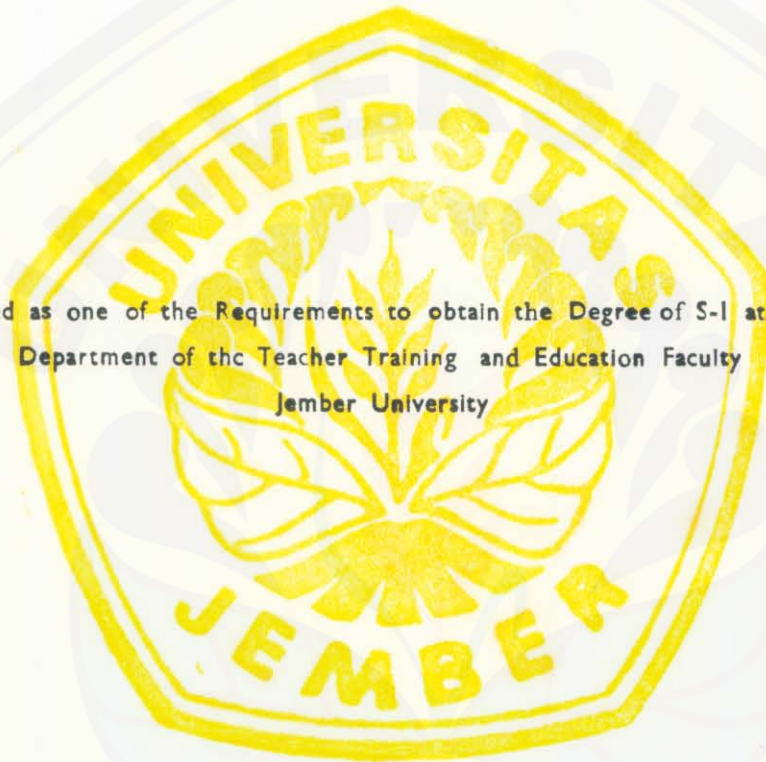


A DESCRIPTIVE STUDY ON THE ABILITY OF WRITING
DESCRIPTIVE PARAGRAPHS OF THE SECOND YEAR STUDENTS AT
SMUN I TRENGGALEK IN THE ACADEMIC YEAR 2000/2001

THESIS



Presented as one of the Requirements to obtain the Degree of S-1 at English
Department of the Teacher Training and Education Faculty
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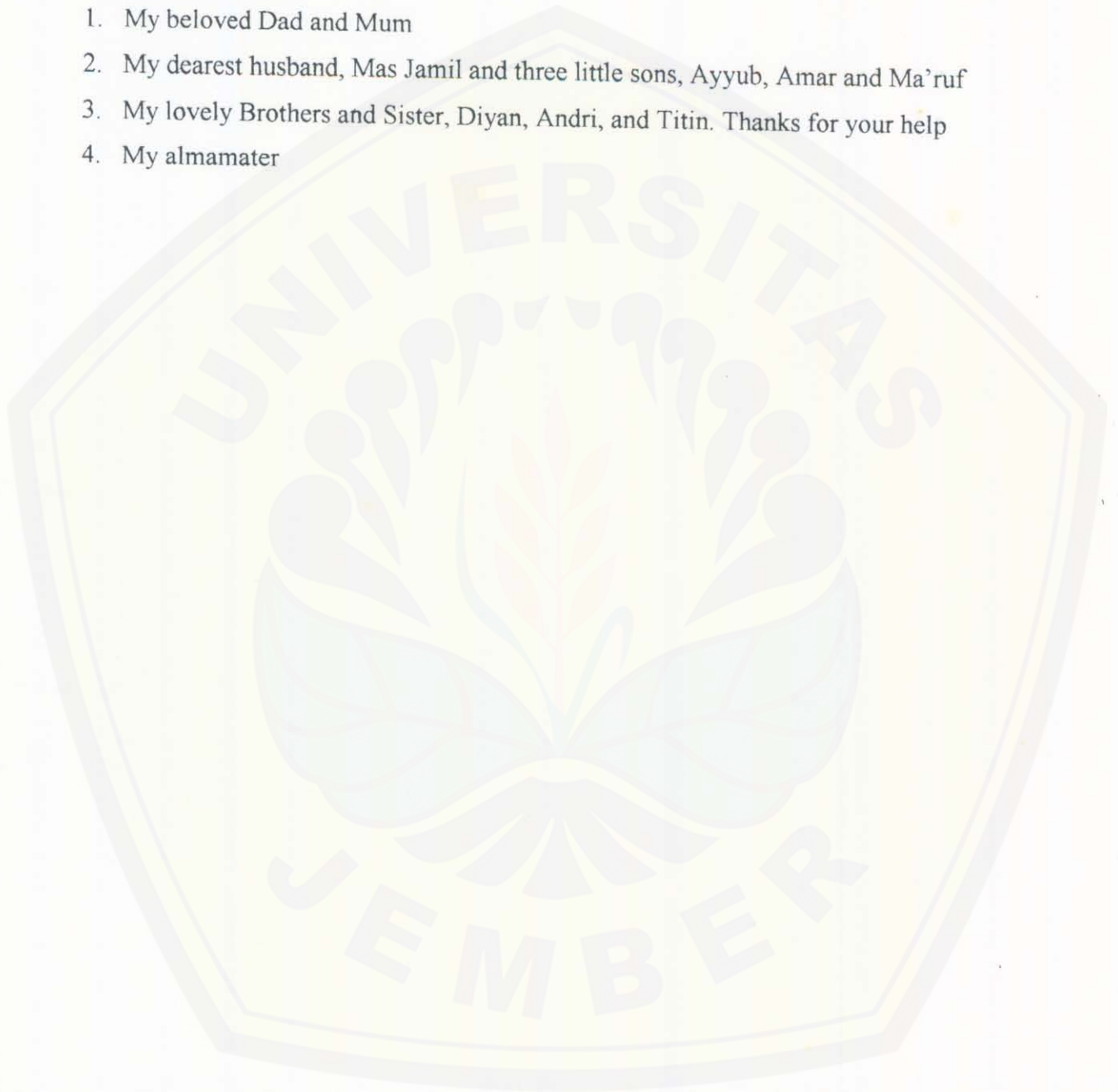
MOTTO

*Say: Though the sea became ink for (writing) the Words of my Lord,
verily the sea would be used up before the words of my Lord were exhausted
(written), even though We brought the like thereof to help
(25. Al Kahfi : 109)*

DEDICATION

This thesis is honorably dedicated to:

1. My beloved Dad and Mum
2. My dearest husband, Mas Jamil and three little sons, Ayyub, Amar and Ma'ruf
3. My lovely Brothers and Sister, Diyan, Andri, and Titin. Thanks for your help
4. My almamater



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THESIS

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All praises due to the Almighty God, Allah SWT for all His Blessing that He has bestowed upon me so that I am able to obtain a great deal of knowledge and finish writing this thesis.

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2. The Chief of the Language and Arts of the Faculty of Teacher Training and Education Jember University.
3. The Chief of the English Program of the Faculty of Teacher Training and Education Jember University.
4. The first and the second consultants of this thesis.
5. All the lectures in English Program of the Faculty of Teacher Training and Education Jember University.
6. All who have helped the writer during finishing writing this thesis especially my brother.

May God endow His Blessing upon them as the reward for their kindness. I hope that the readers will find the value in this thesis.

Jember, January 2001

The Writer

TABLE OF CONTENTS

| | |
|-------------------------------|--|
| TITLE | i |
| MOTTO | ii |
| DEDICATION | iii |
| SUBMISSION | iv |
| APPROVAL SHEET | v |
| ACKNOWLEDGMENT | vi |
| TABLE OF CONTENT | vii |
| LIST OF TABLE | ix |
| ABSTRACT | x |
| CHAPTER I | INTRODUCTION |
| 1.1 | Background of the Study 1 |
| 1.2 | Research Problem 2 |
| 1.3 | Operational Definition of Variable..... 2 |
| 1.4 | Objectives of the Study..... 3 |
| 1.5 | Significance of the Study 4 |
| CHAPTER II | REVIEW OF RELATED LITERATURE |
| 2.1 | Characteristic of a Good Paragraph 5 |
| 2.1.1 | Unity..... 5 |
| 2.1.2 | Coherence 6 |
| 2.2 | Descriptive Paragraph and Its Qualities 6 |
| 2.3 | Model of Paragraph Describing Place and People 8 |
| 2.4 | Assessing Students Writing 11 |
| 2.4.1 | Process Assessment 11 |
| 2.4.2 | Product Assessment 12 |
| 2.5 | The Teaching of Descriptive Paragraph at SMU..... 14 |
| CHAPTER III | RESEARCH METHOD |
| 3.1 | Research Design..... 16 |

| | | | |
|---|---|----|----|
| 3.2 | Area Determination Method..... | 16 | |
| 3.3 | Respondent Determination Method | 16 | |
| 3.4 | Data Collection Method | 17 | |
| 3.4.1 | Interview | 17 | |
| 3.4.2 | Documentation | 18 | |
| 3.4.3 | Test | 18 | |
| 3.5 | Data Analysis Method | 18 | |
| CHAPTER IV THE RESULT AND DISCUSSION | | | |
| 4.1 | Supporting Data | 20 | |
| 4.1.1 | The Result of Documentation | 20 | |
| 4.1.2 | The Result of Interview | 20 | |
| 4.2 | Primary Data | 21 | |
| 4.3 | Discussion | 25 | |
| CHAPTER V CONCLUSION AND SUGGESTION | | | |
| 5.1 | Conclusion | 27 | |
| 5.2 | Suggestion | 27 | |
| BIBLIOGRAPHY | | | 28 |
| APPENDIXES | | | |
| 1. | Research Matrix | 30 | |
| 2. | Research Instrument | 31 | |
| 3. | Scoring Guide | 34 | |
| 4. | Documentation Guide | 39 | |
| 5. | Interview Guide | 40 | |
| 6. | The Names of English Teacher | 41 | |
| 7. | The Names of Respondents | 42 | |
| 8. | Research Permission Letter | 45 | |
| 9. | Letter of Research Recommendation | 46 | |
| 10. | The Thesis Consultant Letter | 47 | |

LIST OF TABLE

| No | Name of Tables | Pages |
|-----|--|-------|
| (1) | (2) | (3) |
| 1 | The Interpretation of Score Level | 18 |
| 2 | Score of Writing Descriptive Paragraph | 20 |
| 3 | The Score Level Classification | 24 |
| 4 | Data of the Number of Students finding High Until Low Scoring Classification | 24 |

ABSTRACT

Gelis Riasari, January 2001, **A Descriptive Study on the Ability of Writing Descriptive Paragraph of the Second Year Students at SMUN I Trenggalek in the Academic Year 2000/2001.**

Thesis, English Language Education Program, Language and Art Education Department, Faculty of Teacher Training and Education, Jember University.

The consultants : 1. Drs. Heri Sutantoyo
2. Drs. Budi Setyono, MA

To write a good descriptive paragraph, the students must master many components such as vocabulary, structure, mechanic, the knowledge of content, and organization. This research was intended to know the ability of writing descriptive paragraph of the second year students at SMUN I Trenggalek in academic year 2000/2001. In this research, descriptive design was used. The research area was SMUN I Trenggalek. The number of respondents were 88. The primary data were collected by test, while interview and documentation were used to collect the secondary data. The data were analyzed by using statistical method with the formula $E = n/N \times 100\%$. The result showed that: The students' ability in writing descriptive paragraph was 65.13% or more than enough. The students' ability in content of writing was 68.54% or more than enough, the students' ability in organization of writing was 65.9% or enough, the students' ability in using vocabulary was 63.86% or enough, the students' ability in using structure was 56.07% or enough, the students' ability in using mechanic was 73.18% or more than enough. Besides, it is known that there are 6 students are in the category of very good (7%), 4 students are in the category of good (5%), 20 students are in the category of more than enough (33%), 33 students are in the category enough (37%), 15 students are in the category of bad (17%), 1 student are in the category poor (1%). The data above so that the highest percentages are 37% (33 students) by scoring 56-65% or enough category

Based on the result above, the English teacher should improve the students' ability in English subject especially the writing descriptive paragraph.

Key words : Descriptive Paragraph

I. INTRODUCTION

1.1 Background of the Study

Language is one of the means of communication in human society both in spoken and written forms. People are necessarily involved in written communication, because people always need knowledge and most of the sources of knowledge are in written forms. Besides, writing assists and extends the human being's thought and knowledge. It is clear now that writing is getting important in the era of development of science and technology nowadays.

English is a compulsory subject in senior high school (SMU) in Indonesia. In learning English the four skills taught to the SMU students are reading, listening, speaking, and writing. Reading and listening are grouped as receptive skill, whereas speaking and writing are grouped as productive skill. Writing is considered the most difficult one. As Nababan (1993:180) says: Writing is said to be the most difficult skills compared with other skill. When students communicate orally, in the target language native speaker will understand even accept the less perfect utterance or grammatical expression. However, when students communicate in the written form, the native speaker will assess their written works in more detail, chiefly error, they make in spelling and grammar. Indeed, to write in foreign language is not easy for the students who learn English because writing is a complex skill. As Willis (1964:1) says: "Writing is one of man's most complex activities." which includes knowledge of vocabulary, grammar, mechanic, and paragraph structure. Shortly, writing concerns with the students' ability in composing paragraph through combination of words phrases then sentences.

There are two kinds of paragraph forms that are necessarily known by SMU students. They are descriptive and narrative paragraphs. One of the objectives of teaching writing in SMU is that, the students can write a short narrative and descriptive paragraph (Depdikbud, 1995:36).

Descriptive paragraph can be found in almost any kinds of writing, but it is frequently found in books of travel, history books, guide books, geography books,

magazine article, brochures, scientific article, short story and novels (D'Angelo, 1980:117). Although it may be found in almost pure form, as in some magazine advertisements, description is usually mixed with the other modes. In comparison with the other paragraph forms like argumentation and exposition, the description is indeed easier and simpler. Thus, it is suitable to be given to SMU students as the first step to learn making paragraph.

Eventhough, writing is difficult to master, but it is a very important thing; SMU students need practising. The English teacher at SMU needs to develop students' ability in writing in order that the curriculum target can be achieved. However, in teaching writing, the teacher cannot teach it seriously because the stress in English subject in SMU based on the 1994 curriculum is to reading. It is the fact that the English tests (formative or summative test) made by the teacher are usually reading and structure while speaking and writing are rarely given. In addition, writing needs longer time, in term of the process and the correction by the teacher. Therefore, writing subject is usually given as homework after the teacher explains a little.

Based on the explanation above, the writer is interested in conducting a research entitled "*A Descriptive Study on the Ability of Writing Descriptive Paragraph of the Second Year Students of SMU I Trenggalek in the Academic Year 2000-2001*".

1.2 Research Problems

Based on the background described above the problem to be investigated in this research are divided into general and specific problem.

1.2.1 General Problem

How is the ability of writing descriptive paragraphs of the second year students of SMU I Trenggalek in the academic year 2000/2001 ?

1.2.2 Specific Problems

- a) How is the second year students' ability in the aspect of content of writing descriptive paragraph?

- b) How is the second year students' ability in the aspect of organization of writing descriptive paragraph?
- c) How is the second year students' ability in the aspect of vocabulary of writing descriptive paragraph?
- d) How is the second year students' ability in aspect of structure of writing descriptive paragraph?
- e) How is the second year students' ability in aspect of mechanic of writing descriptive paragraph?

1.3 Operational Definition of Variable

The term to be defined operationally in this research is the ability in writing descriptive paragraph. The ability in writing descriptive paragraph is defined as the students' ability to express a verbal portrait of person and place through words. This ability is demonstrated through their scores in writing descriptive paragraph.

1.4 Objectives of the Study

In this research, the objectives of the study are divided into general and specific objectives.

1.4.1 General Objective

To describe the ability in writing descriptive paragraph of second year students of SMU I Trenggalek in academic year 2000/2001.

1.4.2 Specific Objectives

The specific objectives are as follows :

- a) to describe the students' ability in the aspect of content of writing descriptive paragraph.
- b) to describe the students' ability in the aspect of organizing of writing descriptive paragraph.
- c) to describe the students' ability in the aspect of vocabulary of writing descriptive paragraph.
- d) to describe the students' ability in the aspect of structure of writing descriptive paragraph.

- e) to describe the students' ability in the aspect of mechanic of writing descriptive paragraph?

1.5 Significance of the Study

It is hoped that the result of the study will give valuable contribution to English teacher, and the next researcher. The result of the study is hoped as an input for English teacher, to know their students' ability in writing descriptive paragraph and for the improvement of their students' ability in writing descriptive paragraph.

For the next researcher, it is hoped that the findings will be come inputs to conduct the action research on how to improve students' ability in writing through drilling on writing descriptive paragraph.

II. REVIEW OF RELATED LITERATURE

2.1 Characteristics of a Good Paragraph

Paragraph is a group of sentences in writing which are unified by a central idea. Oshima and Hogue (1983:3) state that paragraph is basic unit organization in writing in which a group of related sentences develops one main idea. Furthermore, Butler (1978:37) defines paragraph as a linked series of related sentences that develop one central idea. From those definitions, it can be concluded that paragraph is a group of related sentences that develops one main idea.

A paragraph is more than just a piece of writing which has indentation, a topic sentence, supporting sentences, and a concluding sentence, but to make a good paragraph there are still some characteristics required. Mc Crimmon (1984:195) states that an effective paragraph must meet four characteristics; unity, completeness, coherence, and order. Further, Oshima and Hogue (1983:a.4) maintain that in addition to the three structural parts of a paragraph, a good paragraph should also have the element of unity and coherence. Seeing these opinions, it is clear that the experts share in common two characteristic; unity and coherence. Considering these reasons, the writer will deal with the two major characteristics of a good paragraph; unity and coherence.

2.1.1 Unity

It is important for a paragraph to have unity, which means that all of the sentences in it discuss only one main idea. In addition, every supporting sentence must directly explain or prove the main idea which is stated in the topic sentence. On the other hand, if there are sentences in the paragraph that are not directly related to the main idea, the paragraph is said to have no unity (Karim and Rachmadi, 1996:23).

Bracer and Medley (1981:109) state further that unity in a paragraph is secured by establishing a topic sentence and selecting materials that are closely related to it truly develop or support it. By establishing a topic sentence or

beginning paragraph with a topic sentence, a writer gets two advantages at the same time (Mc Crimmon; 1984:199). First, with the topic sentence his intention is so clear to himself that he exactly knows what is to say. Second, the topic sentence immediately tells readers the main idea that he will develop in the paragraph. Consequently, readers have more possibilities to follow the development of the paragraph easily for they will set certain expectation about what the remaining sentences will say.

2.1.2 Coherence

Coherence means that the parts of the paragraph are logically connected (Karim and Rachmadi, 996:29). A paragraph is coherence when the sentences are woven together in such a way that readers can move easily from one sentence to the next and read the paragraph as a whole, rather than a series of separate sentences (Mc Crimmon, 1984:209). In such a paragraph readers can easily know how two successive sentences relate to each other. Therefore, they can go from one sentence to another, starting from the beginning to the end smoothly and easily.

One way to achieve coherence is using transitional signals. Transitional signals are words and phrases that connect the idea in one sentence. They are expressions, such as; *moreover, however, in brief, first, furthermore, and, but, although, on the other hand, besides, in addition*, and so on. They make the movement between sentence in a paragraph smooth so the reader does not have problem understanding the writer's idea.

2.2 Descriptive Paragraph and Its Qualities

Description derives from the word to "describe" that means give a picture of something or someone in words (Hornby, 1986:23). D' Angelo (1980:117) states that description is way of picturing images verbally in speech or writing and of arranging those images in some kind of logical or association pattern. Furthermore, Mc Crimmon (1984: 163) defines description as the strategy for presenting such verbal portrait. Stanley et al (1988:152) say that description

present the appearance of things that occupy space, whether they are objects people, buildings, or cities. From the statements above, it can be concluded that description is a way of picturing verbally something or someone through the words. So, descriptive paragraph is a group of related sentences which pictures verbally something or someone through the words.

The purpose of description is to share with the reader some objects, places scenes, or persons that writer experienced. Through description, the writer tries to give sense impression about what she has seen, heard, felt, smelled, tasted to person, place or thing etc. Stanley et al (1988:152) say that the aim of description is to convey to reader what something looks like it attempts to paint a picture with words. Furthermore Conrad (1976:129) says about description: "My task... is by the power of the written words to make you hear, to make you feel. It is, before all to make you see".

Description helps the reader, through his/her imagination, to visualize a scene a place, or a person to understand a sensation or an emotion the writer experienced. As Stanley et al (1988:153) state that question to be answered in description is "How can I best describe my subject so that my readers can visualize what I want them to see?"

A good description requires careful observation. It usually has their important qualities such as a dominant impression, supported by details, clear recognizable mood, and logical development (Wilson and Burk, 1980:128). These three will be explained in the following.

The first sentence or even the first words of description may establish the dominant impression. Succeeding sentences then reinforce and expand it by supplying further information and filling in details. In other words, the sentence, which establishes the dominant impression usually serves as the topic sentence of the paragraph.

A mood is feeling that goes beyond measurable physical appearances, feeling and emotions such as enjoyment, happiness, fear and anxiety. Mentions of good or bad qualities may contribute to establishing the general mood.

A good piece of descriptive writing has some logical plan of development. The writer tries to give a picture or impression of a person, place or thing using the words. Therefore to be effective, written descriptions should have an efficient, sensible carefully thought of logical plan. The writer must have vantage point from which he/she views what is described. The writer proceeds from that vantage point step by step, beginning with dominant impression and proceed to specific, details or start with the specific, details and conclude with a dominant impression. Some of the steps that may be followed in writing a description are (Wishon and Burk, 1980:130)

- 1) Establish the point of view. Make it clear to the reader where the writer is in relation to the thing described.
- 2) Give the general overall view or impression.
- 3) Give details of the description in a logical sequence.

2.3 Model of Paragraph Describing Place and People

Before making descriptive paragraph, we must determine what the topic describes about. There are many kinds of topic that we can choose to describe. For example, the topic describes about place, people, thing, event etc. In this research, the writer only focuses on describing place and people. It is as Ahmadi, (1990:115) who says that there are two types of the basis of descriptive writing. They are describing place and people.

In writing paragraph describing place, the writer must determine what the impression wants to raise. For example we want to describe a bed room with the comfortable expression, so we must make the details clear and vivid. How about the things in the bed room, what are there (look), how about the spatial room, what do you feel or sense to the room and so on. Thus, make the readers follow what you look at and feel that the bed room is really comfortable. Karim and Rachmadi (1984:44) in Writing say, to describe room, for example, the following should be taken into consideration:

- a. The location of the object in the rooms should be clear.

- b. The details should be arranged logically and systematically so that it is easy for the reader to visualize the description in his mind.
- c. Most importantly is that there should be a controlling idea gives the paragraph a focus.

This is the example of a paragraph-describing place:

My dormitory room, on the second floor of Asrama Daksinapati, is small and crowded. The blue walls and rather yellowish ceiling make the room seem dark and it looks even smaller than it is. My bed occupies about half of the room. The two windows over the bed are covered with heavy blue drapes. Against the wall on your left is a large bookcase, which is crammed with papers, books, and other things. Between the bookcase and the wall opposite, the bed is a small desk with a chair. Under the desk is rattan waste paper basket full of paper and debris. The wall above the bookcase and desk is covered with small posters of my favorite rock singers. On the right hand side of the room is a narrow closet with clothes, shoes, badminton rackets, and boxes bulging out of its sliding doors. Can you imagine how careful my room is? It is like living in a closet. (Smalley and Nahk, 1982:50)

Describing people is complicated. Because people is different and writing description of people is different. The writer is obliged to give every single detail about the people's appearance, like the people's character, the impression, etc. in order that the description becomes clear and vivid.

In "The Writing Commitment" Adelstein and Pival (1976:149) state three ways to describe people in the following:

a. Identification

It is mainly in official records and documentation. Identification consists of only certain statistical information (height, weight, and age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birth marks). Here is a fairly, typical example:

WANTED

Peter J. Serra

Description: Caucasian; age 42; ht. 5'10"; wt., 200 lbs.; eyes, brown; thinning, black hair; usually wear mustache; pockmarked complexion; scar on inside left wrist; wear horn-rimmed; glasses.

(Adelstein and Pival, 1976:149)

b. Impression

The impression may not identify a person but it does convey an overall of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. The impression is usually less complete and informative than identification. It is also more effective in capturing an individual's striking or distinctive traits. Here is the example:

MOMENTOMORI

Muriel Spark

Henry Mortimer, the former chief inspector, was long, lean, bald and spiritually. At the side and back of his head his hair grew thick and grey. His eyebrows were thick and black. It would be accurate to say that his nose and lips were thick, his eyes small, and his chin receding into his neck. Yet, it would be inaccurate to say he was not a handsome man, such being the power of unity when it exists in a face. (Adelstein and Pival, 1976:150)

c. Character Sketch

In describing people, character sketches are more complete than identification and impression. They may be referred to as profiles, literary portraits and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include an identification and impression but it will do more than tell or seem like; it will show what they are like.

A character sketch may be about a type rather than an individual, the subject should be treated as a composite of most members of a particular group. For example, if we were to write about "The School Bus Driver", we should include in this portrait the characteristics of most drivers, not a particular one. Description of types, therefore, requires more generalization than descriptions of individuals.

Here are the examples:

Professor Scylla is still in his thirties but likes to think of himself as much younger looking in appearance. He tries to reinforce this impression by adapting the latest sartorial innovations—bell-bottom pants, vivid-colored striped shirts, worn open at the collar, ankle-top shoes; although tending to baldness he lets his remaining hair grow below the neck and recently sprouted some formidable looking sideburns. There is a sparkle to his eyes, a new spring to his gait, a general feeling of "It's good to be alive" exuding from his demeanor. He is never seen alone on campus. He is always followed by a coterie of admiring students; he eats with students instead of

his colleagues, and his office is never closed. His home likewise is an oasis for the exchange of ideas and calls to action. He smilingly denies the allegation that he condones the use of pot and asserts that, after all, pot is not nearly so damaging to one's health as are cigarettes and alcohol.

(From Milton Birnboum's article, *Professor Scylla and Professor Anarybdis*)
(Adelstein and Pival, 1976:151)

2.4 Assessing Students' Writing

To know the ability of students in writing, we need to assess the students' paper. It is very important to make the students' writing better. In this assessment, the writer discuss about the process and product.

2.4.1 Process Assessment

In assessing students' writing, it is usually focused on the quality of students' finished composition; however, assessment of the writing process is also necessary to monitor the process students' use as they write. Tompkins (1994:379) says, process assessment is designed to probe how students write, the decisions they make as they write, and the strategies they use rather than the quality of their finished product. He adds that there are three measures for process assessment. They are writing process checklist, student; teacher conference, and self-assessment by students.

Using checklist by observing students while they are writing, the teacher can note how students move through the writing process stages: gathering and organizing ideas during prewriting, pouring out and shaping ideas during drafting, meeting in writing groups to get feed back about their writing and then making substantive change during revising, proof reading and correcting mechanical errors during editing, and publishing and sharing their writing. Conference with students is necessary to encourage them in order to write. Atwell (in Tompkins, 1994:381) argues that to encourage students to take risk and experiment in their writing not every piece of writing should be graded. Discussion with the students may be focused on some aspects of writing process, including topic selection, prewriting activities, word choice, writing group activities, type of revisions consistency in editing and degree of effort and involvement in the writing project

(Thompkins, 1994:384). These are some examples of question that encourage students to reflect on their writing.

- What was easy (or difficult), about writing this paper ?
- What did you do well on this writing assignment ?
- What did you do to gather and organize idea before writing ?
- What kinds of help did you get from your writing group ?

In self-assessment, students are given responsibility for assessing their own writing and for deciding which piece of writing they will share with the teacher and classmates (Thompkins, 1994:384). He adds, this ability to reflect on one's own writing promotes organizational skills, self-reliance, independence and creativity. Furthermore, self-evaluation is a natural part of writing (Stires, 1991 in Thompkins, 1994:384).

So, based on the explanation above, process assessment is the important thing in teaching writing. It must be done by the teacher to improve the students' writing ability. The teacher attention in teaching writing will make the students participate in teaching learning activities.

2.4.2 Product Assessment

Product assessment is the finished result of writing. In this step, the quality of writing can be measured. Therefore, the students can improve their ability in writing. Bean and Bouffler (in Thompkins, 1994:389) say

“Eventhough assessment of the process students use when writing may be of greater importance in assisting students to improve their writing, it is the finished composition, the product that parents, teachers, and employers use to judge writing achievement”.

When assessing student writing the teacher should have specific criteria in mind. These criteria vary according to the writing project and the purpose of assessment. Four product measures that provide a broader assessment of writing and address its multiple dimensions are holistic scoring, primary trait scoring, error scoring, and analytic scoring (Thompkins, 1994:389-393). Whereas, Hughes (1996:86) states that to obtain reliable scoring of writing holistic scoring and

analytic scoring can be applied. Based on the consideration above, the writer will choose holistic and analytic scoring to discuss.

a. Holistic Scoring

Holistic scoring is assessing students' writing for general or whole impressions. As Thompkins (1994:389) says that in holistic scoring, teachers read students' writing for a general or whole impressions, and according to this general impressions they sort composition into three, four, five or six piles from strongest to weakest. In addition, Hughes (1980:86) states that holistic scoring involves the assignment of single score to piece of writing on the basis of an overall impression of it. One of the advantages from the holistic scoring is rapid and efficient. It is used to judge overall writing performance without emphasis on any particular writing skill. However, it is not an appropriate measure to use when teachers want to assess how well students used a particular writing form or applied specific writing skill in a composition.

b. Analytic Scoring

Analytic scoring is method of scoring by using a number of aspects of writing skills. Hughes (1990:91) states that analytic scoring is method of scoring, which requires a separate score for each of a number of aspects of a task. As Thompkins (1994:391) states, analytic scoring is score of composition against a range of writing skills.

There are some advantages of analytic scoring. First, it disposes of the problem of uneven development of sub skills in individuals. Secondly, scorers are compelled to consider aspects of performance, which they might otherwise ignore. Thirdly, the very fact that the scorer has to give number of scores will tend to make the scoring more reliable. On the other hand, the disadvantages of the analytic scoring are the time consuming and the concentration on the different aspect may divert attention from the overall effect of the piece of writing. In analytic scoring method, there is much scale that use as the standard of excellent. It depends on the purpose of writing and the degree of the ability of the students.

In this research, the writer uses the scale based on that outlined in considerably more detail in Hughes et al (1983) (in White and Arndt, 1992:175). They are vocabulary, structure, organization, content, and mechanic. The explanation about the component is given below:

Vocabulary : covers the correct or appropriate choice of words and idioms.

Structure : refers to grammar and word order.

Organization : concerns with ideas and their logical and coherent linkage and development.

Content : refers to information.

Mechanic : punctuation, spelling, and capitalization.

2.5 The Teaching of Descriptive Paragraph at SMU

Based on English curriculum of 1994 to second year students, the activities of teaching writing are :

- writing descriptive paragraph
- writing narrative paragraph
- writing reading text summary
- making part of the end from a story
- completion of the dialogue
- writing narration based on the dialogue
- writing the answers based on the question of understanding the text with own words (Depdikbud,1990:57).

In this research, the writer discussed about writing a short descriptive paragraph. Hence, the teaching writing activity is making paragraph that describes something.

From some English books for SMU, the exercises of writing descriptive paragraph are given through guided writing by correcting language forms. The types of exercises are jumbled sentences, description of people through the picture guide, completion of descriptive paragraph, and describing picture with the question guide.

To practice writing a paragraph especially descriptive paragraph can be a useful tool. It provides an opportunity to demonstrate students ability in organizing ideas using their own words. In this way, the students' ability in writing paragraph can be assessed.

To learn to write needs some stages to start. As Paulston and Bruder in Fadloeli (1986: 3.1) suggest that beginning level will be firstly focused on form of language on the sentence level. Whereas for intermediate and advance level the suitable materials are as native speaker alike, involving the way to write report, paper, thesis, etc. Furthermore, he states that there are two correct language forms namely, free composition and guided composition. In this study, it will be focused on the guided writing.

III. RESEARCH METHOD

3.1 Research Design

In this study, the writer used a descriptive design because, it tried to describe a certain situation systematically, accurately, and factually. Suryabrata (1989:19) said that descriptive research was a research, which has an objective to make a description of certain situation systematically, accurately, and factually. The variable of this research was the students' ability in writing descriptive paragraph. The procedures taken to conduct this research were: (1) determining research area by purposive sampling method (2) determining respondents of the research population by cluster random sampling (3) collecting the primary data by test, and collecting the secondary data by interview and documentation. (4) analyzing the data using quantitative statistical method by percentages to process the data obtained.

3.2 Area Determination Method

This research used purposive method to determine the research area. The area was SMUN I Trenggalek, for the reasons that the researcher : (1) obtained permission from this school. (2) wants to know the process as well as the results of teaching writing in this favorite school.

3.3 Respondent Determination Method

The population of this research were all of the second year students of SMUN I Trenggalek in 2000-2001 academic year. The total number of the population was 360 students. They are distributed in eight classes with 45 students in each class.

This research used cluster random sampling to determine the respondent. Random sampling was a process to choose samples where every individual in the population has an equal chance and independent chance to be a respondent (Dixon and Massey, 1983:42). According Arikunto (1993:107) if the number of the subject was less than 100, it was better to take all of them, on the other hand if the

number of the subject was more than 100, it was allowed to take 10% up to 15%, 20% up to 25% or more. Since the population of the second years students of SMUN 1 Trenggalek were more than 100 students, sampling was used to determine the respondents. In this study, the researcher took 20 % up to 25 % for getting the respondents. The number of respondents were about 90 students. The researcher chose randomly two classes as the respondents. In this case, cluster sampling was used because the samples consist of the unit of cluster. As Suryabrata (1983:90) stated that cluster sampling was the technique to get sample base on group or unit that was available in population.

3.4 Data Collection Method

In conducting the research, there were two kinds of data that were needed. They were primary and secondary data. The students' scores in writing test was primary data, whereas all information concerning the teaching of writing and respondents was secondary data. These research used three methods of collecting data, they were: test, interview, and documentation.

3.4.1 Interview

Interview was used to add and complete the data obtained from the primary data. It was the way of collecting data by holding communication with the informants. Arikunto (1989:126) defined that interview was a dialogue held by interviewer for getting information from the interviewee.

In this study, the writer used freely guided interview to get the information about teaching learning process. It was because the interviewer has possibility to develop the item of the prepared questions in accordance with the condition of the field. Considering the data needed in this research interview was conducted with the English teacher to get the data about the teaching of writing in this school.

3.4.2 Documentation

In this study, the data obtained through documentary sources were about the names of the English teacher to know the teacher's background, and the names of respondents.

3.4.3 Test

In this research, the writer used the writing test to obtain the primary data, the students' ability in writing descriptive paragraph. The type of the test was subjective test by using guided writing form. The constructs of the test were as follows: the students chose one of five pictures that were served by the writer, than they wrote a descriptive paragraph of about 100-150 words based on one of the pictures. Beside on the pictures, some of the sentences were also used as a prompt in writing descriptive paragraph.

An achievement test was used to measure the students' ability in writing descriptive paragraph, because this kind of test was constructed based on a syllabus and measures what had been taught and learned. This test was teacher-made test, a test which was constructed by a teacher through a certain procedure (Arikunto, 1989:124). Thus validity of test applied was content validity.

To assess the students' papers, the writer used analytic method in which the marker scores each element of paragraph aspects, such as: content = 25, vocabulary = 20, structure = 20, organization = 25, and mechanic = 10. The total score was 100.

3.5 Data Analysis Method

In this study, the statistical method was used to calculate the students' ability in writing descriptive paragraph. The formula is :

$$E = \frac{n}{N} \times 100 \quad (\text{Adapted from Ali, 1987:184})$$

Where : E = The total score in percentage

n = Total score which are obtained by the students

N = The total score of the scoring guided

The step in analyzing the data are as follows:

1. Identifying the raw data from respondents

2. Finding out the students' score in writing descriptive paragraph
3. Finding out the score in percentage of each indicator
4. Making the percentage of the total students' score in writing descriptive paragraph
5. Finding out the number of students scoring classification

Meanwhile to know the degree of ability in making paragraph description, the writer will use the categories as seen in following.

Table 1: The Interpretation of Score Level

| Score | Interpretation |
|----------|------------------|
| 96 – 100 | Excellent |
| 86 - 95 | Very good |
| 76 - 85 | Good |
| 66 - 75 | More than enough |
| 56 - 65 | Enough |
| 46 - 55 | Bad |
| 36 - 45 | Poor |
| 26 - 35 | Very bad |
| < 25 | Very poor |

(Depdikbud, 1990:10)

IV. THE RESULTS AND DISCUSSION

There are two kinds of data in this research, supporting and primary data. The results are presented in the following parts :

4.1 Supporting Data

4.1.1 The Result of Documentation

The research was conducted at SMUN I Trenggalek, Jl. Soekarno-Hatta No. 13. There are six English teachers in SMUN I Trenggalek in academic year 2000/2001. All of them graduated from university with S1 degree. Further information can be seen in appendix 3.

The population in this research are the second year students of SMUN I Trenggalek in 2000/2001 academic year, consisting of 336 students. There are eight classes, class IIA up to class IIH. The respondents of this research were the students of class IIG and class IIH. The numbers of respondents were 88. The names of respondent can be seen in appendix 1.

4.1.2 The Result of Interview

The supporting data were gained by conducting interview with the English teacher about the teaching of English writing. From the interview, it was known that the English teacher has applied the revision of the 1994 English curriculum. Especially about the teaching of descriptive writing, the teacher has been teaching it integratedly with the other English skills. For example, when the English teacher taught writing as a language skill, the teacher also taught language component such as grammar and vocabulary. The technique used in teaching writing was guided activities, whereas writing practice was almost never done.

The materials of writing as the exercises for the students were taken from the compulsory English book, i.e.: "English for SMU" which is published by Depdikbud-Jakarta.

4.2 Primary Data

The primary data were obtained from writing subjective test. The material about writing descriptive paragraph is describing place and people. The result was evaluated by using analytic scoring method. The components measured are content, organization, vocabulary, structure, and mechanic. The results of the test are presented in the following table.

Table 2 : Score of Writing Descriptive Paragraph

| NR | The Number of Score of Each Indicator | | | | | The Total Score (%) |
|----|---------------------------------------|--------------------------|------------------------|-----------------------|----------------------|---------------------|
| | Content (Total: 25) | Organization (Total: 25) | Vocabulary (Total: 20) | Structure (Total: 20) | Mechanic (Total: 10) | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | 17 | 16 | 12 | 11 | 8 | 64 |
| 2 | 18 | 19 | 13 | 12 | 7 | 69 |
| 3 | 18 | 16 | 12 | 11 | 7 | 64 |
| 4 | 19 | 20 | 13 | 11 | 8 | 71 |
| 5 | 20 | 19 | 15 | 12 | 8 | 74 |
| 6 | 19 | 20 | 13 | 12 | 7 | 71 |
| 7 | 17 | 16 | 13 | 10 | 7 | 63 |
| 8 | 22 | 20 | 16 | 17 | 9 | 84 |
| 9 | 19 | 17 | 13 | 11 | 7 | 67 |
| 10 | 15 | 15 | 13 | 11 | 7 | 61 |
| 11 | 19 | 20 | 13 | 12 | 7 | 71 |
| 12 | 16 | 15 | 10 | 9 | 7 | 57 |
| 13 | 22 | 23 | 16 | 14 | 8 | 83 |
| 14 | 14 | 15 | 11 | 9 | 7 | 56 |
| 15 | 16 | 15 | 14 | 11 | 8 | 64 |
| 16 | 16 | 15 | 10 | 9 | 6 | 56 |
| 17 | 18 | 18 | 13 | 12 | 8 | 69 |
| 18 | 17 | 19 | 14 | 13 | 7 | 70 |
| 19 | 17 | 18 | 12 | 11 | 8 | 66 |
| 20 | 16 | 17 | 12 | 10 | 6 | 61 |
| 21 | 17 | 16 | 13 | 10 | 7 | 63 |
| 22 | 19 | 20 | 15 | 12 | 7 | 73 |



| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|----|----|----|----|----|----|----|
| 23 | 18 | 17 | 14 | 13 | 8 | 70 |
| 24 | 18 | 19 | 14 | 11 | 8 | 70 |
| 25 | 16 | 15 | 11 | 10 | 8 | 60 |
| 26 | 18 | 17 | 12 | 11 | 7 | 65 |
| 27 | 17 | 18 | 12 | 10 | 8 | 65 |
| 28 | 21 | 20 | 16 | 15 | 8 | 80 |
| 29 | 19 | 20 | 14 | 12 | 7 | 72 |
| 30 | 15 | 14 | 13 | 9 | 5 | 56 |
| 31 | 19 | 20 | 17 | 12 | 6 | 74 |
| 32 | 17 | 18 | 12 | 9 | 5 | 61 |
| 33 | 17 | 16 | 11 | 8 | 6 | 58 |
| 34 | 12 | 13 | 10 | 8 | 7 | 50 |
| 35 | 17 | 18 | 13 | 9 | 7 | 64 |
| 36 | 17 | 18 | 14 | 11 | 7 | 67 |
| 37 | 13 | 14 | 10 | 8 | 5 | 50 |
| 38 | 16 | 18 | 14 | 12 | 7 | 67 |
| 39 | 19 | 17 | 13 | 10 | 8 | 67 |
| 40 | 19 | 18 | 12 | 12 | 7 | 68 |
| 41 | 17 | 16 | 12 | 10 | 7 | 62 |
| 42 | 17 | 17 | 13 | 10 | 7 | 64 |
| 43 | 16 | 17 | 11 | 9 | 6 | 59 |
| 44 | 16 | 14 | 12 | 11 | 7 | 60 |
| 45 | 23 | 22 | 17 | 17 | 10 | 89 |
| 46 | 15 | 13 | 8 | 7 | 6 | 49 |
| 47 | 18 | 19 | 12 | 12 | 7 | 66 |
| 48 | 17 | 16 | 14 | 12 | 8 | 67 |
| 49 | 15 | 14 | 13 | 10 | 7 | 59 |
| 50 | 23 | 24 | 17 | 17 | 9 | 90 |
| 51 | 19 | 15 | 13 | 15 | 8 | 70 |
| 52 | 16 | 14 | 13 | 11 | 7 | 62 |
| 53 | 13 | 12 | 9 | 6 | 5 | 45 |
| 54 | 20 | 20 | 16 | 13 | 9 | 78 |
| 55 | 15 | 13 | 10 | 9 | 6 | 53 |
| 56 | 17 | 18 | 14 | 12 | 9 | 70 |
| 57 | 13 | 11 | 13 | 12 | 7 | 55 |

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--------------|-------------|-------------|-------------|------------|------------|-------------|
| 58 | 15 | 10 | 9 | 16 | 6 | 56 |
| 59 | 23 | 24 | 19 | 19 | 10 | 95 |
| 60 | 13 | 14 | 9 | 9 | 7 | 52 |
| 61 | 17 | 18 | 10 | 9 | 9 | 63 |
| 62 | 16 | 14 | 12 | 9 | 7 | 60 |
| 63 | 15 | 14 | 13 | 5 | 6 | 53 |
| 64 | 23 | 22 | 18 | 19 | 10 | 92 |
| 65 | 21 | 20 | 13 | 12 | 8 | 74 |
| 66 | 12 | 11 | 10 | 10 | 8 | 51 |
| 67 | 13 | 9 | 13 | 9 | 9 | 53 |
| 68 | 15 | 13 | 14 | 12 | 7 | 61 |
| 69 | 16 | 15 | 10 | 12 | 7 | 60 |
| 70 | 20 | 19 | 14 | 13 | 8 | 74 |
| 71 | 13 | 11 | 9 | 8 | 5 | 46 |
| 72 | 24 | 23 | 18 | 19 | 10 | 94 |
| 73 | 15 | 14 | 10 | 9 | 7 | 55 |
| 74 | 17 | 15 | 13 | 10 | 7 | 62 |
| 75 | 18 | 17 | 11 | 10 | 7 | 63 |
| 76 | 17 | 19 | 13 | 11 | 8 | 68 |
| 77 | 17 | 15 | 12 | 10 | 8 | 62 |
| 78 | 20 | 23 | 18 | 17 | 9 | 87 |
| 79 | 15 | 12 | 14 | 11 | 8 | 60 |
| 80 | 17 | 15 | 12 | 9 | 6 | 59 |
| 81 | 14 | 13 | 11 | 10 | 6 | 54 |
| 82 | 14 | 14 | 9 | 8 | 5 | 50 |
| 83 | 14 | 13 | 9 | 8 | 7 | 51 |
| 84 | 22 | 23 | 17 | 18 | 9 | 89 |
| 85 | 12 | 12 | 10 | 11 | 6 | 51 |
| 86 | 17 | 18 | 13 | 11 | 8 | 67 |
| 87 | 20 | 22 | 17 | 12 | 10 | 81 |
| 88 | 14 | 12 | 9 | 8 | 6 | 49 |
| TOTAL | 1508 | 1450 | 1124 | 987 | 644 | 5731 |

From the table above, it can be known that the average score of writing descriptive paragraph of the second year students of SMUN I Trenggalek was:

$$\frac{5731}{88} = 65.12.$$

To know the students' ability of writing descriptive paragraph of each indicator, we have to analyze the data obtained by using the following formula:

$$E = n/N \times 100 \%$$

The detail calculations are as follows

E = Percentage

N = Total scoring guide x Total Number of Respondent

n = Total Scoring Guide of each Indicator

- a. The students' ability in aspect of content of writing was :

$$\frac{1508}{2200} \times 100\% = 68.54 \%$$

- b. The students' ability in aspect of organization of writing was:

$$\frac{1450}{2200} \times 100 \% = 65.9 \%$$

- c. The students' ability in aspect of vocabulary was:

$$\frac{1124}{1760} \times 100 \% = 63.86 \%$$

- d. The students' ability in aspect of structure was:

$$\frac{987}{1760} \times 100 \% = 56.07 \%$$

- e. The students' ability in aspect of mechanic was:

$$\frac{644}{880} \times 100 \% = 73.18 \%$$

The result of data analysis was interpreted by using the score level classification as follows:

Table 3: The Score Level Classification

| No | Variable/ Sub Variable | Score | Classification |
|----|-------------------------------|-------|------------------|
| 1 | Content | 68.54 | More than enough |
| 2 | Organization | 65.9 | Enough |
| 3 | Vocabulary | 63.86 | Enough |
| 4 | Structure | 56.07 | Enough |
| 5 | Mechanic | 73.18 | More than enough |
| 6 | Writing Descriptive Paragraph | 65.13 | More than enough |

To know the number of students who get score based on the classification, the data will be presented below:

Table 4 : The Students' Percentage in Writing Descriptive Paragraph

| Score | Σ Students | % | Classification |
|---------|-------------------|----|------------------|
| 86 - 95 | 6 | 7 | Very Good |
| 76 - 85 | 4 | 5 | Good |
| 66 - 75 | 20 | 33 | More Than Enough |
| 56 - 65 | 33 | 37 | Enough |
| 46 - 55 | 15 | 17 | Bad |
| 36 - 45 | 1 | 1 | Poor |

Table 4 shows that the percentage of the students who are classified into very good is 7%, good is 5%, more than enough is 33%, enough is 37%, bad is 17%, and poor is 1%.

4.3 Discussion

From the data analysis above, it can be seen that the percentage of students' ability in writing descriptive paragraph is 65,13 % or more than enough. Whereas the result of the components measured, it can be seen in Table 3. The result of research is ranged as follows: structure is 56.07 % with enough classification,

Vocabulary is 63.86 % or enough, organization is 65.95 % or enough, content is 68.54 % and mechanic is 73.18 % or more than enough.

It is known that comprehending structure and mastering vocabulary are the highest difficulty to the students in writing descriptive paragraph. Meanwhile it is necessary to practice making good sentences in order to get the better result. In content and organization, it is necessary to give knowledge about the theory of writing so that the students know how to make a good paragraph and they can differentiate between descriptive paragraph and narrative paragraph. In using mechanic, the students find the best score among the other components of writing. They usually do many mistakes in spelling. So, by many reading and writing practice all of the problems in writing can be solved.

As can be read in Table 4, there are 6 students who are in the category of very good (7%), 4 students are in the category of good (5%), 20 students are in the category of more than enough (33%), 33 students are in the category enough (37%), 15 students are in the category of bad (17%), 1 student are in the category poor (1%). The data above tells that the highest percentages are 37% (33 students) with the score between 56-65% or enough category. It means that it is necessary to improve students' ability in writing descriptive paragraph.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of data analysis and discussion in Chapter IV, it can be concluded that the ability in writing descriptive paragraph of the second year students of SMUN I Trenggalek in academic year 2000/2001 was 65.13% or more than enough level. Whereas the students' ability in writing descriptive paragraph the aspect of content was 68.54% or more than enough, in the aspect of organization was 65.9% or enough, in the aspect of vocabulary was 63.86 % or enough, in the aspect of structure was 56.07 % or enough, and in the aspect of mechanic was 73.18 % or more than enough.

5.2 Suggestion

In relation to the findings, suggestions are addressed to the English teacher and the next researcher. The English teacher is suggested, to improve the mastery of vocabulary and structure. Besides, the English teacher should give the students exercises more frequently in making grammatically-correct sentences. Writing practice should be done continuously both in the school and as homework. The teacher should correct the students' paper to give feed back to the students. For the next researcher, it is hoped that the finding will be an input to conduct the action research on how to improve students' ability in writing descriptive paragraph.

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RESEARCH MATRIX

| TITLE | PROBLEM | VARIABLE | INDICATORS | DATA RECOURCES | RESEARCH METHOD |
|---|---|--|--|--|---|
| A Descriptive Study on The Ability of Writing Descriptive Paragraph in The Second Year Students of SMUN I Trenggalek in The Academic Year 2000/2001 | <p><u>General Problems</u> How far is the ability of writing descriptive paragraph in The Second Year Students of SMUN I Trenggalek in The Academic Year 2000/2001?</p> <p><u>Specific Problems</u> 1. How is the second year students' ability in the aspect of content of writing descriptive paragraph? 2. How is the second year students' ability in the aspect of organizing of writing descriptive paragraph? 3. How is the second year students' ability in the aspect of vocabulary of writing descriptive paragraph? 4. How is the second year students' ability in the aspect of structure of writing descriptive paragraph? 5. How is the second year students' ability in the aspect of mechanic of writing descriptive paragraph?</p> | The students' ability in writing descriptive paragraph | <ol style="list-style-type: none"> Content Organization Vocabulary Structure Mechanic | <p>Respondents The second year students of SMUN I Trenggalek</p> <p><u>Informant</u> 1. The Principal 2. The English Teacher 3. The administrative staff</p> <p><u>Documents</u></p> | <p>Research Design: Area Determination Purposive Sampling</p> <p>Respondent Determination: Cluster Random Sampling</p> <p><u>Data Collections:</u> 1. Documentation 2. Interview 3. Test</p> <p><u>Data Analysis:</u> Using percentage statistical method the formula is: $E = \frac{n}{N} \times 100\%$ E = The total score in percentage N = The total score of scoring guide n = The total item of the test</p> |

Appendix 2

Subject : Writing Descriptive Paragraph

Topic : Describing Place and People

Class : II SMU

Time : 90 minutes

Write a descriptive paragraph of about 100-150 words !

Choose one of the following pictures below

Use the picture and some sentences as a guide in making paragraph describing place and people !

1.



This is Widyia. She is an SMU student

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

2.



Mr. Bosman is a bank manager.
His dress is always tidy.

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

3.



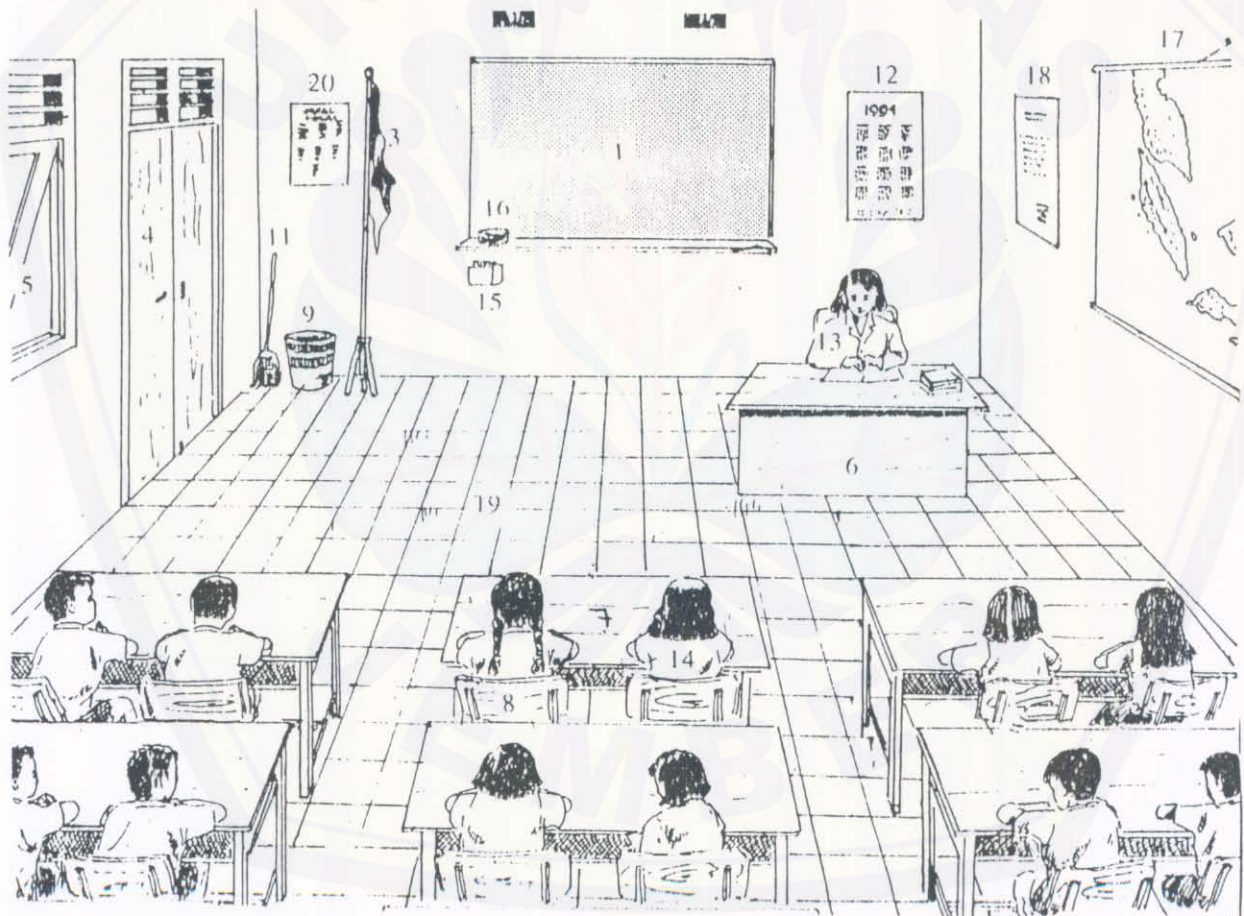
Nany is a secretary. She is pretty and kind.....

.....

.....

.....

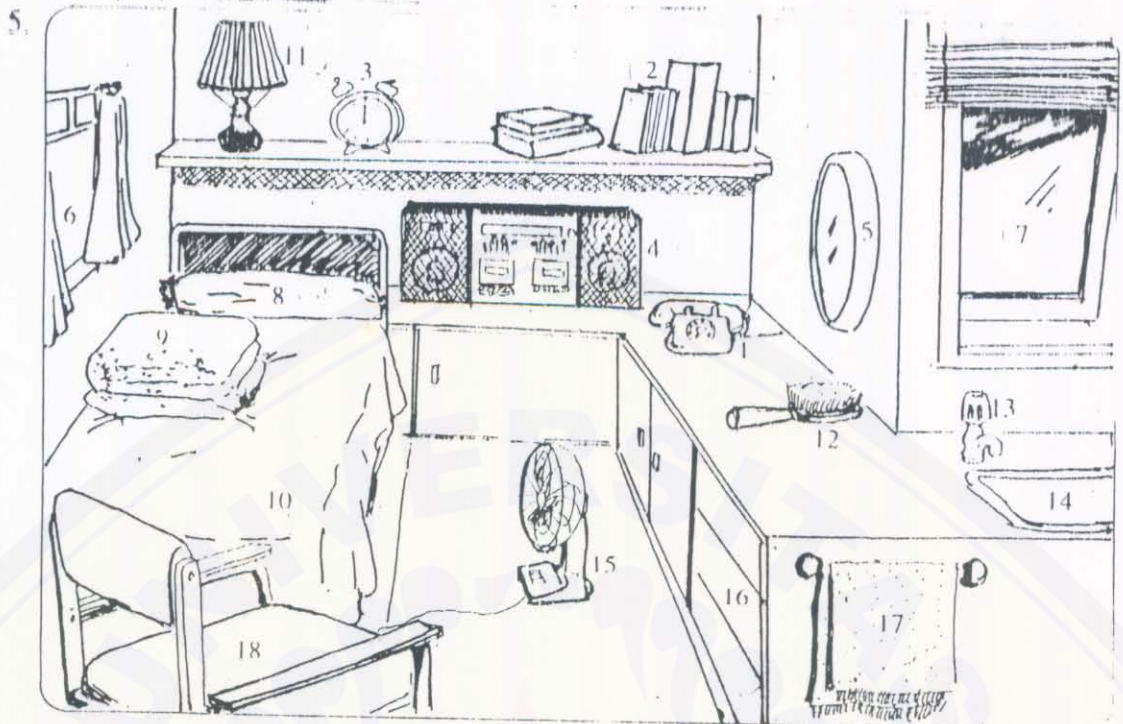
4.



I like in my class. The room is tidy and clean. There is

.....

.....



My bedroom is comfortable and very complete. There is a nice bed

.....

.....

.....

Appendix 3

Scoring Guide

Content

23-25 Excellent to very good

Knowledgeable, through development of paragraph relevant to assigned topic

20-22 Good to average

Some knowledge of subject, adequate range, limited development of paragraph, mostly relevant to topic, but lacks detail

17-19 Fair to Poor

Limited knowledge of subject, little substance inadequate development of topic.

13-16 Very Poor

Does not show knowledge of subject, non substantive, not pertinent, or not enough to evaluate

| Descriptor | Criteria |
|----------------------------------|---|
| Knowledgeable | <ul style="list-style-type: none"> - Is there understanding of the subject ? - Are fact of other pertinent information used ? - Is there recognition of several aspect of subject ? - Are the interrelationships of these aspects shown ? |
| Substantive | <ul style="list-style-type: none"> - Are several main points discussed ? - Is there sufficient detail ? - Is there originality with concrete details to illustrate, define, compare, or contrast factual information supporting the thesis ? |
| Through development of paragraph | <ul style="list-style-type: none"> - Is the paragraph expanded enough to convey a sense of completeness ? - Is there specific method of development descriptive paragraph ? - Is there an awareness of different point of view ? |
| Relevant to assigned topic | <ul style="list-style-type: none"> - Is all information clearly pertinent to the topic ? - Is extraneous material excluded ? |

Organization

23-25 Excellent to very good:

Fluent expression, ideas clearly stated/supported, succinet, well-organized, logical sequencing, cohesive

19-22 Good to average

Somewhat, choppy, loosely organized but main ideas stand out, limited supported, logical but incomplete sequencing

14-18 Fair to poor

Non-fluent, ideas confused or disconnected, lacks logical sequencing and development

9-13 Very poor

Does not communicate, no organization, or not enough to evaluate

| Descriptor | Criteria |
|--------------------------------|--|
| Fluent expression | <ul style="list-style-type: none"> - Do the ideas flow, build up on one another ? - Are there effective transition elements-words, phrases, or sentences which link and move ideas within paragraph ? |
| Ideas clearly stated/supported | <ul style="list-style-type: none"> - Is there a clearly stated controlling idea or central focus to the paragraph ? |
| Well organized | <ul style="list-style-type: none"> - Is the overall relationship of ideas within paragraph clearly indicated ? |
| Logical sequencing | <ul style="list-style-type: none"> - Are the points logically developed ? - Using a particular sequence such as space order ? - Do appropriate transitional markers indicate this development ? |
| Cohesive | <ul style="list-style-type: none"> - Does, the paragraph reflect a single purpose ? - Does the paragraph form a unified ? |

Vocabulary

17-20 Excellent-to very good

Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.

14-16 Good to average

Adequate range, occasional errors of word/idiom form, choice, usage, but meaning not obscured

10-13 Fair to Poor

Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.

6-9 Very poor

Essentially translation, little knowledge of English vocabulary, idiom, word form, not enough to evaluate

| Descriptor | Criteria |
|---------------------------------------|---|
| Sophisticated range | <ul style="list-style-type: none"> - Is there facility with words and idiom to convey intended information, attitudes, felling ? to disguise subtleties among ideas and intentions ? to convey shades and differences of meaning to express the logic of idea - Is the arrangement and interrelationship of words sufficiently varied ? |
| Effective word/idiom choice and usage | <ul style="list-style-type: none"> - Is the context in which it is used, is the choice of vocabulary accurate ? idiomatic? effective ? concise ? - Does word placement give the intended message ? - Is there effective repetition of key words and phrases ? |
| Word form mastery | <ul style="list-style-type: none"> - Are words correctly distinguished as to their function (noun, verb, adjective, adverb) ? |
| Appropriate register | <ul style="list-style-type: none"> - Is the vocabulary appropriate to the topic ? to the audience ? to the tone of the paragraph ? to the method of development ? - Is the vocabulary familiar to the audience ? - Does the vocabulary make the intended impression |

Structure

17-20 Excellent to very good

Effective complex constructions, few errors of agreement, tense, articles, pronouns, preposition, number, word order

14-16 Good to average

Effective but simple constructions, minor problems in complex constructions, several errors of agreement, number tense, article preposition but meaning seldom obscured

10-13 Fair to poor

Major problems is simple/complex constructions frequent errors of negation, agreement, tense, article, number, preposition, and fragments run-ons, deletions, meaning confused or obscured

6-9 Very poor

Virtually no mastery of sentence contraction rules, dominated by errors, does not communicate, or not enough to evaluate

| Descriptor | Criteria |
|-------------------------------|--|
| Effective Complex Contraction | <ul style="list-style-type: none"> - Are sentences well-formed and complete with appropriate complements ? - Are single-word modifiers appropriate to function ? Are their properly formed, placed and sequenced ? - Are phrases and clauses appropriate to function, complete, properly formed, placed and sequenced ? - Are introductory it and there used correctly to begin sentences and clauses ? - Are main and subordinate element linked to other elements with appropriate conjunctions, adverbial, relative pronouns, or punctuation ? - Are sentence types and length varied ? - Are element parallel ? - Are techniques of substitution repetition, and deletion used effectively ? |
| Agreement | <ul style="list-style-type: none"> - Is there basic agreement between sentence elements auxiliary and verb ? Subject and verb ? Pronoun and antecedent ? Adjective and noun ? Noun and quantifiers ? |
| Tense | <ul style="list-style-type: none"> - Are verb tense correct ? properly sequenced ? - Do modals convey intended meaning time ? |
| Number | <ul style="list-style-type: none"> - Do nouns pronouns and verb, convey intended quality ? |

| | |
|---------------------|---|
| Word order/function | <ul style="list-style-type: none"> - Is normal word order followed except for special emphasis ? - Is each word, phrase, and clause suited to its intended function ? |
| Article | <ul style="list-style-type: none"> - Are a, an, and the used correctly ? |
| Pronouns | <ul style="list-style-type: none"> - Do pronouns reflect appropriate person gender ? number ? function ? referent ? |
| Prepositions | <ul style="list-style-type: none"> - Are prepositions chosen carefully to introduce modifying elements ? - Is the intended meaning conveyed ? |

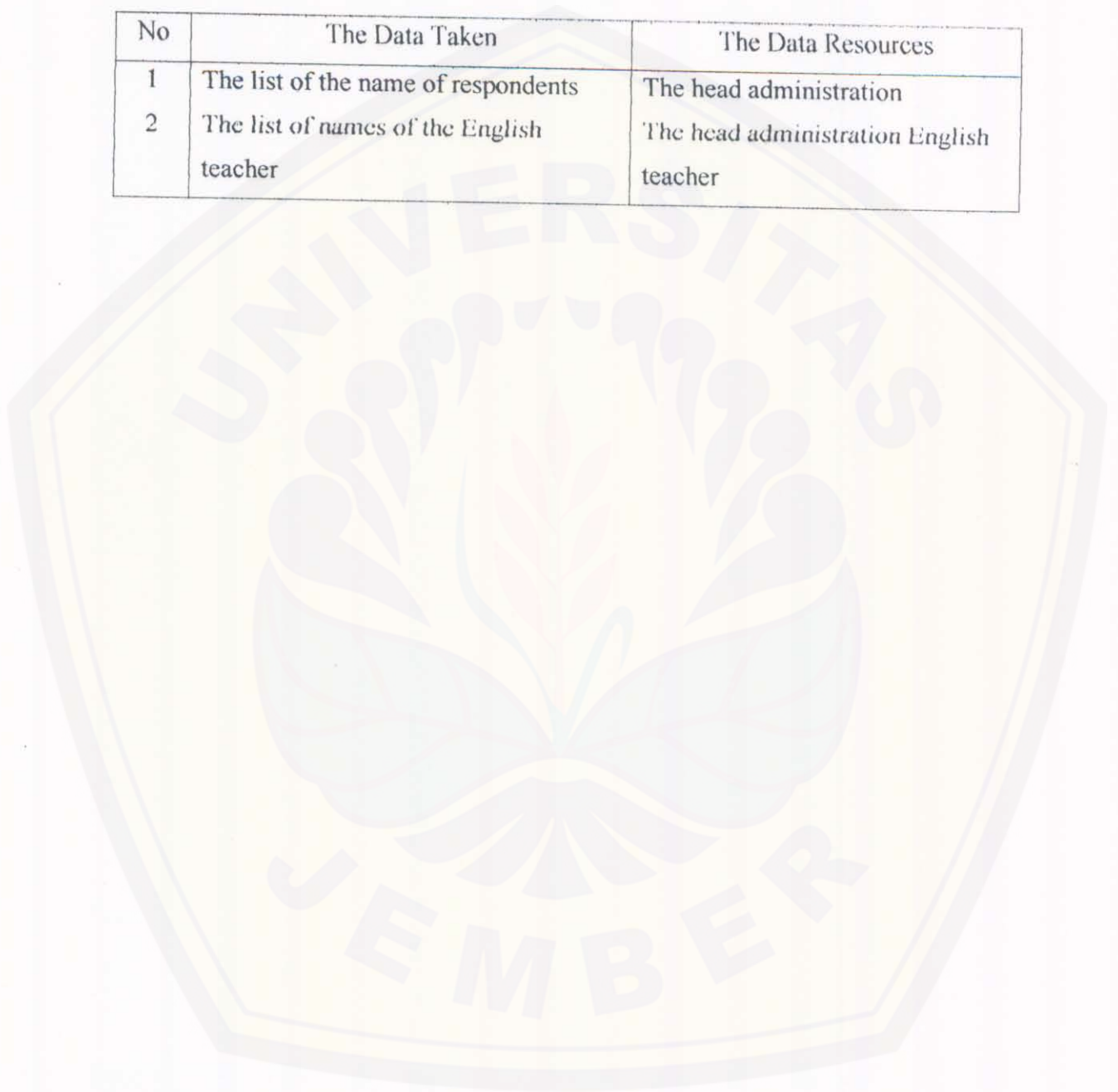
Mechanic

- 9-10 Excellent to very good
Demonstrates mastery of conventions , few errors of spelling, punctuation, paragraphing.
- 6-8 Good to average
Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
- 3-5 Fair to poor
Frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured.
- 1-2 Very poor
No mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible or not enough to evaluate

| Descriptor | Criteria |
|----------------|---|
| Spelling | <ul style="list-style-type: none"> - Are words spelled correctly ? |
| Punctuation | <ul style="list-style-type: none"> - Are periods, commas, semicolons, dashes, and question marks used correctly ? - Are words divided correctly at the end of |
| Capitalization | <ul style="list-style-type: none"> - Are capital letters used where necessary and appropriate ? |
| Paragraphing | <ul style="list-style-type: none"> - Are paragraphs indented to indicate when one sequence of thought ends and another begins ? |
| Hand writing | <ul style="list-style-type: none"> - Is hand writing easy to read without impending communication ? |

*Appendix 4***DOCUMENTATION GUIDE**

| No | The Data Taken | The Data Resources |
|----|--|---|
| 1 | The list of the name of respondents | The head administration |
| 2 | The list of names of the English teacher | The head administration English teacher |



*Appendix 5***INTERVIEW GUIDE**

| No | The Data Taken | The Data Resources |
|----|---|---------------------|
| 1 | The respondents | The English teacher |
| 2 | Teaching writing in descriptive paragraph subject | The English teacher |



Appendix 6

THE NAMES OF THE ENGLISH TEACHER

| No | Names | Gender |
|----|-----------------------------|--------|
| 1 | Dra. Ruwiyati W | Female |
| 2 | Drs. Muhaimin | Male |
| 3 | Dyah Mardiana, Spd. | Female |
| 4 | Eko Sugeng, Spd. | Female |
| 5 | Dyah Ratri Angraeni, Spd. | Female |
| 6 | Anik Sugiati, Spd. | Female |
| 7 | Denis Dilia Adriyanti, Spd. | Female |

Appendix 7

THE NAMES OF RESPONDENTS

| NO | NAME | MALE/FEMALE |
|-----|--------------------|-------------|
| 1. | Adiwiyono | Male |
| 2. | Ahmad Unggul | Male |
| 3. | Anggandias Novita | Female |
| 4. | Ardiansyah Prabowo | Male |
| 5. | Asri Wahyuni | Female |
| 6. | Bening Julaiha | Female |
| 7. | Binti Nasrurroh | Female |
| 8. | Catur Wahyono | Male |
| 9. | Candra Lulur | Male |
| 10. | Dewi Sri M | Female |
| 11. | Dhani Dwi A | Female |
| 12. | Diana Nurlaili | Female |
| 13. | Dwi Sulistiani | Female |
| 14. | Dwi Tugas I | Female |
| 15. | Dyah Redikasari | Female |
| 16. | Efgiana Dwiningsih | Female |
| 17. | Endang P | Female |
| 18. | Esye Kusuma | Female |
| 19. | Fajar Tronawati | Female |
| 20. | Hadi Purwanto | Male |
| 21. | Haris Karido | Male |
| 22. | Hendik Fajar | Male |
| 23. | Hendra Yulianto | Male |
| 24. | Ira Yulastin | Female |
| 25. | Ita Kurwati | Female |
| 26. | Kasmilah | Female |
| 27. | Kristina | Female |
| 28. | Kristianingrum | Female |

| | | |
|-----|--------------------|--------|
| 29. | Laili Nikmah | Female |
| 30. | Luxy Wijayanti | Female |
| 31. | Naning Dwi Cahyani | Female |
| 32. | Reni Hartati | Female |
| 33. | Restu R | Male |
| 34. | Rizki Sandra | Male |
| 35. | Santi R | Female |
| 36. | Sari Sumiarsiti | Female |
| 37. | Suparlan | Male |
| 38. | Titik W | Female |
| 39. | Tuti Fatimah | Female |
| 40. | Wawan Setiawan | Male |
| 41. | Wisnu santoso | Male |
| 42. | Yulika Andriani | Female |
| 43. | Nurwatoni A | Male |
| 44. | Dyah usnasti | Female |
| 45. | Agung Triwiyono | Male |
| 46. | Agus Hariadi | Male |
| 47. | Ambarwati K | Female |
| 48. | Anis Eka w | Female |
| 49. | Arin Dyah S | Female |
| 50. | Chissatindu B | Male |
| 51. | Desrini | Female |
| 52. | Dewi Ekayanti | Female |
| 53. | Dian Hanafi | Male |
| 54. | Dwi Yuliani | Female |
| 55. | Dyah Sihpurwanti | Female |
| 56. | Emi Sukmayanti | Female |
| 57. | Erwin Henora | Male |
| 58. | Fathul Aziz | Male |
| 59. | Hesti Konita S | Female |
| 60. | Indriana | Female |

| | | |
|-----|--------------------|--------|
| 61. | Ivanarini | Female |
| 62. | Juariyah W | Female |
| 63. | Langgeng S | Male |
| 64. | Lina Tuwuh | Female |
| 65. | Betik Seno | Male |
| 66. | Muhammad Sultan H | Male |
| 67. | Nanang A | Male |
| 68. | Pita safitri | Female |
| 69. | Pujianti Nurmala | Female |
| 70. | Ranta yanuarista | Female |
| 71. | Sayyid Qosim | Male |
| 72. | Setyo Adiningsih | Female |
| 73. | Siti Qomariah | Female |
| 74. | Sri Purwirahayau | Female |
| 75. | Suprapti | Female |
| 76. | Tunik | Female |
| 77. | Wahyu Prasetyanti | Female |
| 78. | Wawan Sutra | Male |
| 79. | Wawuk Widayati | Female |
| 80. | Windu Setyadi | Male |
| 81. | Wisnu Dwi C | Male |
| 82. | Yanu P | Male |
| 83. | Yudi S | Male |
| 84. | Yuyun Dwi P | Female |
| 85. | Moh. Desta Pradana | Male |
| 86. | Evi Arvitasari | Female |
| 87. | Siti Andawiyah | Female |
| 88. | Seruni Islam | Female |



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp./ Fax (0331) 334988 Jember 68121

Nomor : 3500 /J25.1.5/PL5/2000
Lampiran : Proposal
Perihal : Ijin Penelitian

14 DEC 2000

Kepada : Yth. Sdr. Kepala Sekolah.....
SMUN I Trenggalek.....
di.
Trenggalek.....

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

Nama : Gelis Riasari.....
Nim : 9202107275.....
Program/Jurusan : PBS/B. Inggris.....

Berkenaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud melaksanakan penelitian dengan Judul :

A Descriptive Study on the Ability of Writing Descriptive Paragraph in the Second Year Students of SMUN I Trenggalek in the Academic Year 2000/2001.....

Pada lembaga yang saudara pimpin.

Schubungan dengan hal ters. but diatas kami mohon dengan hormat saudara berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,



[Handwritten Signature]

DJOKO SUHUD
Telp. 130 355 407

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH UMUM NEGERI I TRENGGALEK
Jalan Soekarno-Hatta Nomor 13 Trenggalek

Nomor : 10 / I04.25 / SMU.01 / PP / 2001 Trenggalek, 25 Januari 2001
Hal : Surat Keterangan

Kepada
Yth. Dekan FKIP Universitas Jember
Di Jember

Yang bertandatangan dibawah ini adalah Kepala Sekolah SMUN I
Trenggalek, menerangkan bahwa

Nama : Gelis Riasari

NIM : 9202107275

Program/Jurusan: Bhs. Inggris/ Pend. Bahasa dan Seni

Mahasiswa tersebut benar-benar telah melaksanakan penelitian di SMUN I
Trenggalek mulai tanggal 25 Januari s/d 27 Januari 2000.

Demikian surat keterangan ini kami buat agar digunakan sebagai mana
mestinya.



Kepala Sekolah SMUN I Trenggalek

Dr. SA YE K T O
NIP. 130875987

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : Gelis Riasari
 NIM/Angkatan : 9202197275
 Jurusan/Program Studi : PBS / B. Inggris
 Judul Skripsi : A Descriptive Study on the Ability in Writing
 Descriptive Paragraph in the Second Year
 Students of SMUN I Trenggalek
 Pembimbing I : Drs. Hari Sutantoyo
 Pembimbing II :

KEGIATAN KONSULTASI

| No | Hari/Tanggal | Materi Konsultasi | T.T. Pembimbing |
|-----|-----------------------|----------------------|-----------------|
| 1. | Senin 11 Agustus 1997 | Bendah | |
| 2. | Senin 18 Agustus 1997 | Matrik | |
| 3. | Senin 28 Agt 2000 | Bab I | |
| 4. | Selasa 19 Sep 2000 | Bab II | |
| 5. | Senin 2 Sep 2000 | Bab III | |
| 6. | Senin 22 Jan 2001 | Proporsal Penelitian | |
| 7. | Selasa 29 Jan 2001 | Bab IV + V | |
| 8. | | | |
| 9. | | | |
| 10. | | | |
| 11. | | | |
| 12. | | | |
| 13. | | | |
| 14. | | | |
| 15. | | | |

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Nama : Gelis Riara
 NIM/Angkatan : 0202107275
 Jurusan/Program Studi : PBS/B. Inggris
 Judul Skripsi : A Descriptive Study on the Ability In Writing Descriptive Paragraph in the Second Year Students of SMN I Trenggalek
 Pembimbing I :
 Pembimbing II : Drs. Budi Setyono, MA

KEGIATAN KONSULTASI

| No | Hari/Tanggal | Materi Konsultasi | T.T. Pembimbing |
|-----|--------------------------|-------------------------------------|--------------------|
| 1. | Jum'at 8 Agustus 1997 | Bab <u>Chapter Judul</u> | <i>[Signature]</i> |
| 2. | Jum'at 15 Agustus 1997 | Matrik | <i>[Signature]</i> |
| 3. | Sabtu 26 Agustus 2000 | Bab I | <i>[Signature]</i> |
| 4. | Jum'at 15 September 2000 | Bab II | <i>[Signature]</i> |
| 5. | Jum'at 29 September 2000 | Bab III | <i>[Signature]</i> |
| 6. | Jum'at 19 Januari 2001 | Proporsal Penelitian | <i>[Signature]</i> |
| 7. | Sabtu 27 Januari 2001 | Bab IV + # | <i>[Signature]</i> |
| 8. | Senin 29 Januari 2001 | Abstrak | <i>[Signature]</i> |
| 9. | - | | |
| 10. | | | |
| 11. | | | |
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| 14. | | | |
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