of spelling, punctuation, capitalization, paragraph.
2	4	Good	Few errors of spelling, capitalization, paragraphing but not observed.
3	3	Fair	Some error spelling, punctuation, capitalization
4	2	Poor	Many errors of spelling, punctuation, capitalization

5	1	Very Poor	Illegible writing.[36]

b.   Mean Score

Calculating mean score by using the following formula[37]:

$$Md = \frac{\Sigma D}{N}$$

Where: Md = Mean score

ΣD = total of raw score

N   = total sample

c.   Questionnaire

For this instrument, the researcher counts the percentage of the problems by the students in writing. The researcher the percentage from the highest to the lowest. The result is from the percentage of each option by using this formula:

$$Petcentage = \frac{frequency}{\Sigma \, sample} \text{ x } 100$$

[36] J.B. Heaton, 1998, *Writing English Language Test,* New York Language, p. 146.

[37] Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta : PT. Rineka Cipta, 1998), p. 307.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with findings and discussions about the result of the research which has been found explaind based on the research question.

E. Findings

In this part, the researcher present about the result on the students' writing skill and their difficulties which had been gotten when the researcher did the research about the students' writing descriptive paragraph of Madrasah Aliyah Muhammadiyah Balebo Masamba.

Table below shows the result of the students' skill on descriptive paragraph.

5. Finding through the test

The researcher present the data as follow:

Table 4.1
The creteria and percentage of the students about *content* component

No	Classification	Score	Frequency	Percentage
1	Very good	27-30	-	-
2	Good	23-26	7	47%
3	Fair	12-14	6	40%
4	Poor	9-11	2	13%
5	Very poor	5-8	-	
	Total		15	100%

Based on the table 4.1, above, it shows that there were none of students that got very good score on conten component, 7 students (47%) got good score on organization component, 6 students (40%) got fair score on organization component, 2 students (13%) got poor score on conten component, and none of student got very poor score on conten component.

Table 4.2
The criteria and percentage of the students on *organization* component

No	Classification	Score	Frequency	Percentage
1	Very good	18-20	-	-
2	Good	15-17	3	**20%**
3	Fair	12-14	9	**60%**
4	Poor	9-10	3	20%
5	Very poor	5-8	-	-
	Total		16	**100%**

Based on the table 4.2, above, it shows that there were none of students that got very good score on organization component, 3 students (20%) got good score on organization component, 9 students (60%) got fair score on organization component, 3 students (20%) got poor score on organization component, and none of student got very poor score on organization component.

Table 4.3
The criteria and percentage of the students on *vocabulary* component

No	Classification	Score	Frequency	Percentage
1	Very good	18-20	-	-
2	Good	15-17	6	**40%**
3	Fair	12-14	4	**27%**
4	Poor	9-11	4	**27%**
5	Very poor	5-8	1	**7%**
	Total		15	**100%**

Based on the table 4.3, above, it shows that there were none ofstudents that got very good score on vocabulary component, 6 students (40%) got good score on vocabulary component, 4 students (27%) got fair score on vocabulary component, 4 students (27%) got poor score on vocabulary component, and 1 students (7%) got very poor score on vocabulary component.

Table 4.4
The criteria and percentage of the students on *grammar* component

No	Classification	Score	Frequency	Percentage
1	Very good	23-25	-	-
2	Good	20-22	3	**20%**
3	Fair	16-19	7	**47%**
4	Poor	9-15	3	**20%**
5	Very poor	5-8	2	**13%**
	Total		15	**100%**

Based on the table 4.4, above, it shows that there were none of students that got very good score on grammar component, 3 students (20%) got good score on grammar component, 7 students (47%) got fair score on grammar component, 3 students (20%) got poor score on grammar component, and 2 students (13%) got very poor score on grammar component.

Table 4.5
The criteria and percentage of the students on *mechanic* component

No	Classification	Score	Frequency	Percentage
1	Very good	5	-	-
2	Good	4	2	**13%**
3	Fair	3	7	**47%**
4	Poor	2	4	**27%**
5	Very poor	1	2	**13%**
	Total		15	**100%**

Based on the table 4.5, above, it shows that there were none of students that got very good score on mechanic component, 2 students (13%) got good score on mechanic component, 7 students (47%) got fair score on mechanic test, 4 students (27%) got poor score on mechanic component, and 2 students (13%) got very poor score on mechanic component.

Related to the classification of mastery students facing problems in writing paragraph descriptive writing assessment, especially in aspects such as the *content, organization, vocabulary, grammar, and mechanic.*

Table 4.6
The complete students score of *content, organization, vocabulary, Grammar, mechanic,* are presented as follows**:**

No	Respondent	Content	Organization	Vocabulary	Grammar	Mechanic	Students score
1	**R1**	23	10	12	16	3	**64**
2	**R2**	23	14	15	20	4	**76**
3	**R3**	12	10	9	9	2	**42**
4	**R4**	9	7	9	9	2	**36**
5	**R5**	12	9	12	9	2	**44**
6	**R6**	9	7	9	9	2	**36**
7	**R7**	12	10	12	16	3	**53**
8	**R8**	23	10	15	20	4	**72**
9	**R9**	23	10	15	16	3	**67**
10	**R10**	23	14	15	16	3	**71**
11	**R11**	12	10	12	5	1	**40**

12	R12	23	10	15	20	3	71
13	R13	12	10	5	5	1	33
14	R14	23	14	12	16	3	68
15	R15	12	10	15	16	3	56
	Total	230	155	170	202	40	829
	Total	15,33	10,33	11,33	13,46	2,7	55,26

From the table 4.6, the mean score of all components are 55,26

   a. Mean score of Content

$$X = \frac{\Sigma x}{N} = \frac{230}{15} = 15,33$$

   b. Mean score of organization

$$X = \frac{\Sigma x}{N} = \frac{155}{15} = 10,33$$

   c. Mean score of vocabulary

$$X = \frac{\Sigma x}{N} = \frac{170}{15} = 11,33$$

   d. Mean score of grammar

$$X = \frac{\Sigma x}{N} = \frac{202}{15} = 13,46$$

   e. Mean score of mechanic
$$X = \frac{\Sigma x}{N} = \frac{40}{15} = 2,7$$

The mean score all of component is

$$= \frac{\Sigma x}{N} = \frac{829}{15} = 55,26$$

6. Finding through the questionnaire

Table 4.7
Recapitulation of Questionnaire Items

NO	Respondent	1	2	3	4	5	6	7	8	9	10	Total
1.	R1	3	4	3	3	4	1	3	3	5	2	31
2.	R2	3	3	4	4	4	4	3	3	4	3	35
3.	R3	5	4	5	3	1	5	1	2	5	4	35
4.	R4	2	3	3	2	2	2	3	2	4	4	27
5.	R5	2	4	3	4	2	3	3	2	2	3	28
6.	R6	3	1	4	4	2	5	5	3	1	2	30
7.	R7	1	4	1	3	2	5	5	3	4	1	29
8.	R8	1	5	1	3	1	4	5	1	5	1	27
9.	R9	4	3	3	4	4	3	3	4	4	3	35
10.	R10	3	4	3	3	3	3	3	5	5	5	37
11.	R11	3	3	4	4	4	4	3	3	3	5	36
12.	R12	3	3	4	4	4	4	3	3	3	3	34
13.	R13	2	2	3	2	2	4	2	2	4	5	28
14.	R14	2	4	5	4	4	4	4	4	4	4	39
15.	R15	2	2	3	3	2	4	2	2	4	4	28

Table 4.8
Questionnaire no 1
It is difficult to choose main idea in writing descriptive paragraph.

No	Classification	Frequency	Percentage
1	strongly agree	1	7%
2	agree,	1	7%
3	neutral,	6	40%
4	Disagree	5	33%
5	strongly disagree	2	13%
		15	100%

Based on the table 4.8, above, from the 15 students, 1 students (7%) chose strongly agree, 1 students (7%), chose agree, 6 students (40%) chose neutral, 5 students (33%) chose disagree and 2 students (13%) chose strongly disagree in I am not able to write word by word in writing descriptive paragraph. It indicate that the students can choose main idea in writing descriptive paragraph. Its proof the majority of the students choose nuetral.

Table 4.9
Questionnaire no 2
I am not able to write word by word in writing descriptive paragraph.

No	Classification	Frequency	Percentage
1	strongly agree	1	7%

2	agree,	6	40%
3	neutral,	5	33%
4	Disagree	2	13%
5	strongly disagree	1	7%
	Total	15	100%

Based on the table 4.9, above, from the 15 students, 1 students (7%) chose strongly agree, 6 students (40%), chose agree, 5 students (33%) chose neutral, 5 students (13%) chose disagree and 1 students (7%) chose strongly disagree in I am not able to write word by word in writing descriptive paragraph. It indicate that the most of students can not write word by word in writing descriptive paragraph. Its proof the frequency of the students had choosed agree was 6 and neutral was 5 it is mean that less students can write descriptive paragraph.

Table 4.10
Questionnaire no 3
I am not able to compose the flow of the story in descriptive paragraph

No	Classification	Frequency	Percentage
1	strongly agree	2	13%
2	agree,	4	27%
3	neutral,	7	47%
4	Disagree	-	-
5	strongly disagree	2	13%
	Total	15	100%

Based on the table 4.10, above, from the 15 students, 2 of students (13%) chose strongly agree, 4 students (27%) chose agree, 7 students (47%) chose neutral, none students chose disagree, and 2 students (13%) chose strongly disagree in can not to compose the flow of the story in descriptive paragraph. It indicate that majority of the students disabled to compose the flow of the story in descriptive paragraph, because in their statements most dominant chose neutral.

Table 4.11
Questionnaire no 4
It is difficult to connect each sentence in writing descriptive paragraph

No	Classification	Frequency	Percentage

No	Classification	Frequency	Percentage
1	strongly agree	-	-
2	agree,	7	47%
3	neutral,	6	40%
4	Disagree	2	13%
5	strongly disagree	-	-
	Total	15	100%

Based on the table 4.11, above, from the 15 students, none students chose strongly agree, 7 students (47%) chose agree, 6 students (40%) chose neutral, 2 students (13%) chose and none students chose strongly disagree in difficult to connect every sentence in writing descriptive paragraph. It indicate that the students difficult to connect each sentence in writing descriptive paragraph, cause in their statements most dominant chose agree.

Table 4.12
Questionnaire no 5
I don't know well how to put an appropriate word in writing descriptive paragraph

No	Classification	Frequency	Percentage
1	strongly agree	-	-
2	agree,	6	40%
3	neutral,	1	7%
4	Disagree	6	40%
5	strongly disagree	2	13%
	Total	15	100%

Based on the table 4.12, above, from the 15 students, none of students chose strongly agree, 6 students (40%) chose agree, 1 students (7%) chose neutral, 6 students (40%) chose disagree, 2 students (13%) chose strongly disagree don't know well how to put an appropriate word in writing descriptive paragraph. It indicate that some students don't know well how to put an appropriate word in writing descriptive paragraph, because they dominant chose neutral and the other students know how to put an appropriate word in writing descriptive paragraph its proof dominant of them choose disagree.

Table 4.13
Questionnaire no 6
The lack of vocabularies make me difficult to write descriptive paragraph.

No	Classification	Frequency	Percentage

1	strongly agree	3	20%
2	agree,	7	47%
3	neutral,	3	20%
4	Disagree	1	7%
5	strongly disagree	1	7%
	Total	15	100%

Based on the table 4.13, above , from the 15 students ,3 students (20%) chose strongly agree, 7 students (47%) chose agree, 3 students (20%) chose neutral, 1 students (7%) chose disagree, and 1 students (7%) chose strong disagree in lack of vocabularies make me difficult to write descriptive paragraph. It indicate that lack vocabularies make the students difficult to write descriptive paragraph. Its proof the majority of the students choose agree in their statements.

Table 4.14
Questionnaire no 7
I rarely write, so I less understand how to compose descriptive paragraph

No	Classification	Frequency	Percentage
1	strongly agree	3	20%
2	agree,	1	7%
3	neutral,	7	47%
4	Disagree	2	13%
5	strongly disagree	1	7%
	Total	15	100%

Based on the table 4.14, above, from the15 students, 3 students (20%) chose strongly agree, 1 students (7%) chose agree, 7 students (47%) chose neutral, and 2 students (13%) chose disagree and 1 students (7%) chose strongly disagree in the rarely write so, I less understand how to compose descriptive paragraph. It indicate that the most of students sometimes rarely write so that they less how to compose descriptive paragraph its proof the majority of their statements neutral.

Table 4.15
Questionnaire no 8
I am not able to express my ability in writing descriptive paragraph.

No	Classification	Frequency	Percentage
1	strongly agree	1	7%
2	agree,	2	13%

3	neutral,	6	40%
4	Disagree	5	33%
5	strongly disagree	1	7%
	Total	15	100%

Based on the table 4.15, above, from the15 students, 1 students (7%) chose strongly agree, 2 students (13%) chose agree, 6 students (40%) chose neutral, 5 students (33%) chose disagree, 1 students (7%) chose strongly disagree in not able to express my ability in writing descriptive paragraph. It indicate that most students can not express their ability in writing descriptive paragraph and the other students majority can writing descriptive paragraph its proof the majority of their statements neutral.

Table 4.16
Questionnaire no 9
I don't use my spare time to train my descriptive paragraph.

No	Classification	Frequency	Percentage
1	strongly agree	4	27%
2	agree,	7	47%
3	neutral,	2	13%
4	Disagree	1	7%
5	strongly disagree	1	7%
	Total	15	100%

Based on the table 4.16, above, from the 15 students, 4 students (27%) chose strong disagree, 7 students (47%) chose agree, 2 students (13%) chose neutral, 1 students (7%) chose disagree, and 1 students (7%) chose strongly disagree in don't use my spare time to train my descriptive paragraph. It indicate that most students did not used their spare time to train my descriptive paragraph its proof dominant of them choose agree.

Table 4.17
Questionnaire no 10
I could not finish my descriptive paragraph in the class.

\No	Classification	Frequency	Percentage
1	strongly agree	3	20%
2	agree,	4	27%
3	neutral,	4	27%
4	Disagree	2	13%
5	strongly disagree	2	13%
	Total	15	100%

Based on the table 4.17, above, from the 15 students, 3 students (20%) chose strongly agree, 4 students (27%) chose agree, 4 students (27%) chose neutral, 2 students (13%) chose disagree and 2 students (7%) chose strongly disagree in the could not finish my descriptive paragraph in the class. It indicate that some students can not finish their descriptive paragraph in the class, because they dominant chose agree and the other students sometimes can write descriptive paragraph its proof dominant of them choose neutral.

B. Discussion

Based on the finding above, the researcher will discuss the two basic difficulties of this research

1. Students descriptive paragraph

In the *content*, The researcher concluded that Madrasah Aliyah Muhammaduyah Balebo Masamba in writing test dominantly *good*, it means that, the students had high in content component because the students could make paragraph well and they could put the topic and conclusion well.

In *organization,* the result achieved by students in the organization component dominant *got fair*, it means that, the students' low in writing descriptive paragraph especially in components organization because the students could not finish their assigments maximal because the students could not make the structure of story well.

Based on the result of test in writing descriptive paragraph the students got high in *vocabulary* criteria, because most of the students got good score in writing assessment. There were students can make paragraph one page because they usually memorize vocabulary but also there were students can not improve their vocabulary because they rarely repeat their memorize.

Based on the finding, in the *grammar* criteria the researcher concluded that the majority of students Madrasah Aliyah Muhammadiyah Balebo Masamba have difficulties in writing, especially in grammar, most of them got *fair* score in writing test.

In *mechanic* criteria, the highest value is 5. The result of writing test in mechanic component, the student's dominant got fair score, the students low in writing especially in mechanic because the students can not know when put the capital letter and lower case letter in paragraph.

In Madrasah Aliyah Muhammadiyah Balebo Masamba, the minimum standard of assessment for English subject is 75, and none of them can achieve the score. It means that the students of Madrasah Aliyah Muhammadiyah Balebo Masamba have difficulties in writing English especially in content, organization, vocabulary, grammar, and mechanic. The results of all the components of the students' writing of Madrasah Aliyah Muhammadiyah Balebo Masamba have a lot of errors and got the final value on 55,26 score.

Related to the findings, the researcher describes the classification based on the students' difficulties in writing descriptive paragraph, they were showed below:

a. Content, organization and error grammar,

b. Error grammar and inappropriate words choice .

c. Content, organization, inappropriate word choice, error grammar, and spelling.

Some students are high in content, organization and error grammar. The content of the paragraph is not focus and clear, the reader can not follow what is being said, it has poor organized and also found error grammas. It makes some students cannot reach the minimal standard of writing assessment. This case is found in *R 3, R 4, R 6, R 11* and *R 13*.

a. Respondent 3

, *avet very-*

ader is hard

to understand what she means. For example, *beatiful* (beautiful)

b. Respondent 4

R 4 who was not active in the classroom, she had not good grammar, *for example, the beach the watter very beatiful* (the water of the beach is very beautiful) and less of vocabulary, for example, *beatiful* (beatiful), *natur* (nature) but she used many repetition of word usage so that the reader is hard to understand what she means.

c. Respondent 6

TEST

Name : CIMA.
Class : XI

♣ Write down descriptive paragraph about tour place picture above

I wanna ten to you about beach in beach very
beautiful because in beach many tree and the colour
green and the colour beach is blue

R 6 which had error grammars, for example, *many tree* (many trees) less of vocabulary so that her writing is not communicate and it is hard to understand, maybe she did not focus on the teacher's explanation, because she was not active in the classroom, for example, *araoud they*

beacch many plant and also people and color beakh evet very-very beatiful (around the beach many plants and also people and color of the beach is very-very beautiful).

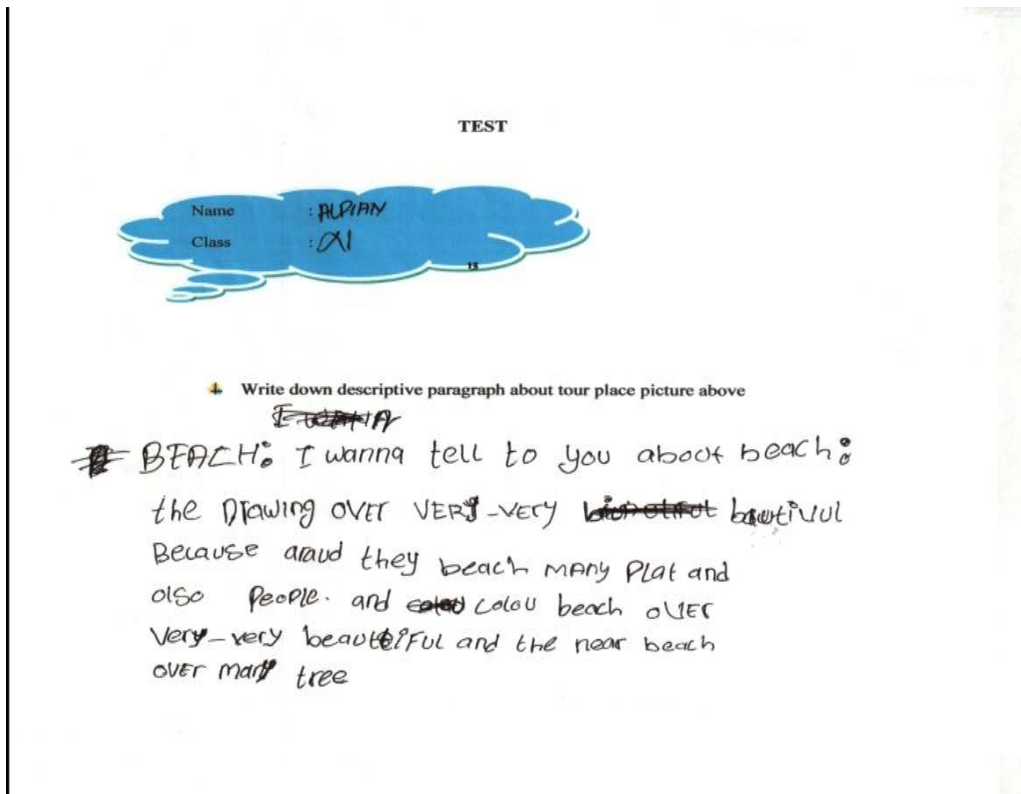d. Respondent 11

TEST

Name : mimi

Class : XI (IPS)

⬇ Write down descriptive paragraph about tour place picture above

1. House

I wanna tell to you about House picture , my opinion house picture very good and beautiful , becouse house Picture very clean , beside house there is car colour white that beautiful , and beside car there is 2 tree , and in front of house there is kamboja flower and masamba flower that very beautiful , and colour house is yellow . and house picture Diamburoyan Have 5 windoy , (4 in front of and just 1 in beside).

R 11 who was not active students, but she had poor organization, less of vocabulary and also some error grammars and then, it makes her writing was not communicate, house picture have 5 window (house picture has 5 windows).

e. Respondent 13

TEST

Name : ALPIAN

Class : XI

Write down descriptive paragraph about tour place picture above

BEACH: I wanna tell to you about beach:
the Drawing over very-very bautiuul
Because araud they beach many plat and
olso people. and colou beach over
very-very beauteiful and the near beach
over many tree

R 13 which had error grammars her writing is not communicate and it is hard to understand and used inappropriate word choice, *for example, color beach aver very-very beatiful* (the color of the beach about very-very beautiful).

Error grammar and inappropriate word choice are also found in the students' writing. They had good content and well organization but they are low in constructing the correct grammar and use inappropriate word choice. This case is found in *R3, R5, R6, R11* and *R13*.

a. Respondent 3

TEST

Name   : MUH. ISLAO
Class   : II

♦ Write down descriptive paragraph about tour place picture above

: BeaCH: I wara wanna tell to you abaut beacH
The drawing avet very-vety beautiful
because ataund they beacch many plant and
also people and color beakh evot very-voty
bealiful and the beach avor many th tre

R3 who was a very active students and her mistakes in the word choice and not content,

for example ; atound they beach (around the beach).

b. Respondent 5

TEST

Name : MUH. KURNIAWAN AL-QISARI

Class : II ALIqa (2)

Write down descriptive paragraph about tour place picture above

!!! BEACH !!! @ I' wanna tell to yo about Beach.
the Drawing over very~ very beatif beautiful.
because around they BEACH many plant and
olzo People and ~~~~~ ~~~~~ color Beach over
very~ very beautiful and the near Beach Beach
over many tree. ☺ than'k you. ☺☺

    R5 who was active students in the classroom and she had some error grammar, *for example, many plan and olzo people* (many plants and also people) and used inappropriate word choice, *for example, the near beach over many tree* (the near of the beach many trees), less of vocabulary, *for example, olzo* (also)*,* but they were not big mistakes because the reader can understand her writing.
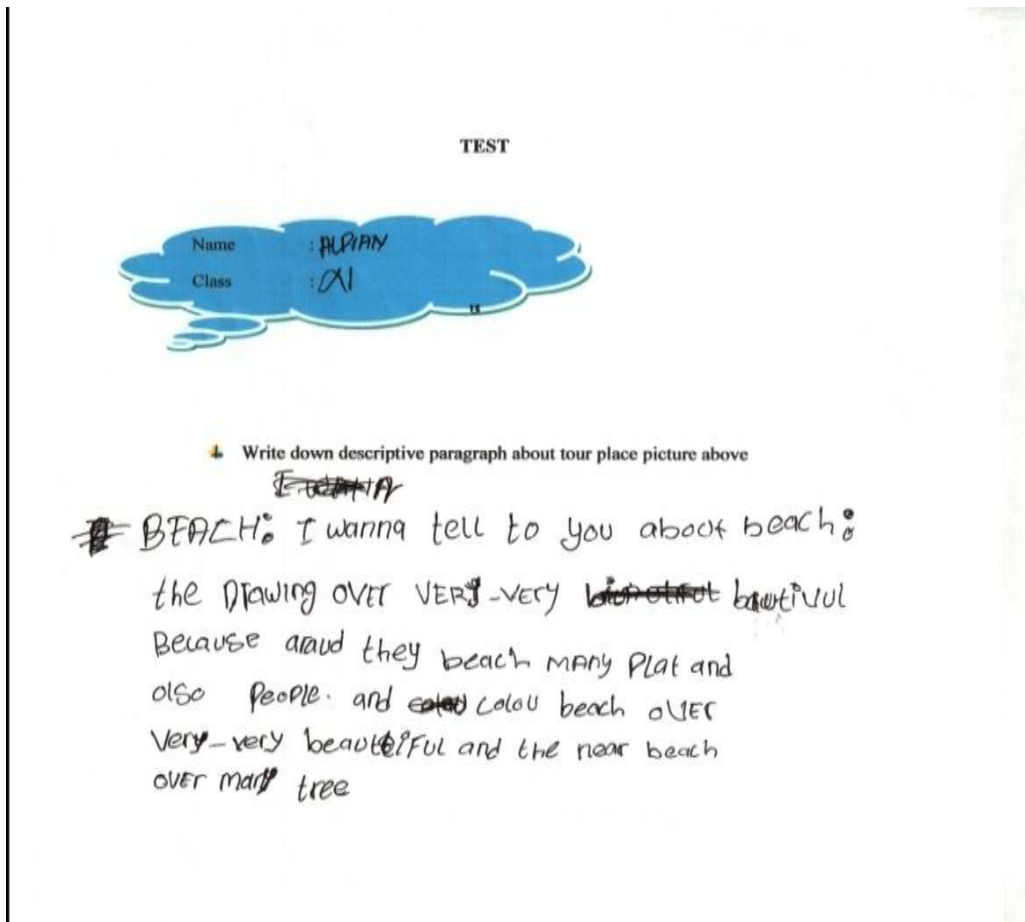
c. Respondent 6

TEST

Name   : ELMA.

Class   : XI

6

♣ Write down descriptive paragraph about tour place picture above

I wanna ten to you about beach in beach very
beautiful because in beach many tree and the colour
green and the colour beach is blue

R6 who was active students in the classroom and she had some error grammar, *for example, many tree* (many trees) and used inappropriate word choice, *for example, the tree colour green* (the color of trees in green), but they were not big mistakes because the reader can understand her writing.

d. Respondent 13

TEST

Name : ALPIAN

Class : XI

↓ Write down descriptive paragraph about tour place picture above

BEACH: I wanna tell to you about beach:
the Drawing over very-very bautivul
Because araud they beach many Plat and
olso People. and colou beach over
very-very beautiful and the near beach
over many tree

R13 who was active students in the classroom and she had some error grammar, *for example, the drawing over very-very beutivul* (the drawing over very-very beautiful) and used inappropriate word choice, *for example, araoud the beach many plat* (around the beach many plants) but they were not big mistakes because the reader can understand her writing.

In this test writing descriptive paragraph, there were some students had low in five components of writing. It is why the students cannot reach the minimal standard of writing. The content and organization were are not good, besides, the mistakes in vocabulary, grammar and spelling make their writing are not communicate and it is hard to understand. This case is found in *R 4, R 5 and R 6. R 4* who was not active in the classroom but he talked too much during

learning process so that his writing is not clear and focus, it is poor organization, there is found error grammars, many inappropriate word choice, and wrong spelling, *R 5* which had some error grammars, inappropriate word choice and spelling, she also had poor organization, so that her writing is not communicate, *R 6* who was not active in the classroom but he talked too much during learning process so that his writing is not clear and focus, it is poor organization, there is found error grammars, many inappropriate word choice, and wrong spelling.

2. difficulties through Questionnaire

Next the researcher handout the questionnaire to know the difficulties in writing descriptive paragraph, The result of every item of the questionnaires were shown as follows:

Item no. 1 of the questionnaire states "I am difficult in choosing main idea in writing descriptive paragraph", 1 students (7%) chose strongly agree, 1 students (7%), chose agree, 6 students (40%) chose neutral, 5 students (33%) chose disagree and 2 students (13%) chose strongly disagree in I am not able to write word by word in writing descriptive paragraph. It indicate that the students can choose main idea in writing descriptive paragraph. Its proof the majority of the students choose nuetral.

Item no. 2 of the questionnaire state "I can not to write word by word in writing descriptive paragraph", 1 students (7%) chose strongly agree, 6 students (40%), chose agree, 5 students (33%) chose neutral, 5 students (13%) chose disagree and 1 students (7%) chose strongly disagree in I am not able to write word by word in writing descriptive paragraph. It indicate that the most of students can not write word by word in writing descriptive paragraph. Its proof the frequency of the students had choosed agree was 6 and neutral was 5 it is mean that less students can write descriptive paragraph.

Item no. 3 of the questionnaire state "I am not able to compose the flow of the story in descriptive paragraph", 2 of students (13%) chose strongly agree, 4 students (27%) chose agree, 7 students (47%) chose neutral, none students chose disagree, and 2 students (13%) chose strongly disagree in can not to compose the flow of the story in descriptive paragraph. It indicate that majority of the students disabled to compose the flow of the story in descriptive paragraph, because in their statements most dominant chose neutral.

Item no. 4 of the questionnaire state "It is difficult to connect each sentence in writing descriptive paragraph", none of students chose strongly agree, 7 students (47%) chose agree, 6 students (40%) chose neutral, 2 students (13%) chose and none students chose strongly disagree in difficult to connect every sentence in writing descriptive paragraph. It indicate that the students difficult to connect each sentence in writing descriptive paragraph, cause in their statements most dominant chose agree.

Item no. 5 of the questionnaire state, "I don't know well how to put an appropriate word in writing descriptive paragraph", none of students chose strongly agree, 6 students (40%) chose agree, 1 students (7%) chose neutral, 6 students (40%) chose disagree, 2 students (13%) chose strongly disagree don't know well how to put an appropriate word in writing descriptive paragraph. It indicate that some students don't know well how to put an appropriate word in writing descriptive paragraph, because they dominant chose neutral and the other students know how to put an appropriate word in writing descriptive paragraph its proof dominant of them choose disagree.

Item no. 6 of the questionnaire state, "The lack of vocabularies make me difficult to write descriptive paragraph", 3 students (20%) chose strongly agree, 7 students (47%) chose agree, 3 students (20%) chose neutral, 1 students (7%) chose disagree, and 1 students (7%) chose strong

disagree in lack of vocabularies make me difficult to write descriptive paragraph. It indicate that lack vocabularies make the students difficult to write descriptive paragraph. Its proof the majority of the students choose agree in their statements.

Item no. 7 of the questionnaire state, "I rarely write, so I less understand how to compose descriptive paragraph", 3 students (20%) chose strongly agree, 1 students (7%) chose agree, 7 students (47%) chose neutral, and 2 students (13%) chose disagree and 1 students (7%) chose strongly disagree in the rarely write so, I less understand how to compose descriptive paragraph. It indicate that the most of students sometimes rarely write so that they less how to compose descriptive paragraph its proof the majority of their statements neutral.

Item no. 8 of the questionnaire state, "I am not able to express my ability in writing descriptive paragraph", 1 students (7%) chose strongly agree, 2 students (13%) chose agree, 6 students (40%) chose neutral, 5 students (33%) chose disagree, 1 students (7%) chose strongly disagree in not able to express my ability in writing descriptive paragraph. It indicate that most students can not express their ability in writing descriptive paragraph and the other students majority can writing descriptive paragraph its proof the majority of their statements neutral.

Item no. 9 of the questionnaire state, "I don't use my spare time to train my descriptive paragraph", 4 students (27%) chose strong disagree, 7 students (47%) chose agree, 2 students (13%) chose neutral, 1 students (7%) chose disagree, and 1 students (7%) chose strongly disagree in don't use my spare time to train my descriptive paragraph. It indicate that most students did not used their spare time to train my descriptive paragraph its proof dominant of them choose agree.

Item no. 10 of the questionnaire state, "I could not finish my descriptive paragraph when I study English", 3 students (20%) chose strongly agree, 4 students (27%) chose agree, 4 students

(27%) chose neutral, 2 students (13%) chose disagree and 2 students (7%) chose strongly disagree in the could not finish my descriptive paragraph in the class. It indicate that some students can not finish their descriptive paragraph in the class, because they dominant chose agree and the other students sometimes can write descriptive paragraph its proof dominant of them choose neutral.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based of the data analysis and discussion in the previous chapter. The researcher would like conclude that:

Students' ability in writing descriptive paragraph at the eleventh years of Madrasah Aliyah Muhammadiyah Balebo Masamba *is poor*. The result of the test obtained insufficient standard values of school, the students got writing test 55,26

The difficulties in writing descriptive paragraph score, and there are no students have a standard value. So that, the researcher can say that the students of Madrasah Aliyah Muhammadiyah Balebo Masamba get difficulties in Writing, they were showed below content, in during the test, the students still had difficulties with content, the content of their writing is not clear, specific and relevant so that the reader can understand the massage conveyed and gain information from it. In organization of their writing most of is not concerns with the way they arrange and organized the ideas or the message in the writing. The lack of vocabulary makes than fails to compuse what they are going to say, because they feels difficult to choose what appropriate will help them writing. Inappropriate word choise the students can not choose correct right word so their writing is not connect each other. Furthermore, they did not have enough knowledge about grammar it was proved by many student cannot make a good paragraph. So that way most of their paragraph use error grammar.

B. Suggestions

To solve the student's difficulties in using descriptive paragraph, the researcher would like to present some suggestion as follows:

1. To the English teachers

The English teachers are supposed to encourage the students to be more understood about using descriptive paragraph, by applying various strategies or techniques in learning process. And also give more writing practice to the students in creative way to enlarge students` competence in the writing and improve their writing skill.

2. To the students

The students suggested in enriching their content, organization, inappropriate word choise and error grammr.

3. To the researcher

This researcher is hopefully can give useful contribution as reference for other researcher who wants to conduct a research that relate about this research.

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APPENDICES

Questionnaire

Daftar ini bertujuan untuk mengumpulkan data tentang bagaimana siswa Madrasah Aliyah Muhammadiya Balebo Masamba menghadapi masalah ketika sedang menulis sebuah paragraph descriptive. Untuk itu diharapkan memberikan jawaban dengan sejujurnya. Kejujuran dan kebenaran penilaian anda merupakan sumbangan terbesar dalam penilaian ini dan atas kerjasamanya di ucapkan terima kasih.

Petunjuk :

1. Angket ini bukan merupakan ujian bagi anda, untuk itu anda tidak perlu bekerja sama .
2. Jawaban anda tidak mempengeruhi nilai pada mata pelajaran Bahasa Inggris anda.
3. Bila ada kesulitan, tanyakan pada peneliti
4. Bacalah petunjuk kerja sebelum mengerjakan angket dibawah ini .
5. Pada setiap pertanyaan disediakan empat (5) kriteria yaitu sangat setuju (SS), Setuju (S), Normal, (N), Tidak Setuju (TS), dan Sangat Tidak Setuju (STS).
6. Berilah tanda checklist (√) pada setiap pilihan.

IDENTITAS RESPONDEN

Nama   :

Nis   :

Kelas/Semester   :

No	Peryataan	SS	S	N	TS	STS
1.	Saya sulit memilih topic dalam menulis paragraph descriptive.					
2.	Saya tidak bisa menulis kata demi kata dalam menulis paragraph descriptive.					
3.	Saya kurang mampu menyusun alur cerita.					
4.	Saya sulit menghubungkan setiap kalimat dalam menulis paragraph descriptive.					
5.	Saya kurang paham menepatkan pilihan kata yang sesuai dalam menulis paragraph descriptive.					
6.	Kurangnya kosa kata membuat saya sulit membuat paragraph descriptive.					

7.	Saya jarang menulis, sehingga saya kurang paham menyusun paragraph descriptive.					
8.	Saya kurang mampu mengespresikan kemampuan saya, dalam menulis paragraph descriptive.					
9.	Saya tidak memanfaatkan waktu luang saya untuk berlatih menulis paragraph descrivtive.					
10.	Saya tidak bisa menyelesaikan paragraph descriptive tepat waktu, ketika saya mengikuti pelajaran bahasa inggris.					

TEST

Name   :
Class   :

BEACH

HOUSE

TEST

Name   :
Class   :

Write down descriptive paragraph about tour place picture above