



**AN ANALYSIS OF LANGUAGE FEATURES IN DESCRIPTIVE TEXTS
WRITTEN BY DIFFERENT ACHIEVERS OF THE TENTH GRADE
STUDENTS**

THESIS

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
THE UNIVERSITY OF JEMBER**

2016



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Composed to Fulfill as One of the Requirements to Obtain S1 Degree at the
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Department of Faculty of Teacher Training and Education
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Alm. Muzamil Ulum and Emmy Januati. Thank you for your support and motivation. I hope I can make you proud of me.
2. My sisters, Emyl Vidya Ratna Timur, S.Pd and Emyl Yuwanita Sari. Thank you for giving me attention and support to always be the best in my life.
3. My nieces, Nanaya, Kayla, Khansa and Adzkia. Thank you for giving me the spirit to make you all proud of me as your aunt.
4. All of my friends that I cannot mention one by one, I'm so glad to know you all.

MOTTO

“Being able to write is a vital skill for ‘speakers’ of a foreign language as much as for everyone using their own first language.”

– **Jeremy Harmer¹** –

“Learning to write is not just a natural extension of learning to speak.”

– **Ann Raimes²** –

¹ Harmer, J. (2007). *How to Teach Writing*. England: Pearson Education Limited. Page 3.

²Raimes, A. (1983). Teaching Writing in ESL Classes. In R. N. Campbell, and W. E. Rutherford (Eds.), *Techniques in Teaching Writing* (pp. 3-11). New York: Oxford University Press. Page 4

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, August 2016

The writer,

Emyl Rizka Fariza

NIM 120210401035

CONSULTANTS' APPROVAL

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First of all, I would like to thank Allah SWT who always leads and grants me blessing and mercy so that I am able to finish my thesis entitled “An Analysis of Language Features in Descriptive Texts Written by Different Achievers of the Tenth Grade Students”.

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1. The Dean of Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Language Education Study Program;
4. My Consultants, Dr. Budi Setyono, M.A. and Drs. Sugeng Ariyanto, M.A. for the time, knowledge, guidance, patience, and careful correction that had led me compile and finish my thesis;
5. The Principal of MA Unggulan Nuris Jember, the English teacher, the Staff, and the Tenth grade students who gave me permission and helped me to obtain the data for the research;

Finally, I expect that this thesis will be useful for the readers and me myself. Any criticism and valuable suggestions would be appreciated.

Jember, August 2016

Emyl Rizka Fariza

TABLE OF CONTENT

TITLE	i
DEDICATION	ii
MOTTO	iii
STATEMENT OF THESIS AUTHENTICITY	iv
CONSULTANTS' APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
LIST OF APPENDICES	xi
LIST OF TABLES	xii
SUMMARY	xiii

CHAPTER I INTRODUCTION

1.1 Background of the Research	1
1.2 Problems of the Research	3
1.3 Objectives of the Research	4
1.4 Scope of Research	4
1.5 Significances of the Research	4
1.5.1 The English Teacher	4
1.5.2 Future Researchers	5

CHAPTER II REVIEW OF RELATED LITERATURE

2.1 Analysis	6
2.2 The Nature of Writing	6
2.3 Descriptive Text Writing	8

2.4	Language Features Evaluated in Descriptive Text	9
2.4.1	A Specific Participant	9
2.4.2	Simple Present Tense	10
2.4.3	Linking Verbs	11
2.4.4	Adjectives	11
2.5	Language Features and Writing Quality	13

CHAPTER III RESEARCH METHOD

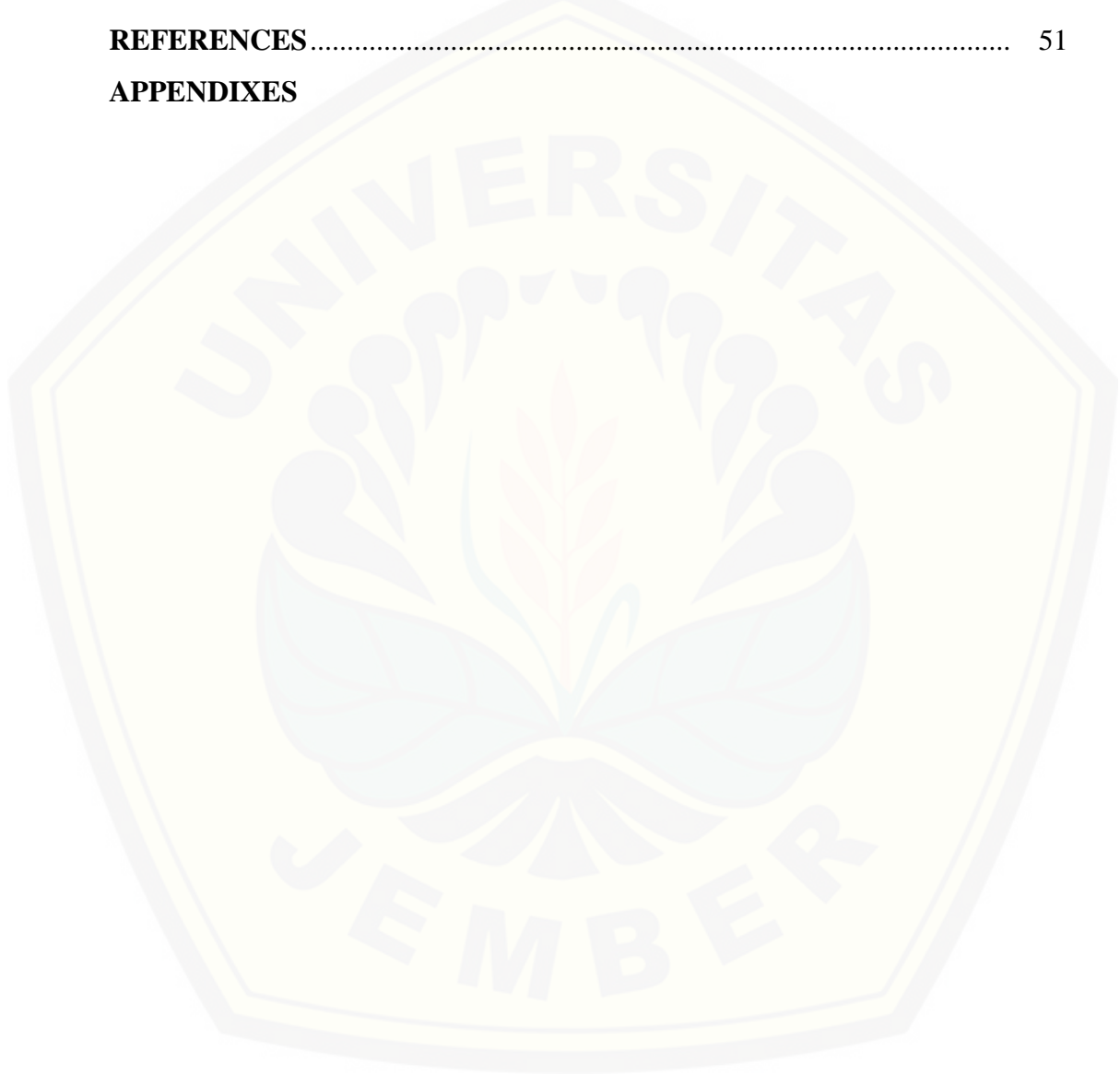
3.1	Research Design	15
3.2	Area Determination Method	16
3.3	Participants Determination Method	16
3.4	Operational Definition of the Key Terms	18
3.4.1	Language Features Analysis	18
3.4.2	Descriptive Text Writing	18
3.5	Data Collection Methods	19
3.5.1	Writing Assignment	19
3.5.2	Interview	19
3.6	Data Analysis Method	20

CHAPTER IV RESEARCH RESULTS AND DISCUSSION

4.1	The Language Features of Descriptive Text Written by the Tenth Grade Students	21
4.1.1	A Specific Participant	21
4.1.2	Simple Present Tense	25
4.1.3	Linking Verbs	32
4.1.4	Adjectives	36
4.2	The Result of Interview	41
4.3	Discussion	43

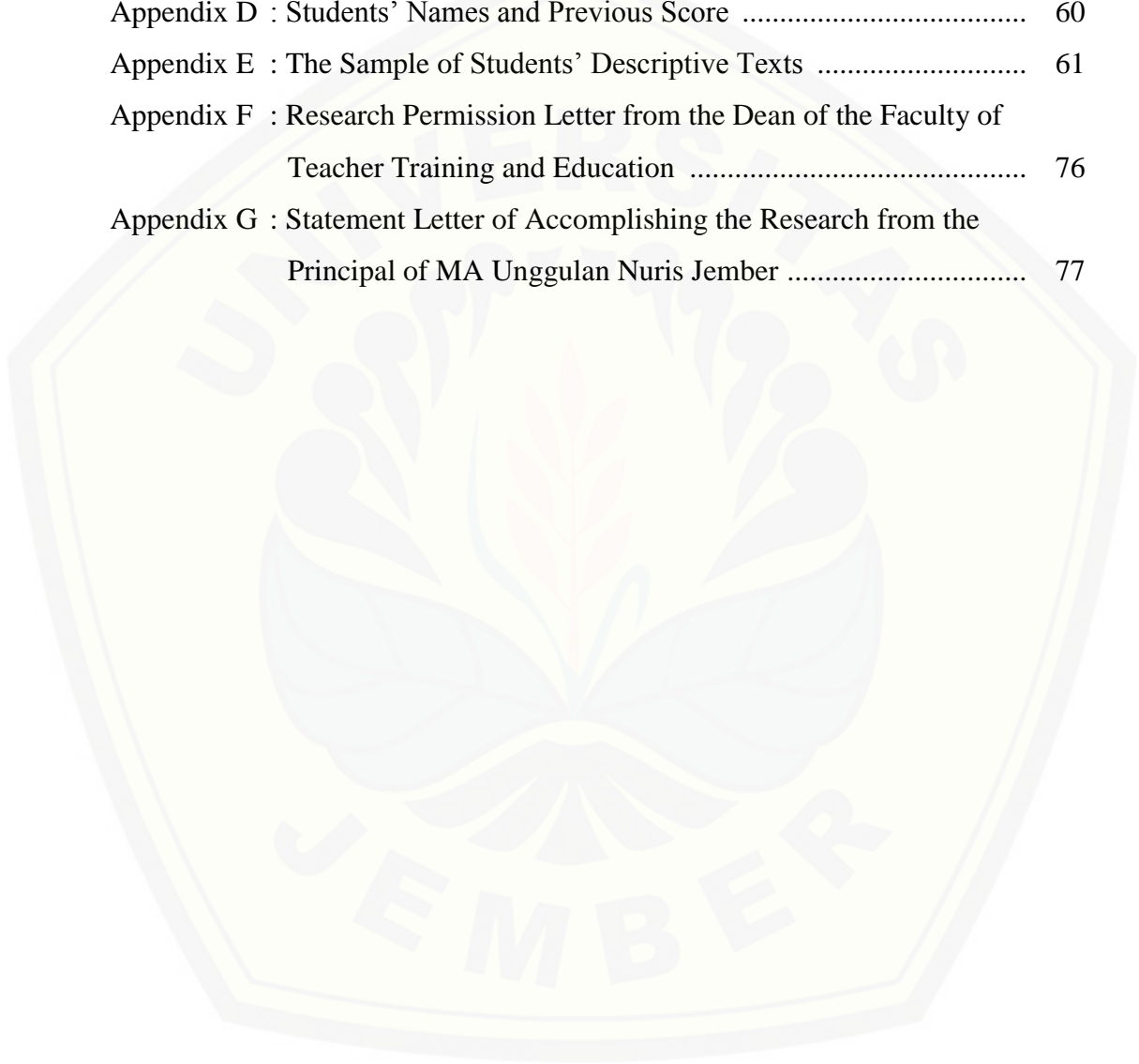
CHAPTER V CONCLUSION AND SUGGESTIONS

5.1	Conclusion	48
5.2	Suggestion	50
5.2.1	The English Teacher	50
5.2.2	The Other Researcher	50
REFERENCES		51
APPENDIXES		



LIST OF APPENDICES

Appendix A : Research Matrix	53
Appendix B : The Guideline of the Instruments	54
Appendix C : The Teacher's Lesson Plan	57
Appendix D : Students' Names and Previous Score	60
Appendix E : The Sample of Students' Descriptive Texts	61
Appendix F : Research Permission Letter from the Dean of the Faculty of Teacher Training and Education	76
Appendix G : Statement Letter of Accomplishing the Research from the Principal of MA Unggulan Nuris Jember	77



LIST OF TABLES

Table 4.1	A Specific Participant Found in the Descriptive Texts Written by High Achievers	22
Table 4.2	A Specific Participant Found in the Descriptive Texts Written by Average Achievers	23
Table 4.3	A Specific Participant Found in the Descriptive Texts Written by Low Achievers	24
Table 4.4	The Use of Simple Present Tense Found in the Descriptive Texts Written by High Achievers	26
Table 4.5	The Use of Simple Present Tense Found in the Descriptive Texts Written by Average Achievers	28
Table 4.6	The Use of Simple Present Tense Found in the Descriptive Texts Written by Low Achievers	30
Table 4.7	Linking Verbs Found in the Descriptive Texts Written by High Achievers	32
Table 4.8	Linking Verbs Found in the Descriptive Texts Written by Average Achievers	34
Table 4.9	Linking Verbs Found in the Descriptive Texts Written by Low Achievers	35
Table 4.10	Adjectives Found in the Descriptive Texts Written by High Achievers	37
Table 4.11	Adjectives Found in the Descriptive Texts Written by Average Achievers	38
Table 4.12	Adjectives Found in the Descriptive Texts Written by Low Achievers	40

SUMMARY

An Analysis of Language Features in Descriptive Texts Written by Different Achievers of the Tenth Grade Students; Emyl Rizka Fariza, 120210401035; 2016: 50 pages; English Language Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, the University of Jember.

This research was intended to describe the difficulties that different achievers of the tenth grade students in PK A class generally had and the way of the tenth grade students in each group apply language features by analyzing their descriptive texts. Based on the interview with the English teacher of MA Unggulan Nuris Jember, it was found that the tenth grade students of PK A class had some problems in learning writing. Besides, the time allocation of teaching writing was also limited. It was why the students could not get more writing practice effectively and the teacher only could give less feedback to the students' writing texts. There were fifteen students chosen in this research in which five students representing high, average, and low achievers. Their levels were determined based on their latest score from English subject examination.

The data collection methods used document from students' writing assignment and interview to the English teacher and the students. The researcher analyzed the aspects of language features which consisted of a specific participant, simple present tense, linking verbs, and adjectives in descriptive text written by the students. Meanwhile, some questions were provided to interview the teacher and the students to prove that they had taught and learnt about descriptive texts and also the language features of descriptive text as the main part of this research.

The result of data analysis was interpreted in the form of table and description. It was found that simple present tense as one aspect of language features in descriptive text analyzed had become the main problem for the students in any group, high, average, and low achievers, in PK A class. They were not able to apply simple present tense appropriately as they still put many

inappropriate simple present verbs and subject agreement in their descriptive texts. It was strengthened by the interview to the students in which only three of fifteen students represented high achievers (IN, MKR, and NH) considered grammar and the language features of the text as the most important part to learn. Most low achievers' problems were in the use of simple present tense and adjectives, while average achievers' problem was mostly in the use of simple present tense. The other language features such as a specific participant and linking verbs were applied much better by the students from high, average, and low achievers. It can be seen from their writing result that they did not have many difficulties like in simple present tense and adjectives. In fact, high achievers put the fewest inappropriate language features compared with the other achievers and it showed that they had better control in applying them in their descriptive texts. In conclusion, the writing result showed that high achievers could follow the theory requirements to apply the language features in their texts much better than average and low achievers in this research. Moreover, the use of simple present tense become main problem for the students that they needed to learn more in writing descriptive text.

CHAPTER I. INTRODUCTION

This chapter contains some aspects dealing with the topic under study. They are background of the research, problem of the research, objective of the research, scope of research and significances of research. They are presented in the following sections respectively.

1.1 Background of the Research

English as an international language has become one of the main subjects taught in every school. According to English curriculum for Senior High School in Indonesia, the students are expected to master the four skills in English: speaking, reading, listening, and writing, and also the language components, such as: grammar, pronunciation and vocabulary during their studies. Those all language skills are important for the students to learn, especially writing skill.

Writing is very important for the students to master in the process of learning a language. As Raimes (1983:3) states that writing helps the students to learn more. It is because writing reinforces the students to use the grammatical structures, idioms, and vocabulary that they have been studying; the students also have a chance to explore the language; and the students necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way in learning how to write.

There are many kinds of genre, such as: descriptive, recount, spoof, narrative, report, analytical exposition, explanation, discussion, procedure, hortatory exposition, anecdote, news items, and review. Each text type has its own social function, generic structure, and language features which are different from one another. Based on the curriculum, descriptive text is one of text genres taught in even semester to the tenth grade students at MA Unggulan Nuris Jember. Descriptive text has a function to describe a particular person, place or thing (Wardiman, Jahur, and Djusma, 2008:46). Even though descriptive text is

considered to be the simplest and easiest writing form compared to others, the students still have to learn many aspects of it before they start writing.

Being good writers requires good skill, extensive knowledge and many practices. It is because writing is considered to be the most difficult skill among the other skills the students have. As Heaton (1989:135) states, writing is complex and difficult to teach and also to learn, because the students have to master not only grammatical and rhetorical devices but also conceptual and judgmental elements. It means that the students need to be able to master the aspects of writing, such as grammar, spelling, word choice, and punctuation. The students also have to master the content of the text, such as topic, supporting details and conclusion. Besides, the ability to write in an appropriate manner (related to coherence, cohesion, and unity) to facilitate the readers to understand what is written in the text is also important.

Analyzing students' text can be a way to find out the students' knowledge in writing descriptive text. As Lock (in Siahaan, 2013:114) states, analyzing students' text can be very helpful for the English teacher to find out the students' ability and difficulties in writing. The researcher agrees that it is very important to do because the students can learn deeper about it for better understanding on writing a good descriptive text.

There were some previous studies about the analysis on students' descriptive text. Siahaan's research (2013) reported that the students in the low achievers category were not able to use appropriate linguistic features on their writing as they still made a lot of mistakes in the text they wrote. Hidayah's research (2010) reported that the students' mastery in developing of language features of descriptive text is poor. The students fail in using grammatical rules. Mardiyah, Saun, and Refnaldi (2013) also reported that most students had problems in writing descriptive text related to the generic structure and language features, but the problems were mostly found in the language features of descriptive text such as the use of simple present tense, adjective and pronoun.

It can be seen that the main problems in writing descriptive text faced by the students mostly is in the language features of descriptive text. In descriptive

text, generic structure refers to the content of the text, while language features refer to the elements that build up a language or sentence. The aspects of language feature used in descriptive text must be a big attention for the students because they will affect their writing quality. So, it is very important for the students to master the language features before starting to write. By applying appropriate language features in descriptive texts, it will help them to be able to produce a well-written text and help the readers understand what they want to convey. Therefore, the students should have good knowledge in applying language features of descriptive text.

Considering the elaboration above, the researcher is interested in investigating the students' knowledge of language features in writing descriptive by analyzing their texts. This research is expected to be very useful for the teacher and students. By analyzing the students' text, the teachers will know their students' ability and difficulties in developing language features of descriptive text. So it is hoped that they can plan and determine an effort in teaching process to minimize the students' errors in their writing. A descriptive qualitative method was used in this research because the data resources of the research are in the form of written texts. The researcher is going to present the problem in the discussion through this study entitled "An Analysis of Language Features in Descriptive Texts Written by Different Achievers of the Tenth Grade Students."

1.2 Problems of the Research

Based on the background of the research above, the problems of this research were formulated as follows:

1. How do different achievers of the tenth grade students in PK A class at MA Unggulan Nuris Jember apply the language features in their descriptive texts?
2. How do high, average and low achievers apply a specific participant in their descriptive texts?
3. How do high, average and low achievers apply simple present tense in their descriptive texts?

4. How do high, average and low achievers apply linking verbs in their descriptive texts?
5. How do high, average and low achievers apply adjectives in their descriptive texts?

1.3 Objectives of the Research

Based on the problem of the research, the objectives of the research were to describe the difficulties that different achievers of the tenth grade students in PK A class generally had to apply language features in their descriptive texts and the way of the tenth grade students in each group apply language features in their descriptive texts.

1.4 Scope of Research

In order to avoid ambiguity for the readers in understanding the purpose of the research, the researcher limited the problem of this research about the analysis of the language features in descriptive texts written by the tenth grade students of PK A class from different achievers at MA Unggulan Nuris Jember in the 2015/2016 academic year.

1.5 Significances of the Research

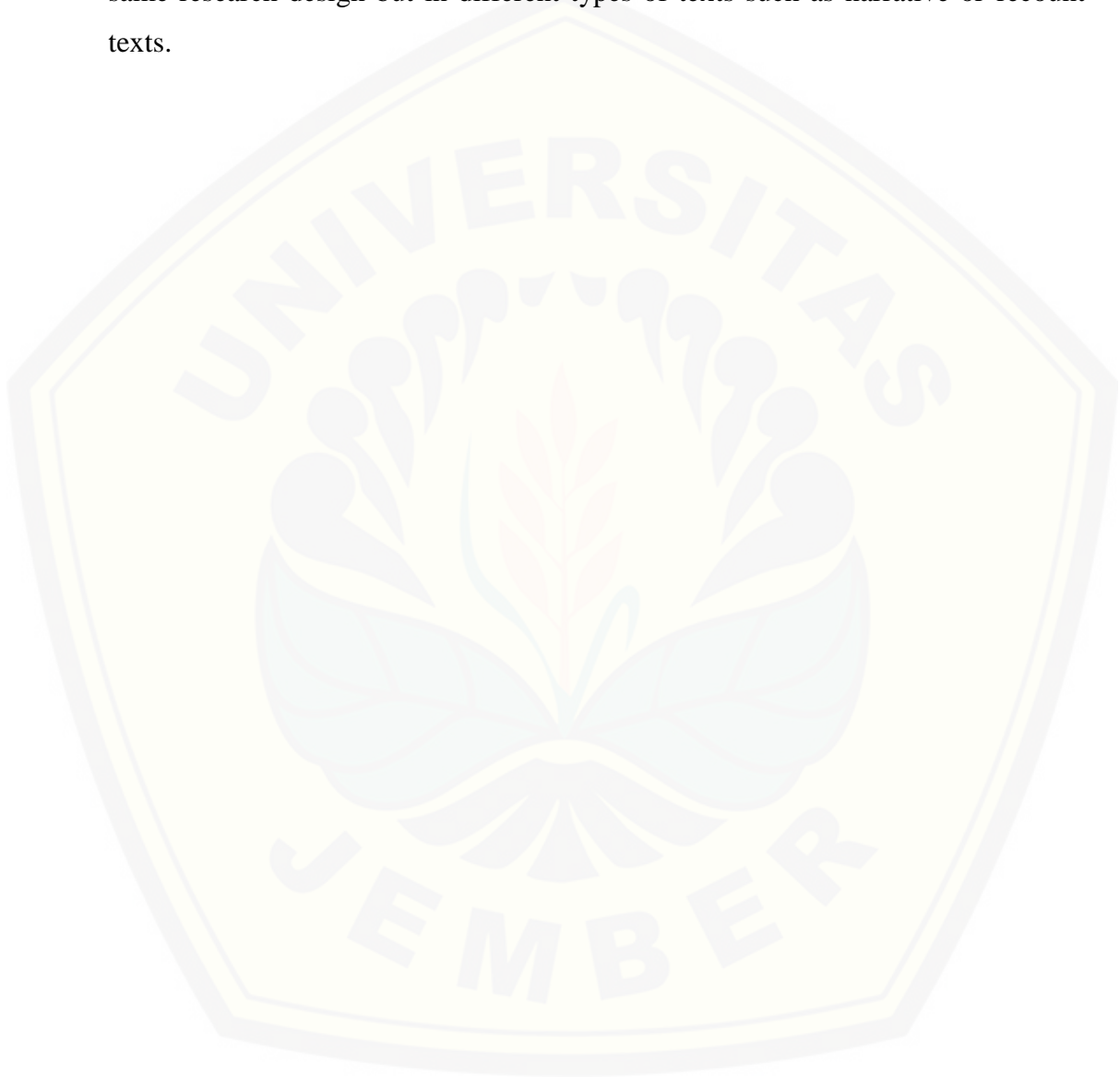
The results of this research were expected to give some advantages for the English teacher and other researchers in the future.

1.5.1 The English Teacher

The result of this research was expected to be useful information for the English teacher as additional information and motivation to plan and determine an effort in their teaching process to gain the students' better understanding in applying language features of descriptive texts.

1.5.2 Future Researchers

The result of this research was expected to give important information or become a reference for the other researcher to conduct a further research by using same research design but in different types of texts such as narrative or recount texts.



CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter presents some theories related to research problem. They are analysis, the nature of writing, descriptive text writing, and language features evaluated in descriptive text.

2.1 Analysis

According to Rosenwasser and Stephen (2003:2), “analysis is the kind of thinking you’ll most often be asked to do in your work life and in school; it is not the rarefied and exclusive province of scholars and intellectuals”. It means that analysis is the detailed study or examination of something in order to gain a better understanding of it. This statement is strengthened by Kelley, Clark, Brown, and Sitzia (2003:265) who explain that the aim of analysis is to summarize data so that it can be understandable and provide the answers of our problems. It clearly shows that different viewpoints or theories provided will help the researcher to examine his ideas on the language research study and these details will help the readers understand his research.

Analysis is a part of investigating language. Basically the process of analyzing can be started from the data which is already available in the various sources, such as the observation, interview, field notes and many others.

Analysis is very important in the language research to study about the students’ ability in learning language. It is very useful to predict how far they learn something in language teaching of English. Furthermore, this is supported by Emilia (in Siahaan, 2013:114) who explains that research about analyzing students’ text is very important to do because it can lead the teacher to help solve the students’ problems.

2.2 The Nature of Writing

Writing is one of the basic skills that the students must master in the process of learning a language. According to Sokolik (in Linse, 2005:98), “writing

is a combination of process and product". The process refers to the act of the gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. Meanwhile, the product itself is a final piece of writing which has grown out of many steps that make up the process, such as a book (Linse, 2005:98). However, the students have to focus not only on the product, but also on the process in learning writing.

Writing is an activity by arranging the ideas from the writer into words to be a meaningful text. The writers need to know the components of writing before starting to write. Heaton (1991:146) states that there are five general aspects that the students have to master, include: content, organization, vocabulary, language use (grammar), and mechanics. These aspects are very important for the students to master in order to produce a good piece of writing.

If the students can write their ideas very well, they will get the readers understand about what they say. Writing itself has many purposes. According to Raimes (1983:4), the purposes of writing are:

- a) to communicate with a reader,
- b) to express ideas without pressure of face to face communication,
- c) to explore a subject,
- d) to record experience,
- e) to become familiar with the conventions of written English discourse (a text). (1983:4)

It clearly shows that writing gives many benefits to the students because writing encourages the students to learn how they can express their ideas in their writing effectively. Writing can be a way for the students to communicate to others with a various messages.

Even though writing is not easy thing to do, the students need to learn and practice more to master it. The students have to learn how they can generate the ideas as well and how to state them in organized way on their paper. Thus, their writing can be clearly understood by the readers.

2.3 Descriptive Text Writing

Boardman and Frydenberg (2008:3) explain that paragraph is as the basic unit in English writing. A well-written paragraph in the text has three separate parts: a topic sentence, supporting sentences, and a concluding sentence. Besides, it must also have the characteristics of coherence, cohesion and unity.

This research focuses on the genre of descriptive writing. Wardiman, Jahur, and Djusma (2008:46) define a descriptive is a text which describes a particular person, place, or thing. The generic structures of descriptive text are identification and description. Wardiman, Jahur, and Djusma (2008:46) state that in the identification part, the writer identifies phenomenon to be described. While in the description part, the writer describes parts, qualities, and characteristics.

Descriptive text has its own language features. This research is intended to analyze the language features of descriptive text in the students' writing. The most language features found in descriptive text are: a specific participant, simple present tense, linking verbs, and adjectives.

Writing a descriptive text has some benefits for the students. According to Schacter (2016:5), descriptive writing teaches students to be able to:

- a) organize their thinking,
- b) search for and communicate details,
- c) define people, places and things, and
- d) write with clarity and purpose.

By writing descriptive text, the students write anything they can see, feel, hear, touch, smell, or taste about a thing, person or a place. They will learn to observe any subject with their senses and put it in the form of descriptive text. Here is the example of a descriptive text.

I Have a Cat

(1) *Spot is a regular house cat. He is an adorable cat.*

(2) *He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table.*

(Wardiman, Jahur, and Djusma, 2008:5)

Based on the descriptive text entitled “I Have a Cat” above, the first paragraph is identification which consists of the topic sentence of a whole text. The second paragraph is description which consists of supporting details.

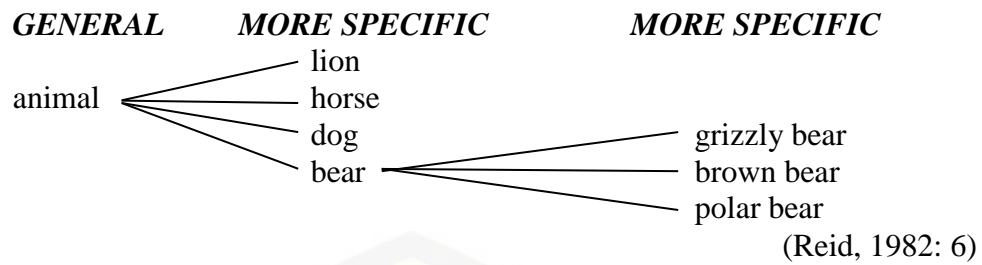
2.4 Language Features Evaluated in Descriptive Text

The language features of descriptive text evaluated in this research cover a specific participant, simple present tense, linking verbs, and adjectives.

2.4.1 A Specific Participant

When the students begin to write, the first thing they have to do is deciding the topic sentence. Boardman and Frydenberg (2008:4) define the topic sentence is actually the subject of the paragraph. Knapp and Watkins (2005:66) add, “the subject is a person or thing in a sentence or clause that ‘operates’ the verb”. Therefore, the students need to pay attention on the object they are going to describe because they have to be aware of the use of specific rather than general descriptive words in descriptive text.

The most important thing that the students need to do to produce a descriptive text is to make sure that they choose a specific participant (I, my mother, my teacher, my cat, etc.) on their writing. It is because a specific participant will allow the students to explore and develop their writing easier. The students can choose any specific participant they want, such as: a person, an animal, or a thing.



The example given above shows how to generate a single general word to be more specific in order to facilitate the students to focus their writing about certain participant (a person, an animal, or a thing).

2.4.2 Simple Present Tense

Simple present tense is tense that usually found in a descriptive text. According to Knapp and Watkins (2005:94), “factual descriptions are generally written consistently in the present tense, whereas narratives and arguments can move between present and past tense.” It means that when the students write descriptive texts, they have to use simple present tense to describe about daily habits or usual activities. Besides, it is also used to express general statements of fact. As Savage and Shafiei (2007:65) define a simple present tense used to write about general truths and scientific facts. Azar (2003:4) mentions there are some forms of the simple present tense and the present progressive, such as:

Simple Present	Present Progressive
(+) I/You/We/They work . He/She/It works .	I am working . You/We/They are working . He/She/It is working .
(-) I/You/We/They do not work . He/She/It does not work .	I am not working . You/We/They are not working . He/She/It is not working .
(?) Do I/You/We/They work? Does He/She/It work?	Am I working? Are you/we/they working? Is he/she/it working?

Subject – Verb Agreement

Savage and Shafiei (2007:66) explain that a verb must agree in number with its subjects. In addition, Knapp and Watkins (2005:43) also

state that verbs change their form to agree with their subjects. The following are examples given by them.

Examples:

- 1) I (you, we or they) often *cross* at the lights.
- 2) She (he or it) often *crosses* at the lights.
- 3) The children (or they) often *cross* at the lights.

I <i>am</i> crossing the road.	First person singular
We <i>are</i> crossing the road.	First person plural
She <i>is</i> crossing the road.	Third person singular
They <i>are</i> crossing the road.	Third person plural

(Knapp and Watkins, 2005:43)

The examples given above show verbs must agree with the subjects. When the first element is an auxiliary verb, the form of auxiliary ‘to be’ changes for first person singular and plural as well as third person singular and plural.

2.4.3 Linking Verbs


Merriem-Webster (2016) mentions a linking verb is a word or expression (such as *appear, be, become, feel, grow, or seem*) that connects a subject with an adjective or noun to describe or identify the subject.

As Simmons (2016) states, “linking verbs do not express action.” So, linking verbs only relate the subject of the verb to information about the subject itself. For examples, Merriem-Webster’s statement (2016) “You *look* happy” contains the linking verb “look” that relates the subject “you” to what is said about the subject’s feeling “happy”. Further, the other statement “My favorite fruits *are* apples and oranges” contains the linking verb “are” that relates the subject “my favorite fruits” to what is said about them that they consist of apples and oranges fruit.

2.4.4 Adjectives

As Hutchinson (2005:10) explains, adjectives give more information about nouns or pronouns. It is because adjectives are used to describe colors, shapes, sizes as well as tastes, sounds, smells, and feelings. Murphy (1994:194) states that there are many adjectives which end in **-ing** and **-ed**.

Examples: The **-ing** Adjectives

My job is  boring
interesting
tiring

The **-ed** Adjectives

I'm bored with my job.
I'm not interested in my job.
I'm always tired when i finish work.
Murphy (1994:194)

While the **-ing** adjectives explain about the job, the **-ed** adjectives explain about how someone feels (about the job). Even though it is taken from the same adjective, the adjectives which end in **-ing** and **-ed** contain different meanings each other.

Murphy (1994:196) also explains that there are *fact* adjectives and *opinion* adjectives. *Fact* adjectives (new, large, round, long, etc.) give factual information, while *opinion* adjectives (nice, beautiful, delicious, interesting, etc.) just tell about what someone thinks of. The *opinion* adjectives should go first before *fact* adjectives.

The special order below is provided when the writer uses two or more *fact* adjectives.

(1)How big? → (2)How old? → (3)What colour? → (4)Where from? → (5)What is it made of? → **NOUN**

Examples:

A tall young man (1 – 2)

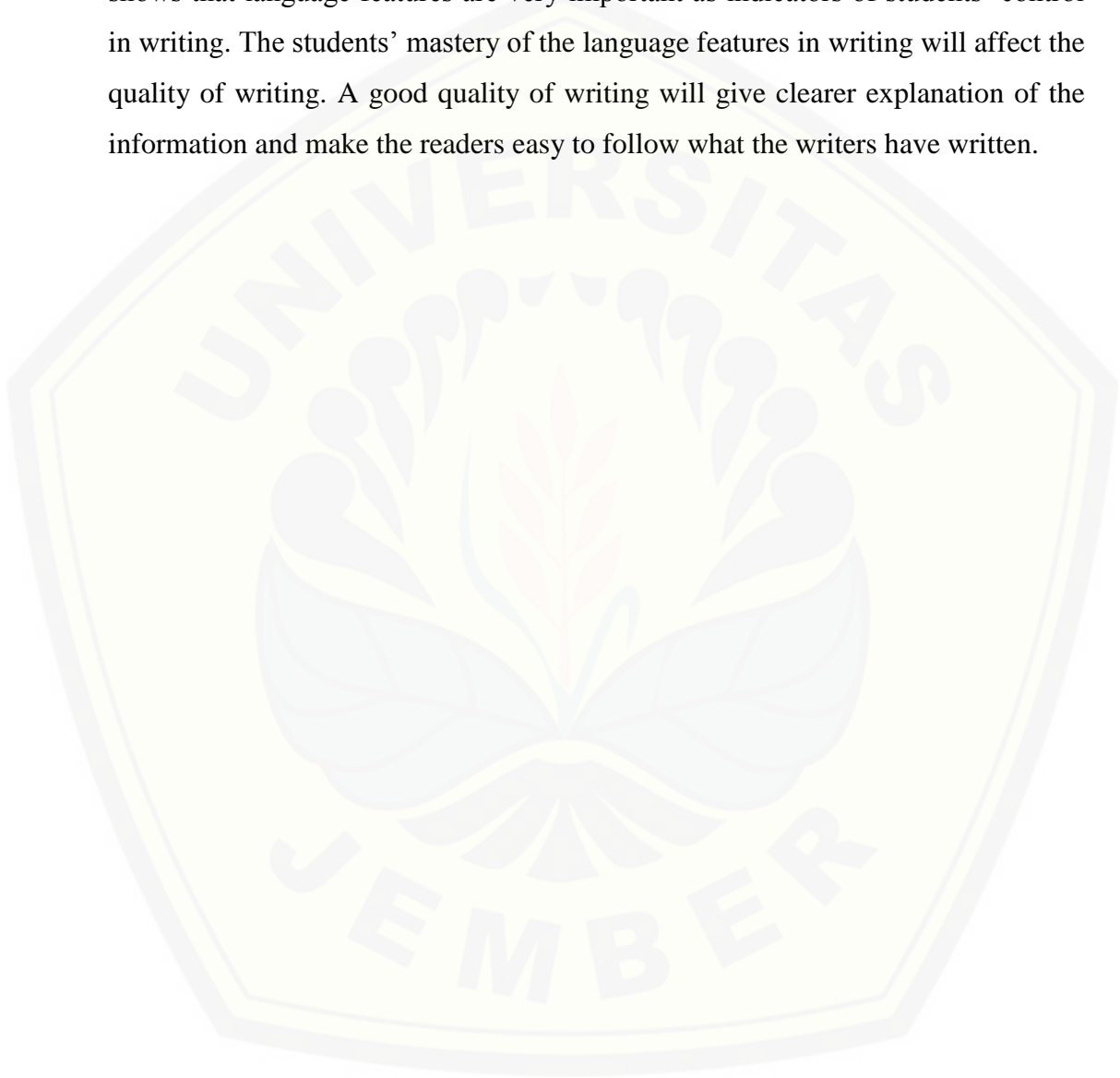
Big blue eyes. (1 – 3)

A small black plastic bag (1 – 3 – 5)

Murphy (1994:196)

The special order above is started from opinion to fact adjectives. It is used to facilitate the author in writing adjectives with the correct order by following the stage 1 up to 5 before noun.

mechanics, grammar, and syntax to produce a good writing. Some aspects of writing mentioned above are parts of the language features that aim to build up a sentence in the text. It is strengthened with Knapp and Watkins (2005:94) who state that language features are used to enhance the effectiveness of the writing. It shows that language features are very important as indicators of students' control in writing. The students' mastery of the language features in writing will affect the quality of writing. A good quality of writing will give clearer explanation of the information and make the readers easy to follow what the writers have written.



CHAPTER III. RESEARCH METHOD

This chapter presents the research methods applied in this research. This descriptive study design deals with the research design, operational definition of the key terms, area determination method, participants determination method, data collection method, and data analysis method. They are explained respectively in the following section.

3.1 Research Design

According to Yin (2009:26), a research design is a logical plan to get the answers from the questions prepared to do research in the beginning. It means that research design refers to the process of linking research questions and data.

This study applied the design of descriptive qualitative research in the form of case study because it aimed to examine a phenomenon as it was, in rich detail (Ary, Jacobs, Sorensen, and Razavieh, 2010:25). As Sturman (in Bassey, 1999:26) states, “case study is a generic term for the investigation of an individual, group or phenomenon”. The qualitative case study is an intensive, holistic description and analysis of a single entity, phenomenon, or social unit (Merriem in Duff, 2008:22). It is clearly defined that descriptive qualitative case study investigates a phenomenon of an individual, a group, or a unit deeply in order to catch holistic understanding. The description in this research focused on the language features in descriptive texts written by the tenth grade students of different achievers.

The procedures on conducting descriptive case study research followed the following steps (Ary, Jacobs, Sorensen, and Razavieh, 2010:31).

1. Selecting research participants;
2. Collecting data (students' descriptive text writing);
3. Analyzing the data inductively;
4. Interpreting the results of data analysis;

3.2 Area Determination Method

In determining the research area, the purposive method was used. Purposive method itself was conducted because of some objectives. According to Palys (2008:697), there are some specific objectives and interests in qualitative research such as the limited time, the available fund, and the available energy for conducting the research. It means that any objective the researcher has can be a consideration in this research based on the situations occurred.

The researcher chose MA Unggulan Nuris Jember as the research area because of some reasons namely, 1) the researcher had gotten permission from the headmaster and the English teacher of MA Unggulan Nuris Jember to conduct the research in this school, 2) the researcher's willingness to learn deeply about students' writing at Islamic school because there was no researcher who had conducted a case study dealing with the language features of descriptive text there, 3) the other reason was based on the informal interview with the English teacher about the students' problem in having less writing practice. Considering the reasons above, MA Unggulan Nuris Jember was appropriate area to do this research.

3.3 Participants Determination Method

The participants of this research were the tenth grade students of different achievers in PK A class at MA Unggulan Nuris Jember that was determined purposively. PK A (Pendidikan Keagamaan Kitab) consist 25 students. The researcher had chosen PK A class as the participants of the research, because PK A class had problem in learning writing as they only got less writing practice among the other classes during the teaching learning process in the classroom.

As it was named "Pendidikan Keagamaan Kitab", the students in this class learned Kitab education during and after class more than the other subjects, especially English subject. It caused the teacher only explain more about kinds of text and their structures than give the students practice for their writing. Besides, it made the teacher give less feedback to the students' writing texts. Therefore, the

researcher was eager to portray the problems that the students face to learn writing in that condition. That case helped the researcher know the students' knowledge in using the language features from their descriptive texts.

From 25 students in PK A class, the researcher took fifteen students of which five students represented each group from high, average, and low achievers as the participants of this research. The following table was the list of the participants chosen.

NO	LEVEL	NAME	SCORE
1.	HIGH ACHIEVERS	IN	85
2.		MKR	94
3.		NH	88
4.		NZ	91
5.		SA	88
1.	AVERAGE ACHIEVERS	AAM	79
2.		MNA	79
3.		MSM	79
4.		MSZ	79
5.		NF	79
1.	LOW ACHIEVERS	AF	75
2.		AS	72
3.		KM	72
4.		RDS	74
5.		SLF	73

The students' groups were not classified from all the tenth grade students' score at MA Unggulan Nuris Jember, but only from PK A class based on the English teacher's document of the students' latest score from English subject examination (see Appendix D).

From the students' English examination latest score provided, it can be seen that the students of PK A class had fulfilled the minimum standart of score in school which was 70. The highest score students got was 94, while the lowest

score was 72. Based on the interview with the English teacher, it was found that PK A class was categorized as average class in which the students' ability was not the highest, but also not the lowest, although the students only had the least time to learn English, especially in writing practice. It made the research very interesting to conduct because in fact, they still got quite good scores in their English subject examination.

The researcher chose high, average, and low achievers as the participants of this research to portray how the students in each group used the language features in their descriptive texts. From the students' texts, it was expected that the language features of descriptive texts can be analyzed.

3.4 Operational Definition of the Key Terms

Operational definition of the key terms was included to avoid misunderstanding between the writer and the reader about the term in this research, the operational definition needed to be described. The terms that were necessarily to be defined operationally were as follows.

3.4.1 Language Features Analysis

Language features analysis in this research referred to the analysis of the use of a specific participant, simple present tense, linking verbs, and adjectives written in descriptive texts by the tenth grade students of different achievers in PK A class.

3.4.2 Descriptive Text Writing

Descriptive text writing in this research meant writing the text that described an object. In this research, the students' writing assignment was the document analyzed in this research.

3.5 Data Collection Methods

There were two kinds of data to be collected in this research, primary and secondary data. The students' writing assignment is the document was the primary data in this research. The primary data was used to analyze the students' writing performance related to the language features used in descriptive text. Meanwhile, the secondary data was taken from interview used to strengthen the arguments about the result of analyzing language features in the students' descriptive text.

3.5.1 Writing Assignment

In this research, the primary data dealt with the tenth grade students' descriptive text writing taken from the writing assignment. The writing assignment was conducted by the teacher herself during the teaching and learning process in the classroom on February 16th 2016. The students were assigned to make a descriptive text with topic "My Favorite Person".

The aim of collecting the students' writing assignment was not to take their score, but only to analyze the aspects of language features used such as a specific participant, simple present tense, linking verbs, and adjectives written by the students. The students were required to write a descriptive text in one meeting for 90 minutes. They were allowed to write a descriptive text about anyone related to the topic "My Favorite Person" because the students could explore their own ideas more easily.

3.5.2 Interview

In this research, interview was used to ask some questions about the implementation of teaching writing by the teacher about how she taught writing, gave feedback, and scored student's writing. This information was useful to support the discussion of the research findings.

Semi structured interview as a type of interview method was selected. Using semi structured interview, the researcher asked open ended questions

related to the teaching of writing in this school, such as the method, materials, media and evaluation system.

The interview was done two times in which one was conducted with the English teacher and one another with the tenth grade students of PK A class. The first interview had been conducted with the English teacher of PK A class on March 26th 2016. The questions asked to the teacher were about the school curriculum used and the condition that occurred on teaching and learning writing process especially related to the language features of descriptive text. In order to get in depth information, the second interview was conducted by interviewing the fifteen students chosen representing high, average and low achievers. This interview aimed to know how they learned writing and their knowledge about the language features of descriptive text.

3.6 Data Analysis Method

Data analysis method was used to analyze the obtained data. Descriptive qualitative analysis method was applied in this research. The researcher analyzed the aspects of language features used such as a specific participant, simple present tense, linking verbs, and adjectives written by the students in their descriptive texts.

The steps used in analyzing the data were adapted from Maxwell (in Ary, Jacobs, Sorensen, and Razavieh, 2010:482).

1. Organizing the data, by going through the data (reading) to be familiar with.
2. Coding the data, by providing code for the data sources (i.e. SP for a specific participant, SPT for simple present tense, LV for linking verbs, and ADJ for adjectives).
3. Displaying the data in the form of table and description.
4. Analyzing the data, by connecting the students' descriptive text writing with the language features of descriptive text observed (a specific participant, simple present tense, linking verbs, and adjectives).
5. Interpreting the results of data analysis.

CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the findings and suggestions for the English teacher and the other researcher.

5.1 Conclusion

Based on the result of data analysis and discussion, it can be concluded that students from any group, high, average, and low achievers were not able to use simple present tense as they put many inappropriate simple present verbs and subject agreements. It meant that the students' ability in using simple present tense as a language feature in descriptive texts was still considered weak.

Moreover, the pattern of the PK A students' descriptive texts in the aspect of language features were described as follows:

1. High achievers put the fewest inappropriate language features in their descriptive texts.
 - a. In applying a specific participant, most high achievers did not write the title of their texts as it was an optional to write. But, they were still able to keep a specific participant applied in their descriptive texts from the beginning until the end.
 - b. In applying simple present tense, high achievers put the fewest inappropriate words compared with other achievers by missing prefix –s in the verb and using inappropriate verbs. One high achiever, IN, was able to apply simple present tense correctly in her whole text.
 - c. In applying linking verb, there were few inappropriate words found in high achievers' descriptive texts. They were not able to apply appropriate verb whether it was for singular or plural. IN was also one of two high achievers who could apply linking verbs appropriately in her descriptive text.
 - d. In applying adjectives, most high achievers put few inappropriate words by using inappropriate adjective, missing an article before the adjective,

and disarranging the use of two adjectives or more in a sentence. Two of high achievers, IN and NH, did not have problems in applying adjectives in their texts.

2. Average achievers put many inappropriate words in applying the language features in their descriptive texts.
 - a. In applying a specific participant, most average achievers wrote the title of their texts. They were also able to apply a specific participant in their descriptive texts from the beginning until the end.
 - b. In applying simple present tense, there were many inappropriate words used by the average achievers. Their inappropriate words used mostly include missing prefix –s in the verb and plural noun and using inappropriate verbs or nouns.
 - c. In applying linking verb, there were two achievers who put inappropriate verbs in their descriptive texts.
 - d. In applying adjectives, most average achievers put some inappropriate adjectives by using noun instead of adjective, missing an article, adding inappropriate word (some), and disarranging the use of two adjectives or more in a sentence.
3. Low achievers put the most inappropriate words in applying the language features in their descriptive texts.
 - a. In applying a specific participant, most low achievers wrote the title of their texts. They were also able to apply a specific participant in their descriptive texts from the beginning until the end.
 - b. In applying simple present tense, there were so many inappropriate words found by the low achievers. Just like average achievers, they mostly used inappropriate verbs and missed prefix –s in the verb and plural noun.
 - c. In applying linking verb, there were few inappropriate verbs found in low achievers' descriptive texts. Two of them used inappropriate linking verbs in the sentence which were not suitable with nouns.

- d. In applying adjectives, low achievers put many inappropriate words mostly by using noun or verb instead of adjectives, missing an article, and misspelling words.

5.2 Suggestion

Based on the results of the research, some suggestions are proposed to the English teacher, students, and the other researchers.

5.2.1 The English Teacher

It is suggested that the English teacher of MA Unggulan Nuris Jember to improve her way in explaining the language features to improve the students' knowledge in writing descriptive texts. As we can see that the students put many inappropriate words in their writing related to the use of language features in descriptive texts. Teacher can try to use any interesting way to introduce the language features deeper and clearer of descriptive text to the students, especially for the use of simple present tense which become the students' main problem in this research.

5.2.2 The Other Researcher

The result of this research is suggested to give information to the other researchers who have the same interest in analyzing students' writing texts. They are suggested to conduct a further research with same research design to find out the students' knowledge related to the language feature aspects in different texts, such as narrative or recount texts.

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RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method
<p>An Analysis of Language Features in Descriptive Texts Written by Different Achievers of the Tenth Grade Students</p>	<p>1. How do different achievers of the tenth grade students in PK A class at MA Unggulan Nuris Jember apply the language features in their descriptive texts? 2. How do high, average and low achievers apply a specific participant in their descriptive texts? 3. How do high, average and low achievers apply simple present tense in their descriptive texts? 4. How do high, average and low achievers apply linking verbs in their descriptive texts? How do high, average and low achievers apply adjectives in their descriptive texts?</p>	<p>Language features in descriptive texts written by the tenth grade students of different achievers</p>	<p>1. Specific Participant 2. Simple Present Tense 3. Linking Verbs 4. Adjectives</p>	<p>1. Respondents: The tenth grade students of different achievers in PK A class at MA Unggulan Nuris Jember 2. Informant: The English teacher of MA Unggulan Nuris Jember</p>	<p>1. Research Design: Case Study 2. Area Determination Method: Purposive Method 3. Respondent Determination Method: Purposive Sampling 4. Data Collection Methods: Primary data - Writing assignment Supporting data - Interview 5. Data Analysis: Qualitative Analysis: 1. Analyzing the language features of students' descriptive text writing through the use of specific participant, simple present tense, linking verbs, and adjectives.</p>

THE GUIDELINE OF THE INSTRUMENTS

A. Writing Assignment

The writing assignment was conducted by the English teacher on February 16th 2016 in PK A class. The students were asked to make descriptive texts with the topic “My Favorite Person” for 90 minutes.

B. The Result of the First Interview Guide to the English Teacher

Questions	Answers
1. What curriculum do you use in teaching English at MA Unggulan NURIS Jember?	2006 School-Based Curriculum (KTSP 2006).
2. How do you help the students to learn write?	I explain kinds of text and its structure to the students first. After that, I show them an example of text and ask them to analyze its structure. If it is already clear enough, I ask them to write a text and discuss their work together later.
3. How many kinds of text do you teach writing to your tenth grade students in the class? What are they?	Three. They are narrative, descriptive, and news item.
4. What media do you use in teaching writing descriptive?	Photographs of actors or actresses (such as: Zayn Malik, Maher Zain, etc)
5. How many times do you administer descriptive writing assignment to the students?	In the even semester, I only give writing assignment once for descriptive text.
6. How do you teach the language	First I gave them the example of the

features of the descriptive text to the students?	text. Then, I asked them to analyze its generic structures and language features to check their understanding.
7. What language features of descriptive text did you discuss with the students?	The language features taught are simple present tense, noun, and adjectives.
8. What material do you use to teach language features of descriptive text?	A textbook and the example of descriptive text.
9. How is the students' knowledge in PK A class related to the language features of the descriptive text in their writing?	They are good and many of them can produce good writing.
10. How do you give the feedback to the students' descriptive texts for all the aspects of language features?	I only discussed their grammatical error in their texts.
11. How do you score the students' writing?	I use analytic scoring rubric.

C. The Interview Guide to the Students

Questions	Results
1. How do you learn writing for English subject?	Ten students represent two high achievers, five average achievers, and three low achievers chose vocabulary as the most important part to learn writing for English subject. Three other high achievers focused on grammar structure, the language features of the text, or the way to write (translating). And two other low achievers focused on the examples of the text first.
2. What kinds of text you	Twelve students represent five high achievers,

<p>know?</p>	<p>four average achievers, and three low achievers knew kinds of text such as descriptive, recount, report, or procedure. Another average achiever and two other low achievers could not mention any kinds of text.</p>
<p>3. Do you know what descriptive text is? Explain briefly!</p>	<p>Ten students represent five high achievers, four average achievers, and one low achiever could explain correctly that descriptive text describes a particular thing, person or place. Another average achiever forgot and four other low achievers forgot or explained the definition wrongly.</p>
<p>4. How do you write descriptive text? Do you use any technique or just directly write a text? Explain briefly!</p>	<p>Twelve students represent two high achievers, five average achievers, and five low achievers wrote descriptive text in Indonesia language first, then translated it into English. Three high achievers directly wrote the text in English.</p>
<p>5. What are the language features in descriptive text you know?</p>	<p>Eleven achievers represent four high achievers, four average achievers, and three low achievers mentioned at least adjectives and simple present tense as the language features in descriptive text. One high achiever, average achiever, and two other low achievers forgot them.</p>

THE TEACHER'S LESSON PLAN

Nama Sekolah : MA Unggulan Nuris
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Alokasi Waktu : 2 x 45 menit

Standar Kompetensi

1. Memahami makna dalam teks fungsional pendek dan teks tulis monolog/esei sederhana berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.
2. Mengungkapkan makna dalam teks tulis fungsional pendek dan teks monolog/esei tulis sederhana secara akurat, lancar, dan berterima berbentuk *narrative*, *descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.

Kompetensi Dasar

1. Memahami dan merespon makna dan langkah retorika teks tulis monolog/esei secara akurat, lancar dan berterima dalam teks berbentuk: *descriptive*
2. Mengungkapkan makna dan langkah-langkah retorika secara akurat, lancar dan berterima menggunakan ragam bahasa tulis dalam teks berbentuk *descriptive*

Indikator

1. Mengidentifikasi makna dalam teks *descriptive*
2. Mengidentifikasi langkah-langkah retorika dalam teks *descriptive*
3. Menulis teks berbentuk *descriptive*

1. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi makna dalam teks *descriptive*
- Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana: *descriptive*
- Siswa dapat menulis teks berbentuk *descriptive*

2. Materi Pokok

Teks tulis monolog/esei sederhana berbentuk *descriptive*, contohnya

Debby Putti is a model from Surabaya. Now she is a student of State Senior High School 71 Surabaya. Debby is the first daughter of Mr. Fajar Putti and Mrs. Ana Karaeng. Debby becomes a famous model when she won the competition of Teenage Model 2005 and YTV Jrang-Jreng 2004.

Debby is brown -skinned. She is tall and slender. She is 17 years old. Debby has wavy, short, black hair, a pointed nose and rather big ears. Her face is oval and her cheeks are dimpled when she smiles. Debby is an attractive girl in her blue jeans. She likes wearing a cotton jacket and a T-shirt. She always wants to feel relaxed. She is neat and well- dressed. Debby is a cheerful and friendly girl. Everybody likes her because she is humorous and creative girl. She gets on well with other people and she never forces her opinion to others. But sometimes Debby is short-tempered when she loses her needful things. Her hobbies are cooking Japanese food, shopping and singing. Debby has a beautiful voice and her favorite singer is Kris Dayanti.

3. Metode Pembelajaran/Teknik: *Three-phase technique*

4. Langkah-langkah Kegiatan

- **Kegiatan Awal (10')**
 - Tanya jawab mengenai bagaimana mendeskripsikan seseorang.
- **Kegiatan Inti (70')**
 - Siswa membaca penjelasan bagaimana mendeskripsikan seseorang
 - Siswa menghubungkan *Noun* dengan *adjectives* untuk mendeskripsikan seseorang
 - Siswa membaca penjelasan mengenai *Compound-adjectives* untuk mendeskripsikan seseorang.
 - Siswa melengkapi kalimat dengan *Compound adjectives*
 - Siswa membuat deskripsi pendek tentang seseorang.

- Siswa membaca teks tulis deskriptif dan kemudian membuat deskripsi singkat tentang itu.

- **Kegiatan Akhir (10')**

- Siswa menyimpulkan penggunaan *Noun*, *adjective*, dan *Compound-adjectives* sebagai ciri kebahasaan teks tulis deskriptif.

5. Sumber/Bahan/Alat

- Buku Look Ahead 1 (hal 124-126)
- Buku Global English
- Foto beberapa idola (Zayn Malik, Maher Zain, dll)
- LKS Kreatif Berbahasa Inggris

6. Penilaian

- Teknik: Tugas
- Bentuk: latihan tertulis

Mengetahui,

Kepala Madrasah

Jember, 16 Februari 2016

Guru Mata Pelajaran

Balqis Al Humairo, S.Pd.I

Vanny Fatmawati, S.Pd

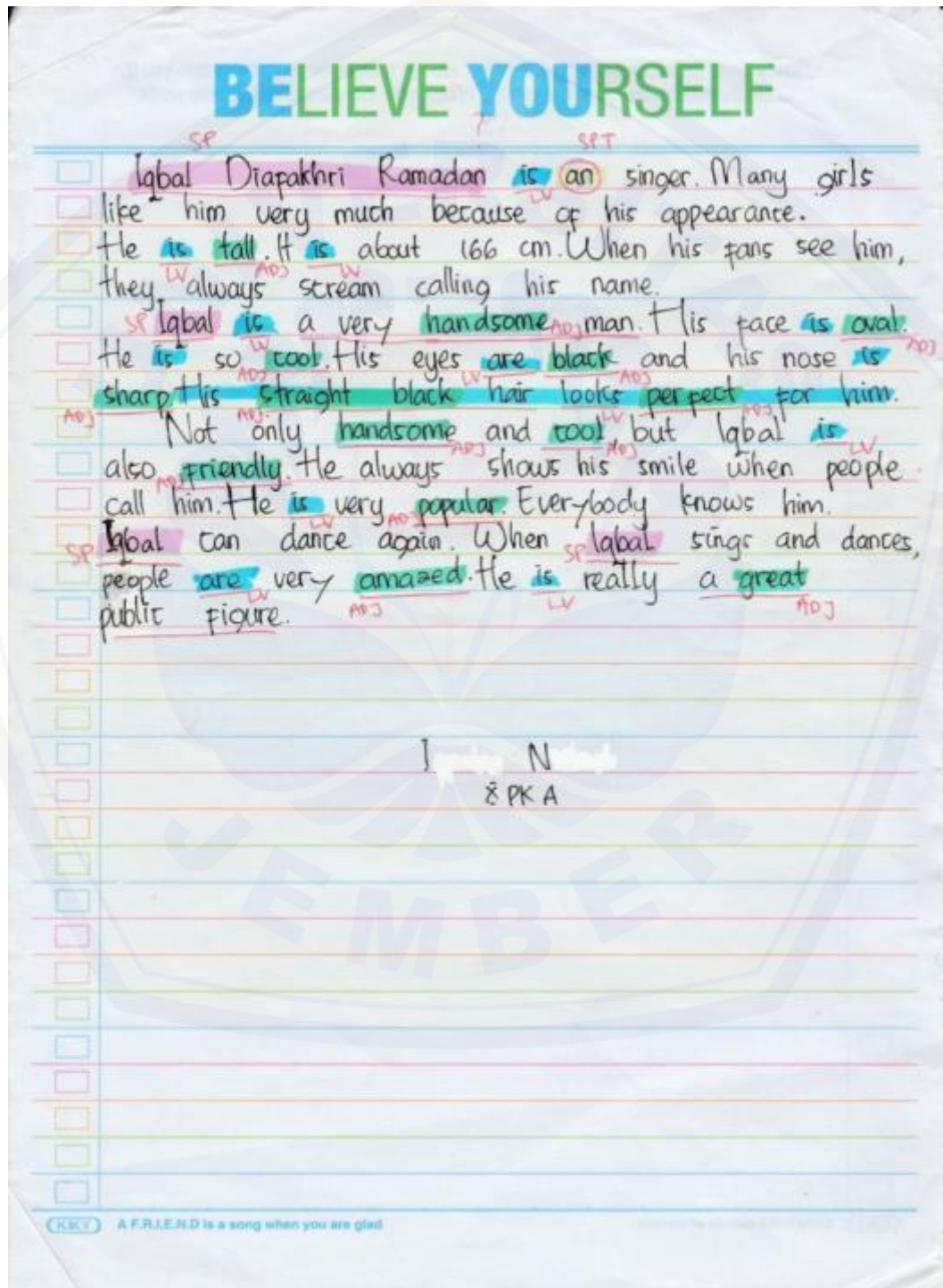
STUDENTS' NAMES AND THEIR LATEST SCORE OF ENGLISH EXAMINATION IN PK A CLASS

No	Name	Score
1	AKT	82
2	AAM	79
3	AF	75
4	AS	72
5	AIA	79
6	IN	85
7	KM	72
8	MAG	79
9	MFA	78
10	MIAK	76
11	MKR	94
12	MMI	85
13	MNI	79
14	MNA	79
15	MSM	79
16	MSZ	79
17	MAH	79
18	NH	88
19	NZ	91
20	NF	79
21	RDS	74
22	RH	79
23	SA	88
24	SLF	73
25	TA	79

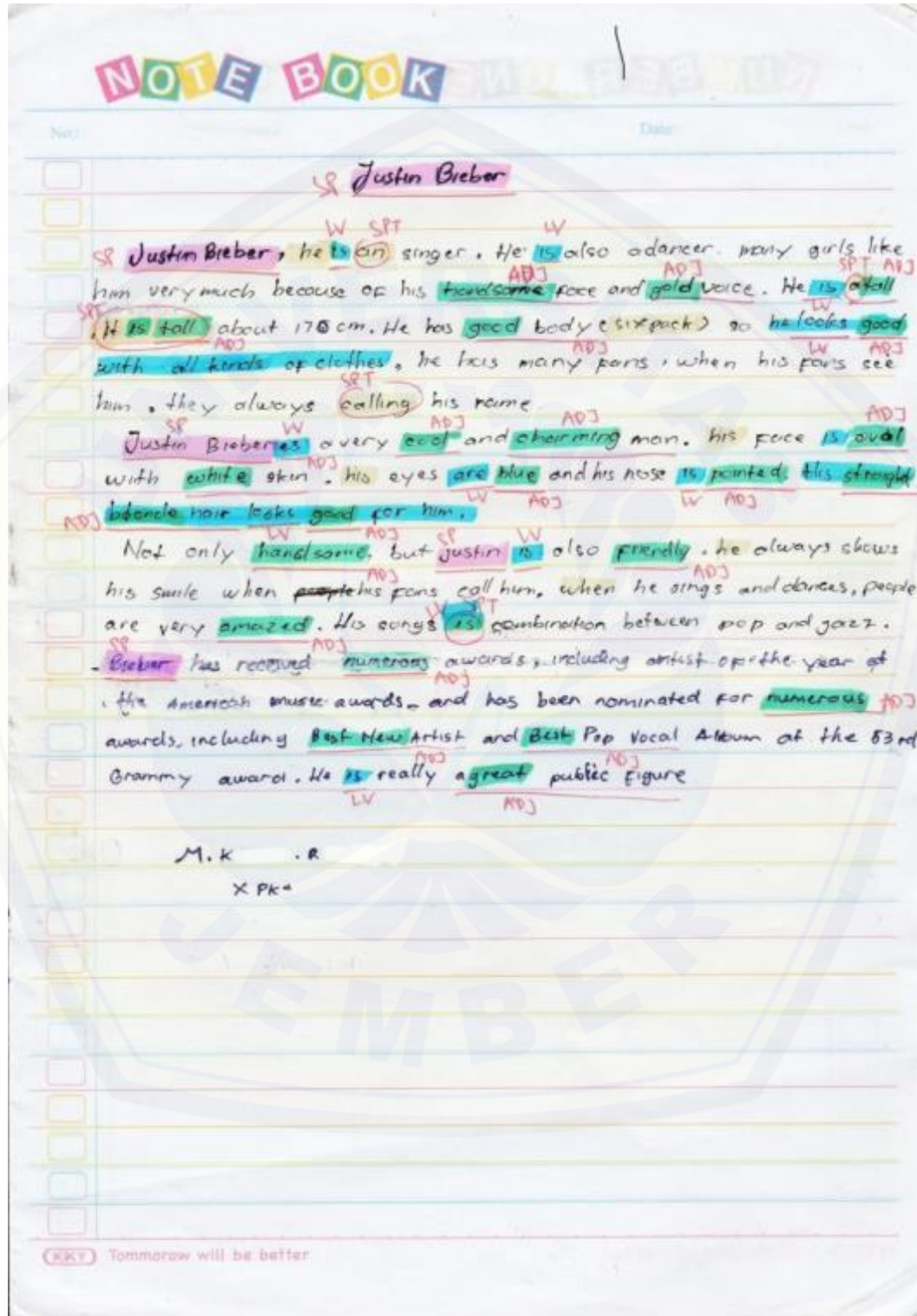
THE SAMPLE OF STUDENTS' DESCRIPTIVE TEXTS

HIGH ACHIEVERS

1. IN



2. MKR



3. NH

N H

X P K A ?

My favorite person is my brother. He is sixteen years old.

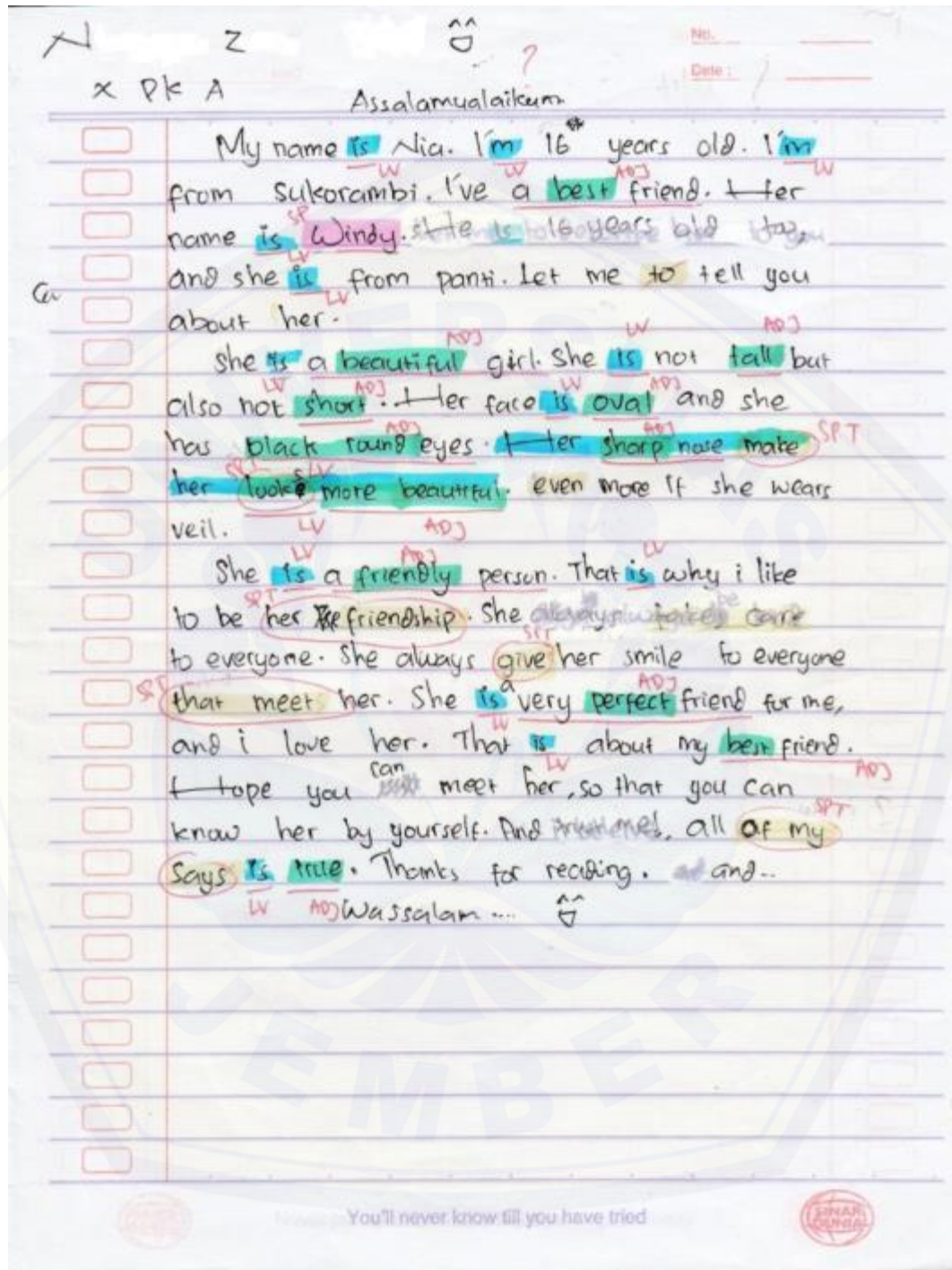
He is a cool boy. He has straight and black hair.

His eyes are big. His nose is pointed. He is thin and tall.

He is a humorous person. He like making jokes. No wonder if he has many friends. My brother is active. He has many activities with his friends. He also likes holiday. Everyday in holiday, he and his friends always going to beaches, mountains, and places other. His face is oval, his cheek is pointed, and his mouth is medium. He has fair complexion. and his chin are oval. He looks handsome, cool, and charming.

VISION

4. NZ



5. SA

Let me have your smile!

S A
X P R A

ME

Favourite

SP FAVORIT PERSON Date: _____

My name is Sabila Anjani. I'm sixteen years old now. I live in Malang. I have favorit person. His name is Harris Jung. and Harris Jung live in London, England.

He is very handsome. He has short wavy hair. He has brown eyes. He has pointed nose.


He is thin and tall. He has dimpled and

He has oval face.

Harris Jung is love to sing and has good voice. He is a Quran memorizer.

SP HARRIS JUNG IS MY FAVORIT PERSON

(KKY) You can if you think you can



AVERAGE ACHIEVERS

6. AAM

My Favorite Person

^{SP} Lionel ^{SP} Andreas ^{SP} Messi or called as ^{SP} Messi. He ^{WV} is my ^{ADJ} favorite ^{ADJ} person. He has excess on playing football. His first carrier in football ^{LV} is ^{SP T} FC Barcelona ^{SP T} junior ^{SP T} in 16 years old. When he ^{ADJ} was 20 years old ^{SP T} joined with FC Barcelona ^{ADJ} junior.

^{ADJ} Messi has ^{ADJ} high short, ^{ADJ} high speed. Beside of that, ^{ADJ} Messi has ^{ADJ} handsome face, ^{ADJ} wonderful ^{ADJ} body and ^{ADJ} pointed nose. During his carrier in football, he ^{ADJ} already collected 6 ballon d'or, ^{ADJ} top score champion league and 1000 goals.

By:
 A A M
 X PK A
 MA "unggulan" Nuris

Experience is the best teacher

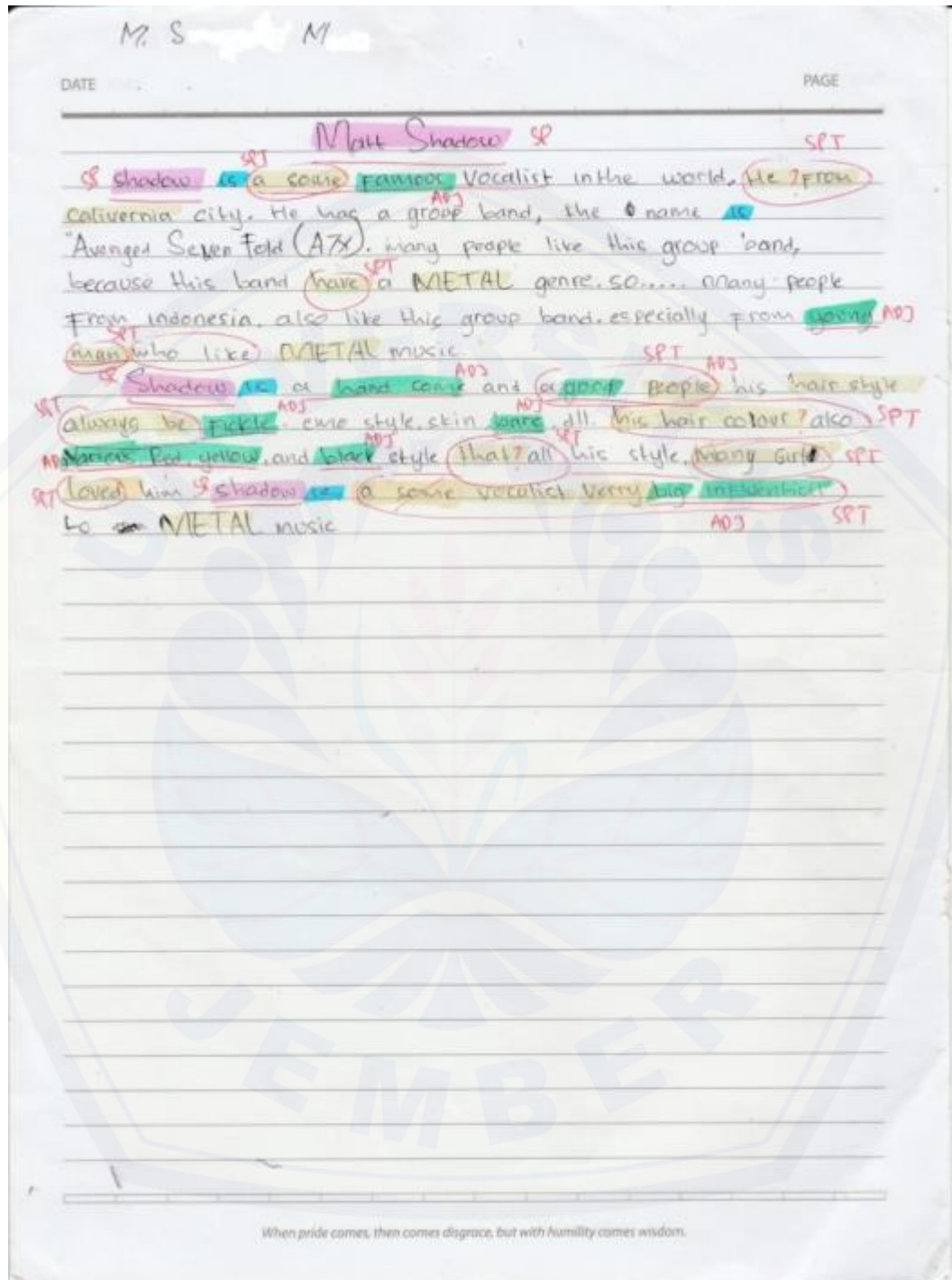
7. MNA

My name ^W is M. Naufal A. I and my family ^{family}
 live in Ledokombo ^{village} village, I like many activities
 because I want to be a man like my ^{ADJ} favorite.
 My ^{ADJ} favorite person ^W is ^{SP} Abdurrozaq. He ^W is a
 ^{ADJ} handsome man. He ^W is sixty years old. His face
 ^W is ^{ADJ} oval. He has ^{ADJ} short and ^{ADJ} gray hair. His eyes
 ^W are ^{ADJ} big and ^{ADJ} black. His nose ^W is ^{ADJ} sharp. He has
 ^{ADJ} big ears. He has ^{ADJ} medium build. ^W And he always
 ^{SPT} use batik shirt. ^{ADJ} ^{SPT}
 ^{SP} Abdurrozaq ^W is ^{ADJ} active. He has many activities
 because, he ^{SPT} have many ^{SPT} plantation and ^{SPT} livestock.
 He ^W is a ^{ADJ} humorous person. ^{SPT} ^{SPT}

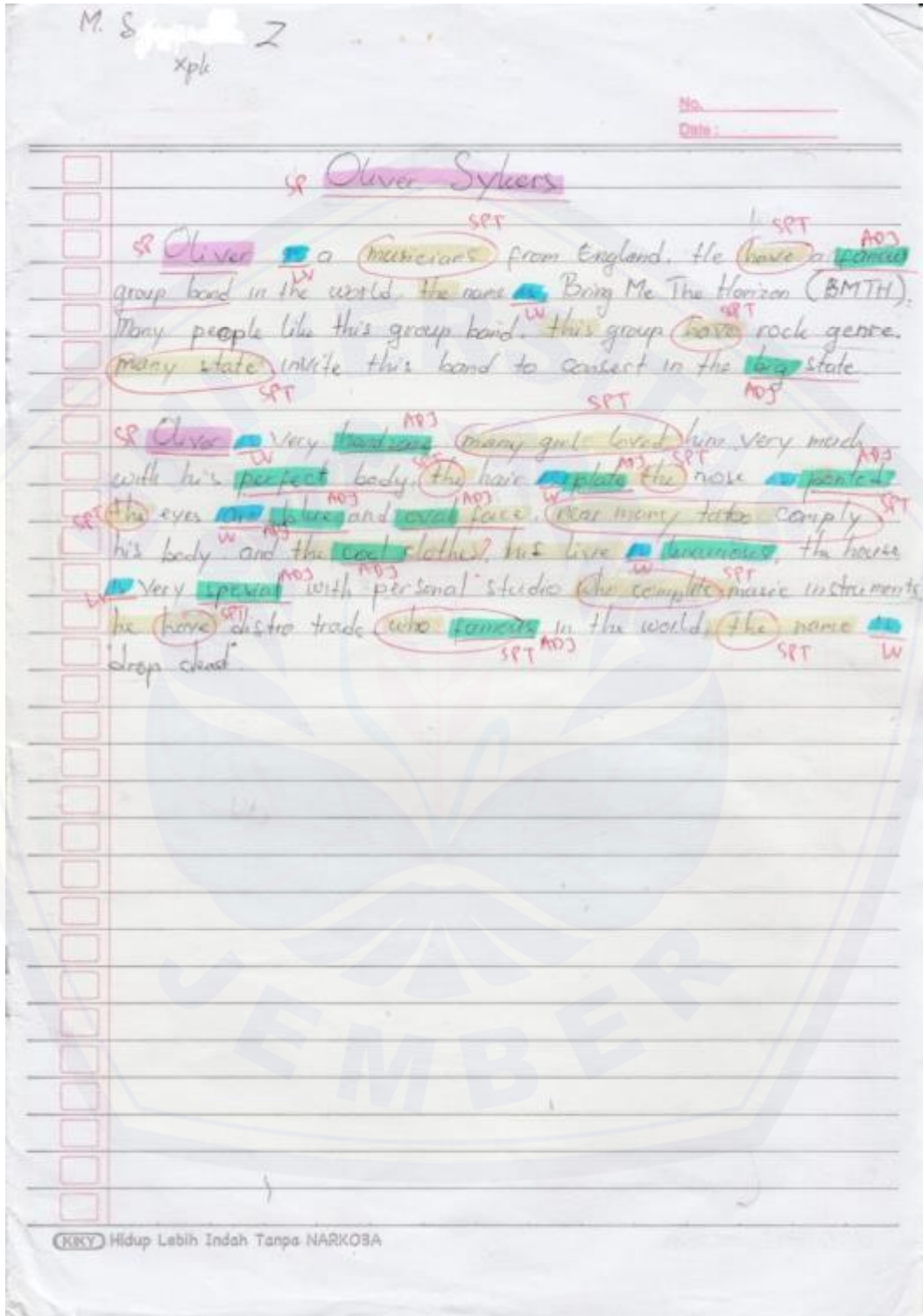
By: M. Naufal A. (X pk A)

Practice makes perfect

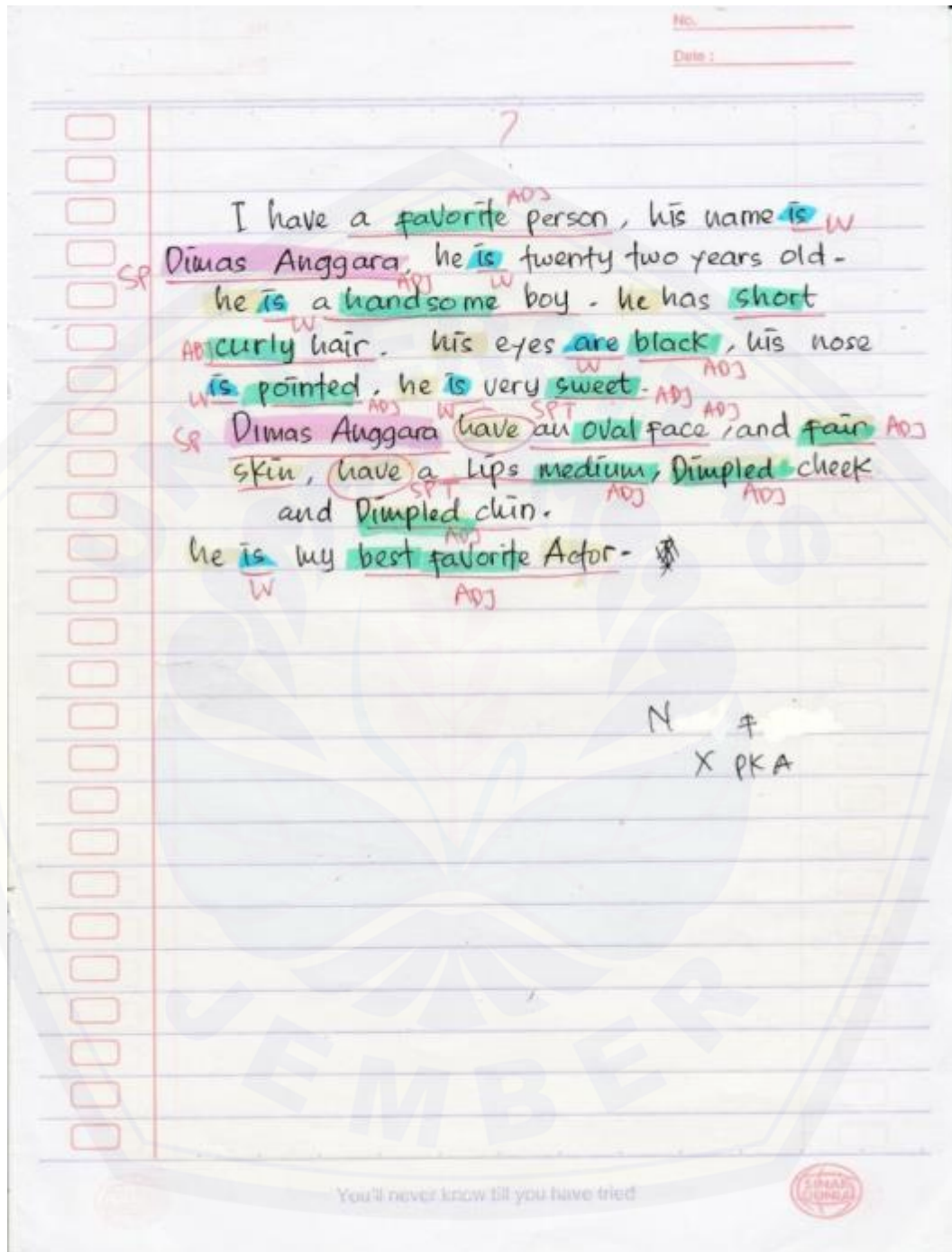
8. MSM



9. MSZ

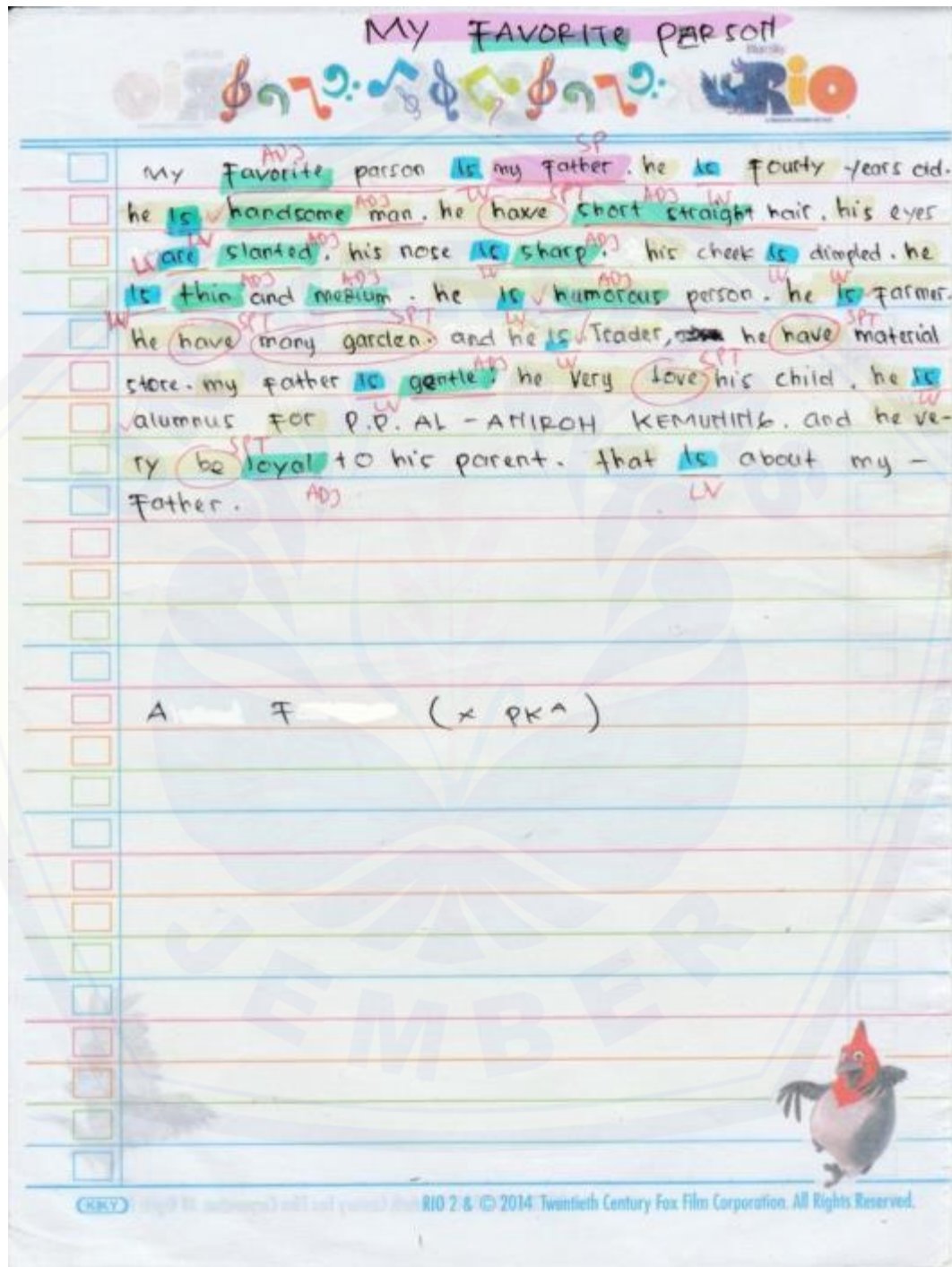


10. NF



LOW ACHIEVERS

11. AF



12. AS

A S XPKA (KITAB).

^{SP} ^{ADJ} My lovely MOM.

My Name ^W IS AHMAD SIDIK. I live in Jember. I have 1 Brother and ^{SPT} 2 Sister.

My favorite ^{ADJ} person ^W IS my mother. She ^{SP} IS 40 years old. She ^W IS wonderful. ^{ADJ}

She has ~~short~~ long black straight hair. her nose ^{SPT} pointed. She ^{ADJ} IS slim.

She ^W IS active and ^{ADJ} explicit. She also like ^{SPT} exercise every morning. ^{ADJ}

^{SP} She always ^{ADJ} SPORT every week. Her like : ^{SPT} stroll, gymnastics, etc.

That ^W IS about my mother.

^{SP} My mother ^W IS everything.

Practice makes perfect

13. KM


emoticon can describe all of your emotions

No.: _____ Date: _____

My Favorite Person:

My name ^{LV} is ^{SF} Mazidan. I ^{LV} am ^{FIFTEEN} fifteen years old. I ^{SFT} am study at nuris islamic boarding school. I have favorite person. Her name ^{LV} is ^{SF} Agnez Monica. She ^{LV} is ^{ADJ} 24 years old. She ^{LV} is ^{ADJ} beautiful woman. She has ^{ADJ} straight hair. Her eyes ^{ADJ} are ^{ADJ} small. Her nose ^{LV} is ^{ADJ} pointed and her chin ^{ADJ} is oval. She ^{LV} is ^{ADJ} smart and ^{ADJ} active. She ^{LV} is ^{ADJ} famous because she ^{LV} is ^{ADJ} best singer from Indonesia. She ^{LV} ever ^{SFT} go to USA to make a song with Justin Timberlake. That's ^{LV} about my ^{ADJ} favorite person.

By: K M , X PK A.



KKY One thousand problems, million solution

14. RDS

No. _____
Date: _____

R @ xPKA

^{SP} Cristiano Ronaldo

^{SP} Cristiano Ronaldo de Santos Aveiro or called as

^{SP} C. Ronaldo is portugai^{ADJ} nationality. he has excess

on playing football. his first^{ADJ} carrier in football

^{SP} starts when he is 17 years old, by joined^{PT} in

Sporting Lisbon foot ball club. when ~~he was~~

~~he was~~ ^{ADJ} he was 20 years old joined^{PT}

with Manchester united fc, his carrier in

Manchester united^{PT} for 6 years. after that

^{SP} C. Ronaldo merge^{PT} in giant club Real Madrid

fc with price 80 million poundsterling or

1.3 billion Rupiahe. ^{ADJ} ^{ADJ}

^{SP} C. Ronaldo has high^{ADJ} skill high^{ADJ} speed,

and ^{ADJ} in power kick. Beside of that C. Ronaldo ^{SP}

also has handsome^{ADJ} face and wonderful^{ADJ} body.

Nowadays ^{SP} C. Ronaldo has 260 million following^{PT} ^{PT}


in twitter in intire the world during his career

in football he already collected 3 ballon door,

3 best^{ADJ} player european, top^{ADJ} score champion

league, and 700 goals ^{ADJ}

Experience is the best teacher



15. SLF

S L F
x PK A

No. _____ Date: _____

My name ^{LW} is ^{ADJ} chinta. My favorite ^{LW} person ^{ADJ} is ^{SP} my best friend. She ^{LW} is ^{ADJ} seventeen years old. She ^{LW} is ^{ADJ} a pretty woman. Her name ^{LW} is ^{ADJ} Rika Dwi Aprilia. She has ^{LW} long straight hair. Her eyes ^{LW} are ^{ADJ} big and brown. Her nose ^{LW} is ^{ADJ} pointed. She has ^{LW} oval face. She ^{LW} is ^{ADJ} height and ideal. She ^{LW} is ^{ADJ} smart person. She ^{LW} is ^{ADJ} indifferent if not met ^{SPT} but. if you ^{SPT} met with she. She very careful with you. She like ^{SPT} reading books. The books ^{LW} is ^{SPT} novels, motivations, and history books. But she ^{LW} outspoken with me. But, she not to bore ^{SPT} I to feel ^{LW} cheerful if me to stay in near she ^{SPT}. That ^{LW} is ^{ADJ} a baut my best friend.

KKY Believe in yourself



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19 Mei 2016

Nomor : 3432/UN25.1.5/LT/2016
 Lampiran : -
 Perihal : Permohonan Izin Penelitian

Yth. Kepala MA Unggulan Nuris
 Jember

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FKIP Universitas Jember di bawah ini.


Nama : Emyl Rizka Fariza
 NIM : 120210401035
 Jurusan : Ilmu Pendidikan
 Program studi : Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian tentang "An Analysis of Language Features in Descriptive Texts Written by the Tenth Grade Students at MA Unggulan Nuris Jember" di Sekolah yang Saudara pimpin.

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik, kami sampaikan terima kasih.

a.n. Dejan
 Pembantu Dekan I,


 Dr. Suatman, M. Pd.
 NIP 19640123 199512 1 001



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SURAT KETERANGAN

Nomor: 312 /MA.Ni-Jbr/B/VI/2016

Yang bertanda tangan di bawah ini Kepala Madrasah:

Nama : **Balqis Al Humairo, S.Pd.I**
NUPTK : -
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Menerangkan bahwa:

Nama : **Emyl Rizka Fariza**
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Perguruan Tinggi : **Universitas Jember**
Judul Penelitian : **An Analysis of Language Features in Descriptive Texts Written by the Tenth Grade Students at MA Unggulan Nuris**

Benar-benar telah melaksanakan penelitian pada tanggal 19 s.d 21 Maret 2016 di MA Unggulan Nuris.

Demikian surat ini kami buat, untuk dapat digunakan sebagaimana mestinya.

Jember, 07 Juni 2016
Kepala Madrasah,


Balqis Al Humairo, S.Pd.I