



**A CASE STUDY:
AN ANALYSIS OF DESCRIPTIVE TEXT WRITING COMPOSED BY
THE HIGH AND THE LOW ACHIEVERS OF THE EIGHTH GRADE
STUDENTS OF SMPN SUKORAMBI JEMBER**

THESIS

By:

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NIM 070210401045

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

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Artawi (alm.) and Misyam;
2. My sister, Iriasih and brother, Agus Prayitno, S.Pd.



MOTTO

“What is written without effort is in general read without pleasure.”

(Samuel Johnson)



CONSULTANTS' APPROVAL

A Case Study:

An Analysis of Descriptive Text Writing Composed by the High and the Low Achievers of the Eighth Grade Students of SMPN Sukorambi Jember

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Program of the Language and Arts Education Department of the Faculty of Teacher Training and Education Jember University



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SUMMARY

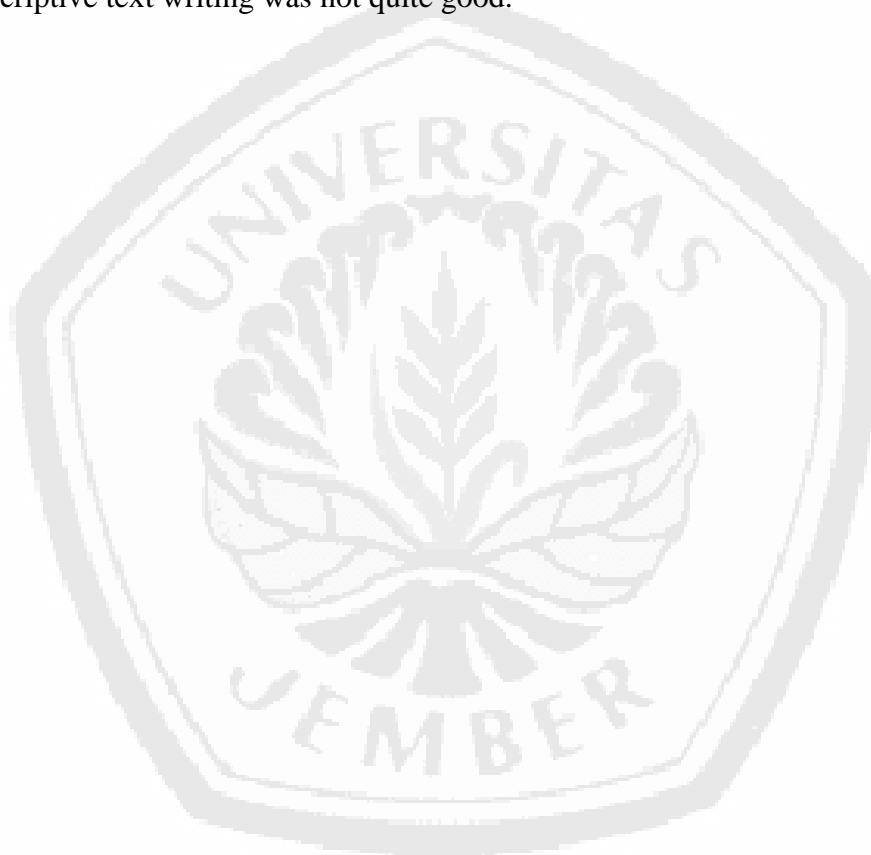
A Case Study: An Analysis of Descriptive Text Writing Composed by the High and the Low Achievers of the Eighth Grade Students of SMPN Sukorambi Jember; Setyo Utami, 070210401045; 2012: 47; English Education Program of Language and Arts Education department, the Faculty of Teacher Training and Education, Jember University.

Writing is one of four language skills in English that students have to learn in Indonesia. However, there is not any research which analyzes qualitatively the students' writing, especially in the genre of descriptive. This research was intended to analyze qualitatively the descriptive text writing of the high and the low achievers of the eighth grade students of SMPN Sukorambi Jember in the 2011/2012 academic year in the aspects of grammar, mechanics, content, vocabulary, and organization.

The research subjects were 16 high achievers and 13 low achievers of the eighth grade students of SMPN Sukorambi Jember in the 2011/2012 academic year. They were determined by using purposive method. The data used in this research was the high and the low achievers' descriptive text writing. This data was collected by using writing assignment. Then, the researcher analyzed the data by identifying the grammar, mechanics, content, vocabulary, and organization of each descriptive text writing by coding the data; finding the pattern of the descriptive texts composed by the high and the low achievers; describing the pattern of the students' descriptive text writing in the aspects of grammar, mechanics, content, vocabulary, and organization; analyzing the pattern of the students' descriptive text writing; and finally drawing conclusion to answer the research problems.

After doing the qualitative analysis, the researcher could identify the patterns of the high and the low achievers' descriptive text writing, as well as the common problems found in the five aspects of their writing. Then, based on the research results, it was revealed that the use of grammar on both the high and the

low achievers' writing was poor. The use of mechanics on both the high and the low achievers' writing was not good, but there was a high achiever who could perfectly apply punctuation marks in her writing. The content of the high and the low achievers' writing was not good enough. Meanwhile, the use of vocabulary on the high and the low achievers' writing was also not good enough. However, there was a high achiever whose vocabulary in her writing was perfect. Last of all, the researcher also found that the organization of the high and the low achievers' descriptive text writing was not quite good.



ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah, for blessing me and giving me strength so I can finish my thesis entitled “*A Case Study: An Analysis of Descriptive Text Writing Composed by the High and the Low Achievers of the Eighth Grade Students of SMPN Sukorambi Jember*”.

I would like to express my deepest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University;
2. The Chairperson of the Language and Arts Department;
3. The Chairperson of the English Education Program;
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5. My academic advisor, Dra. Zakiyah Tasnim, M.A.;
6. The examination committee;
7. The lecturers of the English Education Program who have taught and given me a lot of knowledge;
8. The Principal, the English teacher, and the eighth grade students of SMPN Sukorambi Jember who have helped and participated willingly to involve in this research.

I believe that this thesis still has some weaknesses. Therefore, I really hope that there will be criticism and suggestions from the readers to make this thesis better. I also hope that this thesis will be useful for the readers.

Jember, May 2012

Writer

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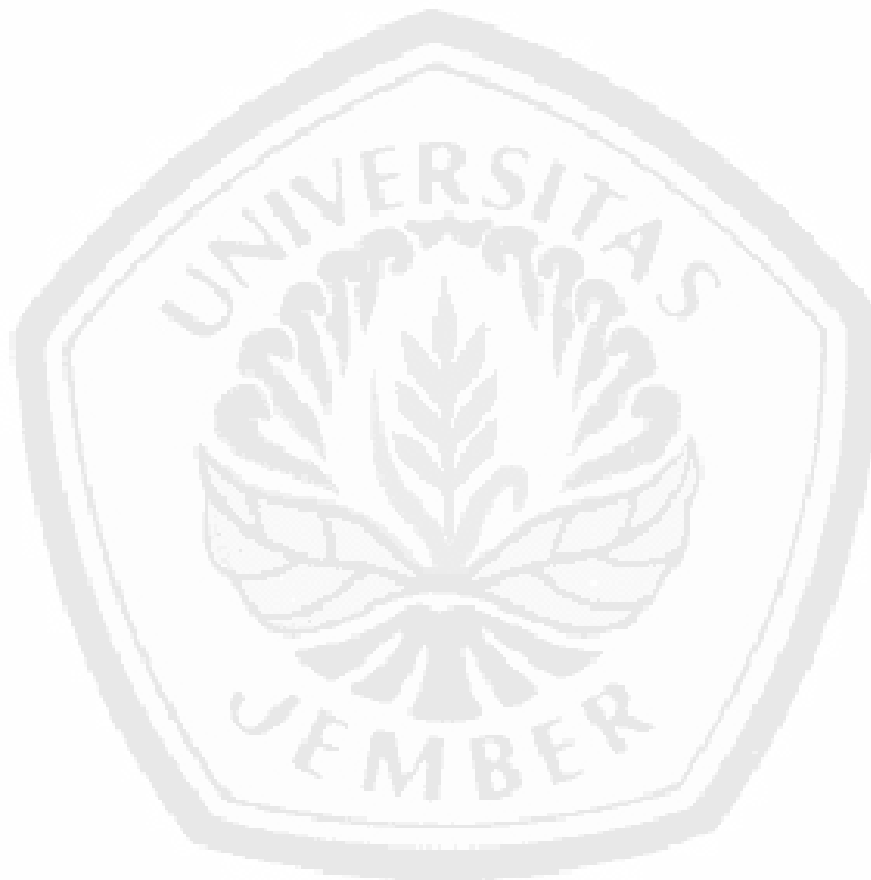
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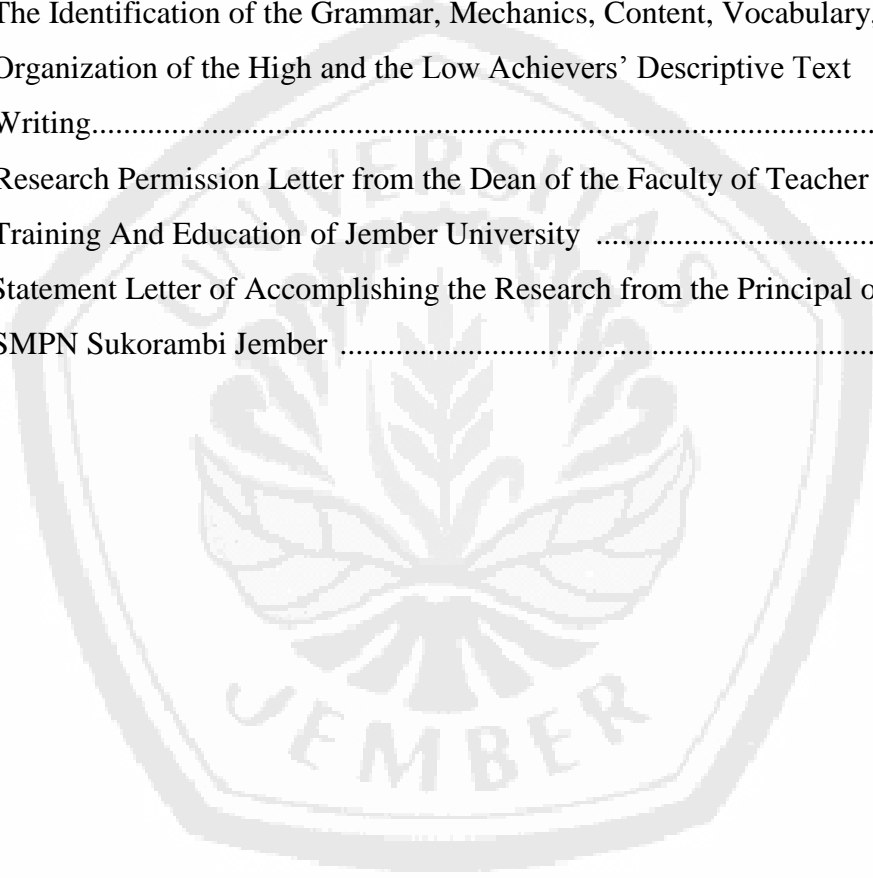
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CHAPTER 1. INTRODUCTION

This descriptive study investigates the phenomenon of students' descriptive text writing in secondary school. Students' production of writing is achieved still not as expected in the curriculum, due to lack of practice in comparison with reading activity, for instance. To know the real condition of students' writing, this research looks at the issue by singling out the students who are categorized as high achievers and low achievers. In this case, the pattern of their writing could be understood better.

This chapter presents some aspects dealing with the topic of the research. They are the background of the research, the problems of the research, the objectives of the research and the significance of the research.

1.1 The Background of the Research

Language is the principal means that people use to communicate with one another. Language primarily consists of two different forms: oral language and written language. People mostly use oral language in the daily life because it is simpler than written language. However, it does not mean that written language is less important than the oral one. Written language takes also an important role in many aspects of human life, such as in education, business, and economy. Therefore, people, especially students, need to learn how to use not only oral language, but also written language as well.

English, which is an important language in this global era, also consists of oral and written forms. In studying English, there are four skills that students have to master: listening, speaking, reading, and writing. Listening and speaking are categorized as oral skills, while reading and writing are grouped as written skills. Among these four skills, students usually assume that writing is the most difficult one. It is supported by Haynes (2010) who said "Writing is the most difficult language skill for ELLs to master". This can be caused by the fact that writing is a complex activity to do, as Boiarsky (1993:23) stated that writing is a complex task because we do not only have to keep in mind our ideas, but also have to think