



**A DESCRIPTIVE STUDY OF THE EIGHTH GRADE HIGH ACHIEVING  
STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT  
AT SMPN 1 BANYUWANGI**

**THESIS**

Composed to fulfill one of the requirements to obtain the S1 degree  
at the English Education Study Program, Language and Art Department,  
Faculty of Teacher Training and Education,  
The University of Jember

**By:**

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2017**

**DEDICATION**

*This thesis honorably dedicated to my beloved parents,  
my husband, my son, my brother and sister,  
and my friends.*



**MOTTO**

*“Everybody is genius. But if you judge a fish by its ability to climb a tree, it will live it whole life believing that it is stupid.”*

*(Albert Einstein)*



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Education Program of the Language and Arts Education Department of the  
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I do understand that this thesis has some weaknesses. Consequently, I hope that there will be constructive criticism and suggestions from the readers to make this thesis better. Finally, I hope that this thesis will be useful for the readers.

Jember, 15 March 2017

Writer



**TABLE OF CONTENT**

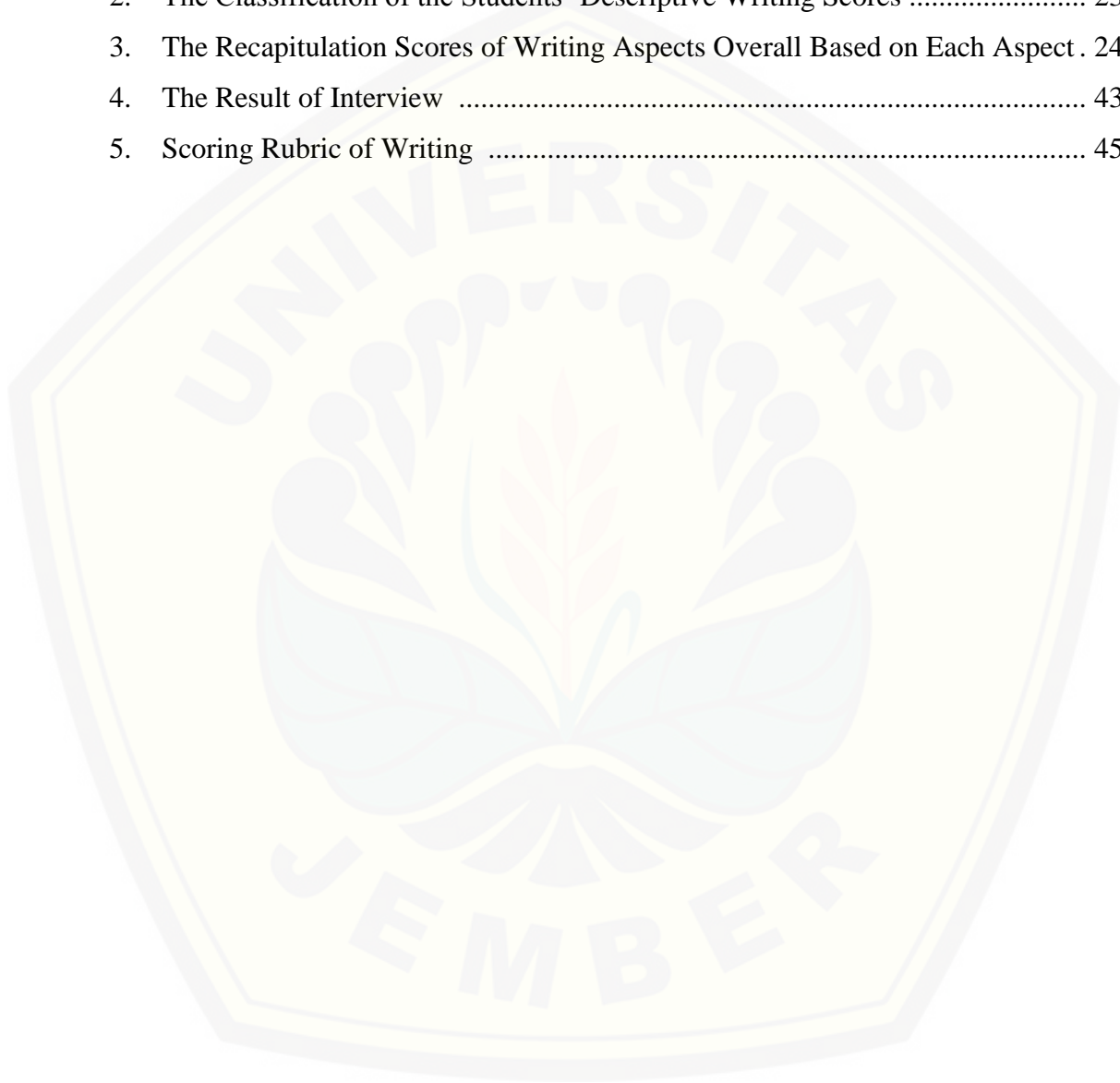
<b>TITLE PAGE</b> .....	<b>i</b>
<b>DEDICATION</b> .....	<b>ii</b>
<b>MOTTO</b> .....	<b>iii</b>
<b>STATEMENT OF THESIS AUTHENTICITY</b> .....	<b>iv</b>
<b>CONSULTANTS' APPROVAL</b> .....	<b>v</b>
<b>EXAMINERS' APPROVAL</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>TABLE OF CONTENT</b> .....	<b>viii</b>
<b>THE LIST OF TABLES</b> .....	<b>x</b>
<b>THE LIST OF CHARTS</b> .....	<b>xi</b>
<b>THE LIST OF APPENDICES</b> .....	<b>xii</b>
<b>SUMMARY</b> .....	<b>xiii</b>
<b>CHAPTER 1. INTRODUCTION</b> .....	
1.1 Background of the Research.....	1
1.2 Problems of the Research .....	3
1.3 Objectives of the Research .....	3
1.4 Significance of the Research .....	3
1.5 Scope of the Research .....	4
<b>CHAPTER 2. REVIEW OF RELATED LITERATURE</b> .....	
2.1 Writing Skill .....	5
2.2 The Aspects of Writing .....	6
2.2.1 Grammar .....	6
2.2.2 Organization .....	6
2.2.3 Content .....	7
2.2.4 Vocabulary .....	8
2.2.4.1 Nouns .....	8
2.2.4.2 Adjectives .....	9
2.2.4.3 Verbs .....	9
2.2.4.4 Adverbs .....	10



2.2.5 Mechanics.....	10
2.3 The Assessment of Writing .....	11
2.4 Descriptive Text Writing .....	12
<b>CHAPTER 3. RESEARCH METHODOLOGY.....</b>	
3.1 Research Design .....	15
3.2 Area Determination Method.....	16
3.3 Respondent Determination Method.....	16
3.4 Data Collection Method .....	17
3.4.1 Scoring the Students' Writing .....	18
3.5 Operational Definition of Key Terms.....	19
3.5.1 Writing Ability .....	19
3.5.2 Descriptive Text .....	20
3.5.3 High Achieving Students .....	20
<b>CHAPTER 4. RESEARCH RESULT AND DATA ANALYSIS .....</b>	
4.1 The Result of Primary Data.....	21
4.1.1 The Result of the Analysis of the Students' Descriptive Writing Test .....	21
4.1.2 The Result of the Analysis of the Students' Descriptive Writing Based on the Writing Aspects .....	25
4.2 The Result of Secondary Data.....	32
4.2.1 Interview .....	32
4.2.2 Documentation .....	32
4.3 Discussion .....	33
<b>CHAPTER 5. CONCLUSION AND SUGGESTIONS .....</b>	
5.1 Conclusion .....	36
5.2 Suggestions .....	37
<b>REFERENCES .....</b>	<b>38</b>
<b>APPENDICES .....</b>	

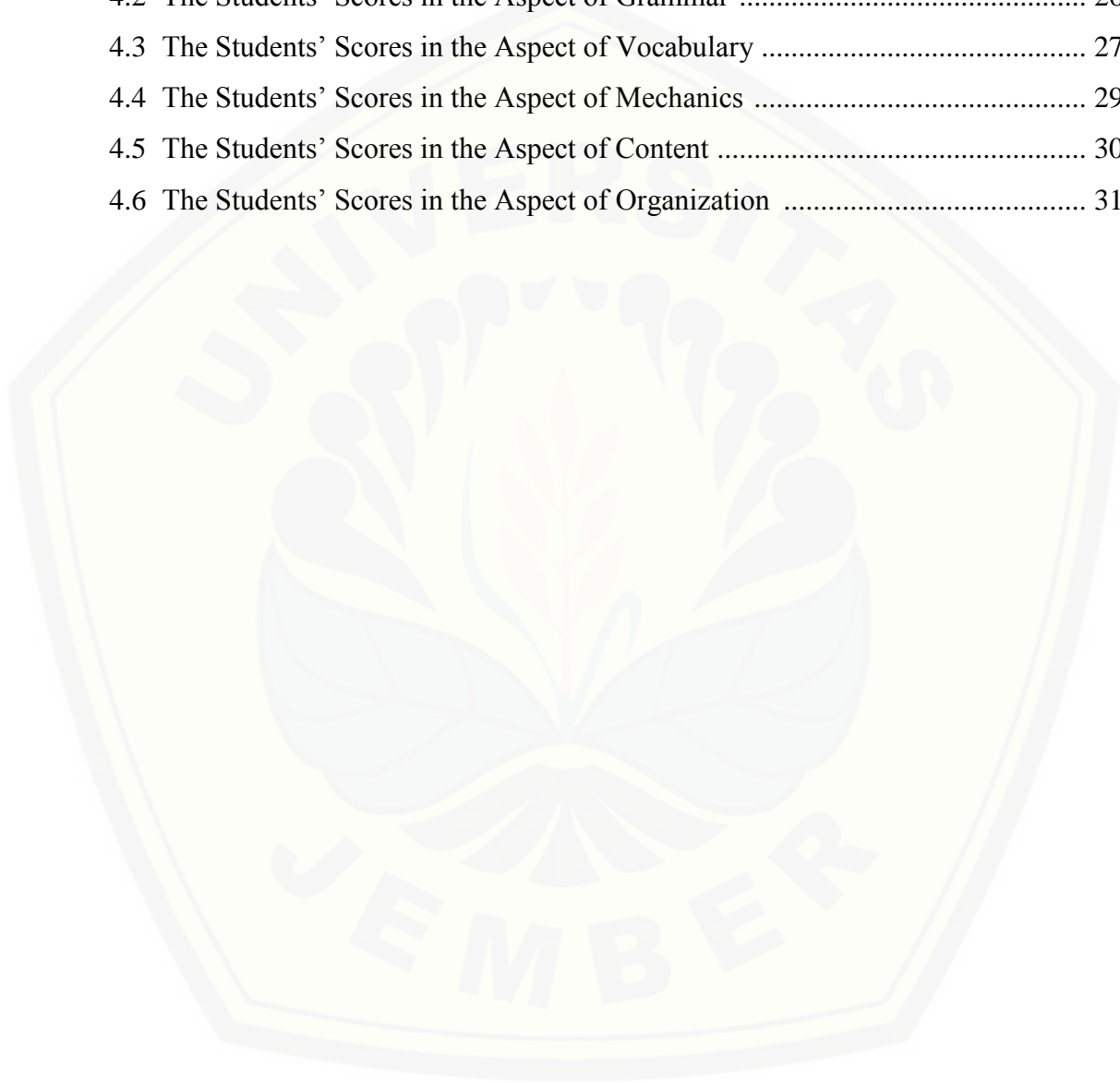
**THE LIST OF TABLES**

<b>List of Tables</b>	<b>Page</b>
1. Classification of Scoring .....	19
2. The Classification of the Students' Descriptive Writing Scores .....	23
3. The Recapitulation Scores of Writing Aspects Overall Based on Each Aspect .	24
4. The Result of Interview .....	43
5. Scoring Rubric of Writing .....	45



**THE LIST OF CHARTS**

	<b>Page</b>
4.1 The Percentage of the Students' Descriptive Writing Scores .....	23
4.2 The Students' Scores in the Aspect of Grammar .....	26
4.3 The Students' Scores in the Aspect of Vocabulary .....	27
4.4 The Students' Scores in the Aspect of Mechanics .....	29
4.5 The Students' Scores in the Aspect of Content .....	30
4.6 The Students' Scores in the Aspect of Organization .....	31



**THE LIST OF APPENDICES**

	<b>Page</b>
A. Research Matrix .....	41
B. Research Instrument .....	42
C. Interview Guide .....	43
D. Scoring Rubric .....	45
E. The Names of the Research Respondents .....	47
F. The Names of the Eighth Grade Students at SMPN 1 Banyuwangi.....	48
G. The Result of the Eighth Grade High Achieving Students' Descriptive Writing Ability .....	56
H. The Results of the Eighth Grade High Achieving Students' Descriptive Writing on Each Aspect of Writing Given by Rater 1 and Rater 2 .....	58
I. The Students' Descriptive Writing Ability in the Aspect of Grammar .....	60
J. The Students' Descriptive Writing Ability in the Aspect of Vocabulary .....	61
K. The Students' Descriptive Writing Ability in the Aspect of Mechanics .....	62
L. The Students' Descriptive Writing Ability in the Aspect of Content .....	63
M. The Students' Descriptive Writing Ability in the Aspect of Organization .....	64
N. The Example of Students' Work .....	65

## SUMMARY

**A Descriptive Study of the Eighth Grade High Achieving Students' Ability in Writing Descriptive Text at SMPN 1 Banyuwangi.** Wias Marita Alifia, 100210401029; 2016; 37 pages; English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Most of people around the world communicate with others using English in either the spoken or written form. In Indonesia, people still experience difficulties to communicate in English well because English is considered a foreign language. Moreover, English is one of the foreign languages that the Indonesian students have to master in teaching learning process. The government has decided that English is a compulsory subject for junior high schools and senior high schools.

This research dealt with the students' descriptive writing ability at SMPN 1 Banyuwangi. The objective of this research was to describe the eighth grade high achieving students' ability in writing descriptive text at SMPN 1 Banyuwangi. The researcher conducted a descriptive research in which the data were obtained from the students' descriptive writing scores. The students' descriptive writing scores consisted of separate scores of the five aspects of writing, i.e.: grammar, vocabulary, mechanics, content, and organization.

Based on the interview in the preliminary study that was done with the English teacher of SMPN 1 Banyuwangi on 16<sup>th</sup> October 2015, the English teaching learning process of the eighth grade students at SMPN 1 Banyuwangi used the 2013 Curriculum. The descriptive text has been taught in this school based on the syllabus of the eighth grade. The researcher also got the information that the teacher never measure the students' writing ability by using analytic scoring. On the other hand, the teacher used holistic scoring method which they scored the students' writing ability without concern in some aspects of writing. As the result, the teacher did not know about the students' writing ability specifically. Thus, the researcher used analytical scoring for this research to measure the students' writing ability based on the aspects of writing.

Purposive sampling is used to determine the respondent of the research. The respondents of this research was chosen based on the five students who get the highest score in English subject, minimum score was 85. The population of this research was taken from the eighth grade students at SMPN 1 Banyuwangi in the 2015/2016 academic year. There are eight classes of the eighth grade students in SMPN 1 Banyuwangi. Each class consists of 36 students. The researcher took only five students who got the highest score in English subject, especially in writing descriptive text. The supporting data were collected through interview and documentation. The primary data were collected by giving writing test.

Based on the data analysis, it was found that the students' mean score was 92.025 which meant it was in the range 85.5 – 93.4 or in the very good category. There were 19 students (47.50%) who were categorized as excellent, 14 students (35%) who were categorized as very good, 7 students (17.50%) who were categorized as good, and no student (0%) were categorized as average, fair, poor or very poor. It could be concluded that the eighth grade high achieving students' descriptive writing ability at SMPN 1 Banyuwangi was very good since the students achieved the scores above good category.

Furthermore, the researcher also investigated the students' descriptive writing ability on five aspects of writing. It was found that the greatest score was in the category of content and the least score was in the aspect of grammar. It means that the students did not have any problems in developing their ideas about the story since most of the students' scores were categorized as excellent in the aspect of content. On the other hand, it was found that the students had some difficulties in the aspect of grammar. It is supported by the data which said plenty of the students achieved scores below the excellent category, i.e. there were 14 students who were categorized as excellent, 12 students who were categorized as very good, 10 students who were categorized as good, and 4 students who were categorized as average. It means that the most difficult aspect of writing that the students faced is grammar aspect.



## CHAPTER 1. INTRODUCTION

This chapter presents some aspects related to the research. They are background of the research, problems of the research, objectives of the research, significance of the research, and scope of the research.

### 1.1 Background of the Research

Most of people around the world communicate with others using English either the spoken or written form. In Indonesia, people still experience difficulties to communicate in English well because English is considered as a foreign language. Moreover, English is one of the foreign languages that the Indonesian students have to master in teaching learning process. The government has decided that English as a compulsory subject for junior high schools and senior high schools.

In English teaching learning process, there are four skills that should be mastered by the students such as; writing, speaking, reading, and listening. From the four language skills, writing is considered to be difficult task for the students who learn English as a foreign language because it requires knowledge about English content and form. The English content refers to ideas and organization, the English form deals with the choice of words and the use of structure.

Writing plays an important role for the students who are in the process of learning a language, especially in learning English. In writing, the students can express their ideas, thoughts, feelings, and opinions through sentences and paragraphs. Axelrod and Cooper (2010:1-2) state, “When you write sentences, paragraphs, and whole essays, you generate ideas and connect the ideas in systematic ways. By combining words into phrases and sentences with conjunction, you create complex new ideas”.

According to Hughes (2003 : 101-102), writing involves five aspects such as grammar, vocabulary, mechanics, content, and organization. It also has several writing process such as pre-writing, organization, drafting, revising, editing, and making a final draft (Wingersky et al, 1999:4). Writing should be given to the



students regularly as a process from beginning up to the end to enable the students produce a good writing. The students need time to follow the process of writing to make a good writing.

Writing connects people with other as stated by Axelrod and Cooper (2010:3), “Nearly all of us use writing in one form or another—whether via e-mail, text messaging, instant messaging, blogging, Twitter, or Facebook—to keep in touch with friends and family”. People can communicate with other person and transfer his messages through writing, even though the person intended to communicate is in long distance or across the country.

Knowing that writing is very important in our life, writing skill is also taught in school. One of the writing skill that is learned by the students especially in eighth grade is writing descriptive text. It is taught by teacher in order to make students know how to describe themselves and their surrounding although it is still in a simple way. Descriptive text is a kind of text which has a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others.

Based on the interview in the preliminary study that was done with the English teacher of SMPN 1 Banyuwangi on 16<sup>th</sup> October 2015, the researcher got information that the English teaching learning process of the eighth grade students at SMPN 1 Banyuwangi used the 2013 Curriculum. The descriptive text has been taught in this school based on the syllabus of the eighth grade. The researcher also got the information that the teacher never measure the students’ writing ability by using analytic scoring. On the other hand, the teacher used holistic scoring method which they scored the students’ writing ability without concern about some aspects of writing. As the result, the teacher did not know about the students’ writing ability specifically. Thus, the researcher uses analytical scoring for this research to measure the students’ writing ability based on the aspects of writing. Furthermore, the reason why the researcher chooses high achieving students is because by analyzing of the students' writing and knowing what is the difficulties faced by the students in the aspects of writing, it means the students whose the score below the high achieving students have the same problems even worse.

Based on previous research that is conducted by Lazuardin (2015), the result of her research showed the score percentages of each writing aspect. It means that the analytical scoring is very useful to measure the specific ability of the students writing in this research.

Considering the description above, the researcher is interested in conducting a research entitled “A Descriptive Study of the Eighth Grade High Achieving Students’ Ability in Writing Descriptive Text at SMPN 1 Banyuwangi in the 2015/2016 Academic Year”. It is important to conduct this research because the researcher wants to know how well the students’ ability in writing descriptive text, especially in five aspects of writing.

## **1.2 Problems of the Research**

Based on the background of the research, the problems of the research are formulated as follow:

- 1.2.1 how is the eighth grade high achieving students’ ability in writing descriptive text at SMPN 1 Banyuwangi in the 2015/2016 academic year?
- 1.2.2 what is the most difficult aspect of writing that the students faced?

## **1.3 Objectives of the Research**

Based on the problem formulation, the objectives of the research are:

- 1.3.1 to describe the eighth grade high achieving students’ ability in writing descriptive text at SMPN 1 Banyuwangi in the 2015/2016 academic year.
- 1.3.2 to know the most difficult aspect of writing that the students faced.

## **1.4 Significance of the Research**

The results of the research are expected to be useful for the English teacher, the students, and the upcoming researchers.

### **1.4.1 The English Teacher**

Hopefully, the results of this research are expected to give some inputs to the English teacher in language teaching especially in encouraging students to write descriptive text as well as possible.

#### 1.4.2 The Students

The yields of the research is useful for the students at SMPN 1 Banyuwangi as information to know their ability in writing a descriptive text and as motivation to improve their writing skill by mastering the aspects of good writing.

#### 1.4.3 The Upcoming Researcher

The result of this research is useful for upcoming researcher as input or reference to conduct a further research using different research design for example experimental research or classroom action research.

### **1.5 Scope of the Research**

The scope of this research is focused on describing the students' ability in writing descriptive text especially on five aspects of writing, such as language use or grammar, vocabulary, organization, mechanics, and content by the eightgrade high achiever students at SMPN 1 Banyuwangi in the 2015/2016 academic year.

## CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter discusses the theories related to the topic of the research, such as: writing skill, the aspects of writing, the assessment of writing, and descriptive text.

### 2.1 Writing Skill

Writing is a process of discovery involving a series of steps (Langan (2008:14)). Similar to this idea, Wingersky, Boerner and Balogh (1999:4) state that writing is a process of discovering, organizing, and communicating the writer's idea to the readers. Writers will receive and process the information before transferring the information into the readers. It can be said that writing is an activity that starts when the writers get the ideas, organize the ideas and then communicate the ideas in written form.

Writing is an activity of expressing ideas in written forms. Fairbairn and Winch (1996:32) state that writing is about conveying meaning by selecting words and putting them together in a written or printed form. It means that writing is an activity to express the writer's ideas in written form by selecting and putting proper words in proper places.

Writing is one way to communicate with other people besides speaking, reading, and listening. The word 'writing' seems to be very simple and easy to understand. Oshima and Hogue (2007:15) state that,

“Writing is never a one-step action; it is an ongoing creative act. When you first write something, you have already been thinking about what to say and how to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. You write and revise and write and revise again until you are satisfied that your writing expresses exactly what you want to say.”

To make a good writing, the students need a hard thinking and they have to extent knowledge to get correct writing. When they write some kinds of text, they do not only produce some words, sentences or paragraphs, but also consider about the spelling, punctuation and grammar.

Based on the explanation above, it can be concluded that writing is an activity to communicate with people by expressing their feelings, thoughts, and

ideas through sentences or paragraph in written form. It brings a special contribution to the way people think, contributes to the personal development.

## **2.2 The Aspects of Writing**

There are five writing aspects as the indicators to evaluate the students' writing, namely *grammar*, *organization*, *content*, *vocabulary* and *mechanics* (Hughes, 2003:104). The explanation of the aspects above are as follows:

### **2.2.1 Grammar**

Grammar plays an important role in the language learning. Grammar means the rules which structure our language (Kane, 1988:13). Grammatical rules are simply the way people speak and write. English has rules in structuring sentences that differs from other languages. Many learners think that grammar is one of the difficult aspects when learning a language, because they probably consider about the rules of their first language. They usually make grammatical errors when they have to write or speak.

This research concerns on the use of simple present tense in the sentences. The reason is because the researcher wants to analyze the students' descriptive writing in this research. Meanwhile, simple present tense is the language feature of descriptive text. Simple present tense expresses events or situations that exist always, usually, habitually, and probably will exist in the future. The grammatical rules that must be fulfilled by the students are to use simple present tense in correct pattern and to use appropriate agreements, word order, articles, pronouns, and prepositions.

### **2.2.2 Organization**

Organization refers to the ability to organize the ideas in logical sequence. The sentences in the paragraph should be organized in logical sequence to make united contribution to the whole paragraph. Langan (2008: 140) claims that a piece of writing will have unity if the writer advance a single point and stick to that point. It means the writer should relate the details of writing, the topic



sentences and the supporting details, therefore unity and coherence are aspects of organization that are needed to produce a piece of writing. In addition, Oshima and Hogue (2007:67) state that one of the important elements of a good paragraph is unity.

#### **a. Unity**

Unity means oneness. It means that a unified paragraph should focus on one main idea. As it is stated by Oshima and Hogue (2007:73) that unity means in a paragraph discuss only one main idea. Furthermore, a unified paragraph contains some sentences that support main idea. Bram (1995:20) says that unity of paragraph can be achieved through a good clear topic sentence. It means that a good topic sentence leads the writer to control the following information.

#### **b. Coherence**

Coherence is another requirement of well-organized paragraph. Kanar (1998:77) says “a paragraph has coherence when it is so well-organized that the evidence seems to flow smoothly and to stick together”. Oshima and Hogue (2007:81) state that paragraph coherence is to use transition signals. Transition signals are words and phrases that connect the idea in one sentence with the idea in another sentence.

Beside unity and coherence, the researcher also includes generic structure of descriptive text in the aspects of organization. The students are asked to write a descriptive text based on the topic given by fulfilling the generic structure of descriptive text, i.e.: identification and description.

### **2.2.3 Content**

In this research, the content deals with the students' ability in writing a descriptive text related to the topic, easy to understand for the readers, use development knowledge, use connectivity among sentences, and use the connectivity among paragraphs.

### **2.2.4 Vocabulary**

To compose a good writing, the writer must have a great store of words which the meaning of those words have been understood. Hatch and Brown

(1995:1) also define the term “vocabulary” as a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. Bram (1995:48) argues that words are the basic tool for writing, because words carry meaning where the writer’s message across. To sum up, we can say that vocabulary is one of the language components that is crucial for expressing our thinking and feeling. Language does not exist without vocabulary.

Hatch and Brown (1995:218) state that terms used to classify words based on their functional categories are called parts of speech, which include nouns, verbs, adjectives, and adverbs that are called large vocabulary. In addition, to these major classes, there are pronouns, prepositions, conjunctions, and interjections that are called small vocabulary. This research is only focused on large vocabulary that covers nouns, verbs, adjectives and adverbs.

Large vocabulary includes all *nouns, adjectives, verbs* and *adverbs*. Hatch and Brown (1995:218) states that large vocabulary is the vocabulary which has major functions in communications. The following section presents the explanation of each type of large vocabulary.

#### **2.2.4.1 Nouns**

Hatch and Brown (1995:219) state that a noun refers to a person, a place, or a thing. They added that nouns could be divided into seven subclasses, as follows; *proper nouns, common nouns, abstract nouns, concrete nouns, countable nouns, uncountable nouns, and collective nouns*. There are some examples of proper nouns like *Betsy, Ohio, the Mormon Tabernacle Choir* which are different from the common nouns such as *woman, state, choir*. Abstract nouns (*happiness, faith, beauty*) are differ from concrete nouns (*floor, wall, house*). Countable nouns are as follows guitars, pencils, chickens which also different from uncountable nouns like *sugar, coffee, and rice*. The last is collective nouns, for examples: *team, club, government*.



### 2.2.4.2 Adjectives

According to Hatch and Brown (1995:228), adjectives are used to highlight qualities or attributes. Certain adjectives are typically used to describe particular nouns. Furthermore, Thomson and Martinet (1986:22) classify adjectives into six kinds as the following: the first is *demonstrate adjectives*, for examples: *this, that, those, these*. *Distributive adjectives*, for examples: *each, every, either, and neither*. *Quantitative adjectives*, for examples: *some, any, no, little/few, many, much*. *Interrogative adjectives*, for examples: *what, which, whose*. *Possessive adjectives*, for examples: *your, my, his, her*. And the last is *quality adjectives*, for examples: *clever, dry, heavy*.

### 2.2.4.3 Verbs

Hatch and Brown (1995:222) state that verbs are words that denote actions. Moreover, Harmer (2001:37) mentions that a verb is a word (or group of words) which is used to describe an action, an experience or a state. There are two kinds of verbs (Thomson and Martinet, 1986: 73) they are:

- a. *Auxiliary verbs*. Based on the size of available vocabularies, auxiliary verbs are not the member of large vocabulary. The examples of auxiliary verb are: *to be, to have, to do, can, could, may, might, must, ought, shall, should, will, would, to need, to dare, and used*.
- b. *Ordinary verbs*. These verbs are also called lexical verbs. The verbs can be considered fewer than two heads; *regular verbs* and *irregular verbs*.

1.) *Regular verbs* : in the simple past and the past participle are both by adding -d or -ed to the infinitive, for examples:

Infinitive	Past	Past Participle
Play	Played	Played
Walk	Walked	Walked
Visit	Visited	Visited

2.) *Irregular verb* : in irregular past tense and past participle are not added by –d or –ed. However, it has no fixed rule, for examples:

Infinitive	Past	Past Participle
See	Saw	Seen
Eat	Ate	Eaten
Drink	Drank	Drunk

#### 2.2.4.4 Adverbs

An adverb is a word that modifies a verb, an adjective or another verb. It often tells how, when, where to word extent and often ends with **-ly**. In this case, Hatch and Brown (1995:230) state that adverbs are similar to adjectives in many ways although they typically assign attributes to verbs, clauses, or to entire sentences rather than to nouns.

Thompson and Martinet (1986:52) classify adverbs into eight kinds. They are: *adverb of manner*, *adverb of place*, *adverb of time*, *adverb of frequency*, *adverb of certainty*, *adverb of degree*, *adverb of interrogative*, and *adverb of relative*. Eight kinds of adverbs as the following:

1. Manner : *bravely, fast, happily, hard, quickly.*
2. Place : *by, down, here, near, there.*
3. Time : *now, soon, still, then, today.*
4. Frequency : *always, never, often.*
5. Sentence : *certainly, definitely, luckily.*
6. Degree : *fairly, hardly, rather, very.*
7. Interrogative : *when?, where?, why?.*
8. Relative : *when, where, why.*

#### 2.2.5 Mechanics

According to Harmer (2004:44), writing has the mechanical components like the other skills. In addition, he states that there are four aspects which belong to the mechanical component of writing. They are handwriting, spelling, punctuation and the construction of well formed sentences, paragraphs, and texts.

Hughes (2003:103) explains that in a more elementary level, the aspect of mechanics is more important than the other aspects of writing. It means that the teacher and the students should not ignore the aspect of mechanics which is usually regarded as the easiest aspect of writing. Therefore, the teacher needs to provide writing exercises which focus on the use of the appropriate punctuation.

Based on the explanation above, it can be concluded that mechanical skills in terms of capitalization, punctuations, and spelling are components that the writer should be concerned in order that the readers can understand the writer's intention well. In this research, the mechanical skills that will be investigated are *punctuation, capitalizations, and spellings*.

### **2.3 The Assessment of Writing**

Related to the writing assessment, scoring method is needed to measure the students' writing. There are two scoring methods: holistic and analytic scoring. Holistic scoring method is the scoring method which involves the assignment of a single score to a piece of writing on the basis of an overall impression of it (Hughes, 2003: 94-95). It means that the writing will be scored in a single score based on the impression of the scorer about the whole piece of writing. Hughes also says that holistic scoring has the advantage of being very rapid. It means that every piece of work has the possibility to be scored more than once since it is necessary. However, the disadvantage of this scoring method is that, there are not separated aspects of writing. Therefore, it is difficult to identify in which aspects a piece of writing is good or poor.

Meanwhile, O'Malley and Pierce (1996: 144) states that analytic scoring separate the feature of a composition into components that are scored separately. It means that the writer knows his or her weaknesses and strengths in his or her writing since it is scored separately. According to Hughes (2003: 102), there are some advantages of analytic scoring. First, it disposes the problem of uneven development of sub-skills in individuals. Second, scorers are compelled to consider aspects of performance which they might otherwise ignore. The third, in

fact that the scorer has to give a number of scores which tend to make the scoring more reliable. However, Hughes (2003: 103) says that the disadvantage of analytic scoring takes longer time than holistic scoring.

Based on the explanation above, analytic scoring method is considered to be an appropriate scoring method to measure the students' writing test in this research. The reason is because the researcher wants to give score to the students separately on each writing aspect before summing up all of the scores as the writing score. According to Heaton (1991: 135), a good piece of writing has five important aspects: language use which stands for grammar, stylistic skills which stand for vocabulary, treatment of content which stands for content, mechanical skills which stands for mechanic and judgment skills which stands for organization.

#### **2.4 Descriptive Text Writing**

Descriptive text is a text which describes what a person and a thing is like. The purpose is to describe the features of someone, something, or a certain place. According to Mukarto, et al (2007:19), a descriptive text is a text to describe current activities or events. Kane (1988:351) states, "description is about sensory experience how something looks, sounds, tastes and mostly it is about visual experience."

Generic structure is a general form of genre. Each of the genres has its own generic structure. Mulyono (2008:22) explains the generic structures of descriptive text are identification and description.

##### **a. Identification**

The aim of identification is to identify the phenomenon to be described. It identifies who or what to be described. The identification is usually stated in the first paragraph to introduce to the readers what is going to describe in the next paragraph.

## b. Description

The function of description is to describe parts, qualities, and characteristics. In this part, the writer explains about the subject in detail. It is used to support the identification.

A descriptive text also uses language features that is focused on specific participant and using simple present tense (Mulyono,2008:22). There are three language features in descriptive text. They are as follows.

### a. Focusing on specific noun

The purpose of descriptive text is to describe a particular person, animal, thing, or place. A good description has to use details to help the reader to imagine the thing. The subject that is going to be described is not general, but more specific. We cannot describe the animal in general, but we can describe a specific animal. For examples: my cat, lion, cockatoo, etc.

### b. Using different kinds of adjectives

Another feature of a descriptive text is using different kinds of adjectives. According to Eastwood (2008:230), an adjective modifies a noun. The adjectives express physical qualities or opinions or they classify something. For example: cute, beautiful, small, big, etc.

### c. Using simple present tense

Simple present tense is usually used in writing a descriptive text. According to Eastwood (2008:53), simple present tense is used for a present state, a feeling, an opinion, or the fact that something belongs to someone. It is also used for repeated action such as routines, habits, jobs, hobbies, and things that always happen.



The example of a descriptive text:

### The Sea Eagle

Identification	{	There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It is a sea eagle.
Description	{	The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds. It has a strong streamlined, sharp beak and a stream-line body. Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck.

*(Taken from English in Focus for Grade VIII Junior High School page 16)*

Based on the above explanation, it can be concluded that descriptive text is a kind of text which has a purpose to describe a particular thing, person, place or animal. It has two generic structures that consist of identification and description. It also has language features such as focusing on specific noun, using any kinds of adjective, and using simple present tense.

## CHAPTER 3. RESEARCH METHODS

This chapter consists of the explanations of some aspects dealing with the research methods applied in this research. The aspects are: research design, research area determination method, respondent determination method, data collection method, data analysis method, and operational definition of the key terms. Each point is written respectively below.

### 3.1 Research Design

In this research, a descriptive research design is applied because the objective is to describe the eighth grade high achiever students' ability in writing descriptive text at SMPN 1 Banyuwangi in the 2015/2016 academic year. According to Mc Millan (1992:143), a descriptive research is a non-experimental research that essentially describes existing phenomena without changing some condition to affect subjects' responses. He further affirms that the description is usually in the form of statistics such as frequencies or percentages, averages, and sometimes variability. Arikunto (2010:3) explains that descriptive research is a research that is intended to investigate situation or condition which the result of the investigation will be described in the form of research analysis. It can be concluded that a descriptive research is a research that investigates a particular object for its situation or condition which is intended to give information factually.

In general, the procedures of this research were as follows:

- (1) Finding the research problem
- (2) Determining the research area purposively
- (3) Collecting the supporting data by interview and documentation
- (4) Determining the respondents of the research by using purposive sampling
- (5) Constructing the research instrument in the form of descriptive text writing text to get the main data of the students' writing ability
- (6) Consulting the research instruments to the English teacher and both of the consultants
- (7) Collecting the primary data by giving writing test to the respondents



- (8) Analyzing the result of the test
- (9) Classifying the result of data analysis based on the classification of the score levels
- (10) Concluding the research result descriptively to answer the research problems.

### **3.2 Area Determination Method**

This research applied purposive method to determine the area. According to Arikunto (1996:127), purposive method is a method based on the certain reasons. This research was conducted at SMPN 1 Banyuwangi because of three reasons:

1. Descriptive text has been taught in SMPN 1 Banyuwangi.
2. The students have practiced to write descriptive texts.
3. It is permitted by the headmaster and the English teacher to conduct the research at this school.

### **3.3 Respondent Determination Method**

Purposive sampling is used to determine the respondent of the research. According to Arikunto (2010:183), purposive sample is done by taking the subject that is not based on strata, random, or area, but based on their particular purpose. Sugiyono (2009:122) states that purposive sampling is a sampling technique with a certain considerations. The respondents of this research was chosen based on the five students who get the highest score in English subject, minimum score was 85.

The population of this research was taken from the eighth grade students at SMPN 1 Banyuwangi in the 2015/2016 academic year. There are eight classes of the eighth grade students in SMPN 1 Banyuwangi. Each class consists of 36 students. The researcher took only five students who got the highest score in every class, especially five students who got the highest score in writing descriptive text. The total of the respondents were 40 students.

### 3.4 Data Collection Method

Collecting data was important to give the information to the researcher dealing with the subject of the research. There were two kinds of data in this research: primary data and supporting data. The primary data were obtained by applying a writing test, while the supporting data were collected by interview and documentation.

Writing test in this research was used to gain the primary data. Test is the major method for collecting the data. According to Arikunto (2010: 266), test is as an instrument that is used to measure skills, knowledge, and talents of individual or group. As McMilan (1992:114) says, a test is an instrument that is presented to each subject a standard set of question that requires the completion of a cognitive task. In this research, the researcher used a writing test.

Writing test is a type of test that is administered to the testees in the form of writing to describe the testees' writing ability (Zuriah, 2006: 184). The type of the test was a subjective test. Furthermore, the given writing test was used to measure the students' ability in descriptive text writing by considering five aspects of writing, i.e.: grammar, vocabulary, mechanic, contents, and organization. The material of the test is descriptive text that had been given to the students before.

According to Hughes (1996:22), a good test should have validity and reliability. A test is considered a valid test if it measures accurately what it is supposed to measure. This research used content validity because the content of the test or the test material was constructed based on the 2013 Curriculum in the form of descriptive text. The writing test was consulted to the English teacher before the test was given to the respondents, because it should be appropriate or suitable with the students' level.

In this research, the students were assigned to write a descriptive text that contains about 10-12 sentences by choosing one topic within 80 minutes. Firstly, the instruction of the test was given in English. Then, the researcher explained it in Indonesian to avoid the students' misunderstanding of the instruction.

The method that was used to assess the students' writing test was analytical method. Analytical scoring method is a method of scoring which requires a separate score for each number of aspects of the task (Hughes, 2003:100). The aspects that were measured in this research are grammar, vocabulary, mechanics, content, and organization.

#### **3.4.1 Scoring the Students' Writing**

Analyzing data was the most important part in the research method, because it gave the meaning that can be used to solve the research problem. In this research, the primary data were quantitative in the form of students' score of writing descriptive text.

In order to know the students' ability in writing descriptive text, the researcher measured it by using analytical scoring rubric. The scoring rubric which was used in this reasearch can be seen on Appendix D. Further, inter rater scoring was chosen by the researcher to get the score more reliable. The two scorers were the researcher and the eighth grade English teacher of SMPN 1 Banyuwangi. The researcher and the english teacher equalize the perception for assessing the students' writing before give score to the students' work.

The researcher used a list of coding guide which represent each aspect of writing to make the scoring process easier for both scorers. For example, when one of the students made an error in the aspect of language use or grammar, then the researcher underlined the error and put code 'G' under it. Another examples were when the students made an error in the aspect of vocabulary, content, organization, and mechanics, then the researcher underlined the error and put code 'V', 'Co', 'O', and 'M' under among them. In other hand, the researcher made a copy to give to the second scorer, so it was easier to give a score among the two scorers. The two scorers used different color in giving the score, it helped the researcher to collect the result of the assessment.

After getting the scores of the students' descriptive writing, the researcher classified the students' score in writing descriptive text into the classification of scoring. They were classified into seven different levels, as follow: excellent, very good, good, average, fair, poor and very poor. The classification of scoring was

used for knowing the level of the students' descriptive ability. It can be seen in the following table.

Tabel 3.2 Classification of Scoring

No.	Category	Score Range	Frequency	Percentage
1.	Excellent	100 – 94		
2.	Very Good	93 – 86		
3.	Good	85 – 77		
4.	Average	76 – 67		
5.	Fair	66 – 57		
6.	Poor	56 – 46		
7.	Very Poor	45 – 26		
Total				

(Adapted from Djiwandono, 1996: 154)

The steps of analyzing the data are as follow:

1. Scoring the students' writing test on each aspect by using analytical scoring rubric
2. Summing up all the scores of each aspect get the students' scores
3. Analyzing the data of the students' scores by using percentage
4. Classifying their final score into the classification of scoring
5. Drawing conclusion to answer the research problem

### 3.5 Operational Definition of Key Terms

Operational definition was important to avoid ambiguity and misunderstanding between the writer and the readers. The terms that were defined operationally are writing achievement, descriptive text and high achieving students.

### 3.5.1 Writing Ability

Writing ability in this research dealing with the eighth grade high achieving students' ability in writing descriptive text at SMPN 1 Banyuwangi. It was covered the five aspects of writing, namely grammar, vocabulary, mechanics, content, and organization.

### 3.5.2 Descriptive Text

Descriptive text writing in this research referred to the writing of a descriptive text that consists of identification and description. The researcher used the topic about animal. The students were required to write 10-12 sentences of a descriptive text based on the topic given in 80 minutes.

### 3.5.3 High Achieving Students

High achieving students in this research referred to the students who got the highest score than the others, especially in writing descriptive text. The researcher chose only five students in each class of the eighth grade students at SMPN 1 Banyuwangi.



## CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the research followed by the suggestions related to the research results.

### 5.1 Conclusion

Based on the data analysis and the discussion of the research results in the Chapter 4, it could be concluded the eighth grade high achieving students' descriptive writing ability at SMPN 1 Banyuwangi was categorized as very good. It was known that the students' mean score was 92.025 which meant it was in the range 85.5 – 93.4 or in the very good category. There were 19 students (47.50%) who were categorized as excellent, 14 students (35%) who were categorized as very good, 7 students (17.50%) who were categorized as good, and no student (0%) were categorized as average, fair, poor or very poor. It could be concluded that the eighth grade high achieving students' descriptive writing ability at SMPN 1 Banyuwangi was very good since the students achieved the scores above good category.

Furthermore, the researcher investigated the students' descriptive writing ability on five aspects of writing by using analytical scoring. It was found that the greatest score was in the category of content and the least score was in the aspect of grammar. It means that the students did not have any problems in developing their ideas about the animal since most of the students' score were categorized as excellent in the aspect of content. On the other hand, it was found that the students got some difficulties in the aspect of grammar. It is supported by the data which said plenty of the students achieved scores the excellent category, i.e. there were 12 students who were categorized as very good, 10 students who were categorized as good, and 4 students who were categorized as average. It means that the most difficult aspect of writing that the students faced is grammar aspect.

## **5.2 Suggestions**

Based on the results of the research, some suggestions are given to these following people as follow.

### **5.2.1 For the English Teacher**

The English teachers are suggested to provide writing exercises to the students, especially about descriptive writing. The teachers should be more concern about the weakness of the students in the writing aspects. In this research, it was known that there were two weaknesses of the students in the writing aspects: grammar and mechanics. Therefore, the teachers are expected to help the students to overcome their problems in the aspect of grammar and mechanics. The teacher should give the students more practice about the two aspects. As for the grammar aspect, the teacher should give some practices dealing with the sentence structure.

### **5.2.2 For the Students**

The students are suggested to practice their writing, especially descriptive writing. They also need to concern more about their weaknesses in the writing aspects which are grammar and mechanics. The students should learn more about the sentence structure in the form of simple present tense. As for the mechanics aspect, they should learn more about how to use correct capital letter, use correct punctuation, and write words in correct spelling.

### **5.2.3 For the Upcoming Researchers**

The upcoming researchers are suggested to conduct a further research dealing with the students' descriptive writing ability in a different research design, such as classroom action research or experimental research.



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## RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEACRH METHOD
<p>A Descriptive Study of the Eighth Grade High Achieving Students' Ability in Writing Descriptive Text at SMPN 1 Banyuwangi in the 2015/2016 Academic Year</p>	<p>1. How is the eighth grade high achieving students' ability in writing descriptive text at SMPN 1 Banyuwangi in the 2015/2016 academic year?</p> <p>2. What is the most difficult aspect of writing that the students faced?</p>	<p>The eighth grade high achieving students' ability in writing descriptive text.</p>	<p>1. Grammar</p> <p>2. Vocabulary</p> <p>3. Mechanic</p> <p>4. Content</p> <p>5. Organization</p>	<p>1. Respondents: The eighth grade high achieving students' of SMPN 1 Banyuwangi.</p> <p>2. Informant: The English teacher of SMPN 1 Banyuwangi.</p> <p>3. Documents: The names of the research respondents</p>	<p>1. Research Design: Descriptive Study</p> <p>2. Area Determination Method: Purposive Method</p> <p>3. Respondent Determination Method: Purposive Sampling Method</p> <p>4. Data Collection Method: Primary data - Writing test Supporting data - Interview - Documentation</p> <p>5. Data Analysis Method: - Analytic writing scoring rubric (Adapted from Hughes, 2003:104)  - Classification of scoring (Adapted from Djiwandono,1996:154)</p>

Appendix B

**RESEARCH INSTRUMENT**

WRITING TEST

School	: SMP Negeri 1 Banyuwangi
Class/Semester	: VIII/2
Subject	: English
Type of Text	: Descriptive
Topic	: Animals
Time Allocation	: 2 x 40'

Choose one of the following topics, then write 10-12 sentences of a descriptive text!

1. Cat
2. Rabbit
3. Butterfly
4. Elephant
5. Turtle
6. Dolphin

Appendix C

Supporting Data

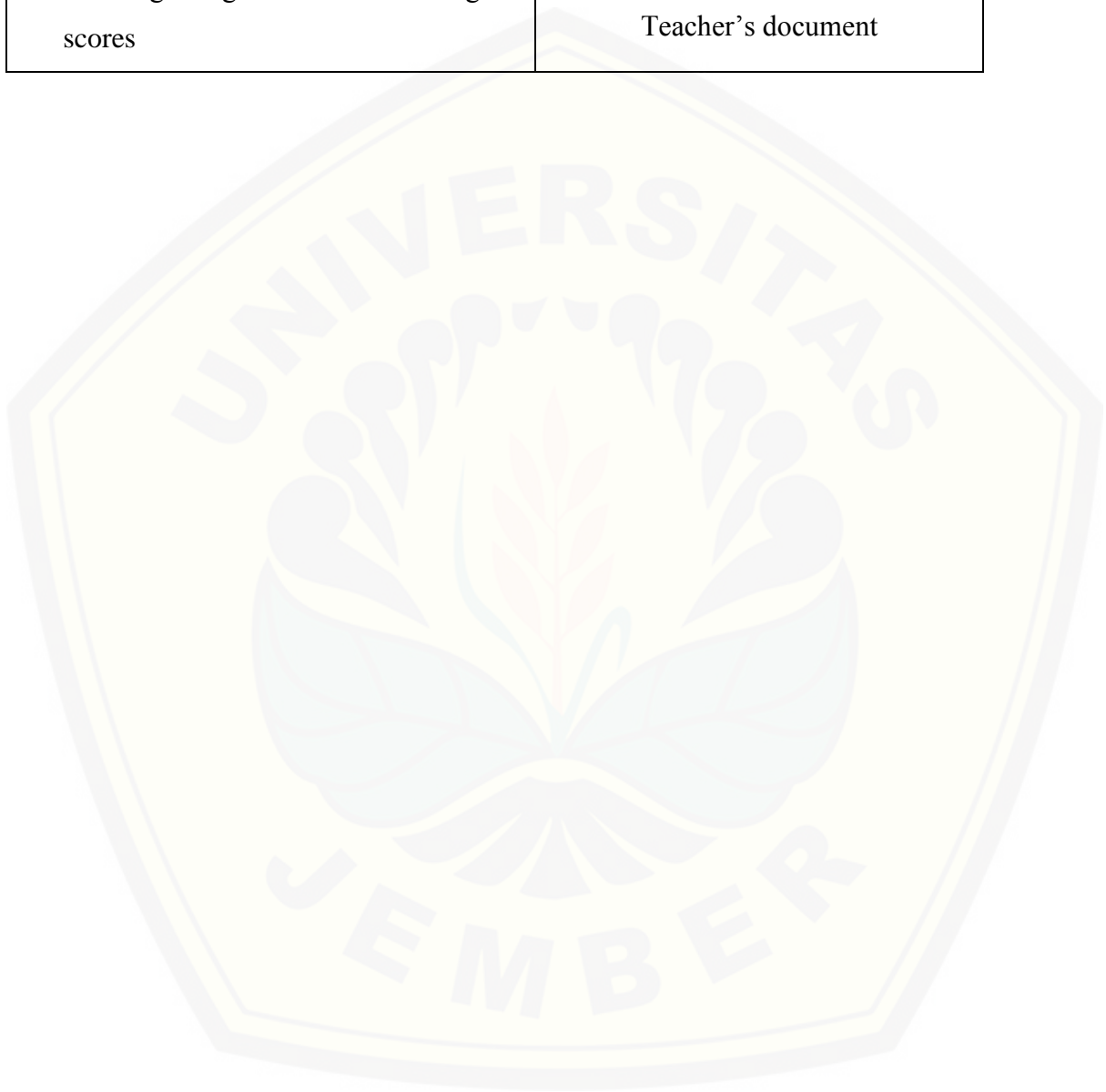
A. Interview Guide

No.	Question	Teachers' Answer
1.	What curriculum do you use in teaching English at SMP Negeri 1 Banyuwangi?	The 2013 Curriculum
2.	How often do you teach English in a week?	Two times a week
3.	What is the English minimum score in this school?	76
4.	Have you taught writing descriptive text to the eighth grade students?	Yes, I have.
5.	How is the students' ability in writing especially the eighth grade students?	Some students are able to write well but most of them still get difficulties in writing
6.	How do you teach writing skill to your students?	First, I explain about the generic structure and the language features. I ask them to find the difficult word of the text. Then, I ask to write a text based on the topic given. I allow them to open a dictionary.
7.	How do you administer writing test to the students?	I usually ask the students to write a text based on the topic given, but they are not allowed to open the dictionary.
8.	Have you ever scored the students' writing skill by using analytic scoring?	Not yet. I only use holistic scoring to score the students' writing.



**B. Documents**

Data	Source
1. Total number of the eighth grade students	School document
2. Names of the respondents	
3. The eighth grade students' English scores	Teacher's document



Appendix D

Tabel 3.1 Scoring Rubric of Writing

ASPECT	SCORE	CRITERIA
CONTENT	15 – 12	<b>EXCELLENT to VERY GOOD:</b> knowledgeable • substantive • thorough development of thesis • relevant to assigned topic (1 sentence is not relevant to the topic)
	11 – 8	<b>GOOD to AVERAGE:</b> some knowledgeable • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail (2 – 3 sentences are not relevant to the topic)
	7 – 4	<b>FAIR to POOR:</b> limited knowledge of subject • little substance • inadequate development of topic (4 – 6 sentences are not relevant to the topic)
	3 – 2	<b>VERY POOR:</b> does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate (7 or more sentences are not relevant to the topic)
ORGANIZATION	10 – 9	<b>EXCELLENT to VERY GOOD:</b> fluent expression • ideas clearly stated/supported • succinct • well organized • logical sequencing • cohesive (1 – 2 sentences are out of order)
	8 – 7	<b>GOOD to AVERAGE:</b> somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing (3 – 4 sentences are out of order)
	6 – 5	<b>FAIR to POOR:</b> non-fluent • ideas confused or disconnected • lacks logical sequencing and development (5 – 6 sentences are out of order)
	4 – 2	<b>VERY POOR:</b> does not communicate • no organization • OR not enough to evaluate (the ideas is unclear and confusing)
VOCABULARY	25 – 22	<b>EXCELLENT to VERY GOOD:</b> sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register ( $\leq 3$ errors of using appropriate words)
	21 – 18	<b>GOOD to AVERAGE:</b> adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i> (4 – 9 errors of using appropriate words)
	17 – 11	<b>FAIR to POOR:</b> limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i> (10 – 16 errors of using appropriate words)
	10 – 5	<b>VERY POOR:</b> essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate ( $\geq 17$ errors of using appropriate words)
LANGUAGE USE	30 – 27	<b>EXCELLENT to VERY GOOD:</b> effective complex constructions • few errors of agreements, tense, number, word order/function, articles, pronouns, prepositions ( $\leq 5$ errors)
	26 – 22	<b>GOOD to AVERAGE:</b> effective but simple constructions • minor problems in complex constructions • several errors of agreements, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i> (6 – 10 errors)
	21 – 17	<b>FAIR to POOR:</b> major problems in simple/complex constructions • frequent errors of negation, agreements, tense, number, word order/function, articles, pronouns,

		prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i> (11 – 15 errors)
	16 – 13	<b>VERY POOR:</b> virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate ( $\geq 16$ errors)
MECHANICS	20 – 18	<b>EXCELLENT to VERY GOOD:</b> demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing ( $\leq 4$ errors of punctuation, capitalization, and spelling)
	17 – 14	<b>GOOD to AVERAGE:</b> occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i> (5 – 9 errors of punctuation, capitalization, and spelling)
	13 – 10	<b>FAIR to POOR:</b> frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i> (9 – 12 errors of punctuation, capitalization, and spelling)
	9 – 4	<b>VERY POOR:</b> no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate ( $\geq 13$ errors of punctuation, capitalization, and spelling)
Students' Score: Content + Organization + Vocabulary + Language Use + Mechanics = .....		

(Adapted from Hughes, 2003:104)

Appendix E

**The Names of the Research Respondents**

No.	Students' Names	Class
1.	AII	VIII A
2.	BMC	VIII A
3.	BMV	VIII A
4.	EDH	VIII A
5.	ZH	VIII A
6.	DK	VIII B
7.	DS	VIII B
8.	FAN	VIII B
9.	SWP	VIII B
10.	VRA	VIII B
11.	ABA	VIII C
12.	ARA	VIII C
13.	NAF	VIII C
14.	PRM	VIII C
15.	RNS	VIII C
16.	FADP	VIII D
17.	FSP	VIII D
18.	LM	VIII D
19.	NER	VIII D
20.	YS	VIII D
21.	AOP	VIII E
22.	AWTP	VIII E
23.	GJK	VIII E
24.	MNHU	VIII E
25.	NOG	VIII E
26.	AP	VIII F
27.	BDS	VIII F
28.	FAA	VIII F
29.	PPD	VIII F
30.	VCVP	VIII F
31.	AFW	VIII G
32.	ASAW	VIII G
33.	FARI	VIII G
34.	FF	VIII G
35.	NPF	VIII G
36.	AAW	VIII H
37.	NAA	VIII H
38.	NMU	VIII H
39.	STY	VIII H
40.	TIM	VIII H

## Appendix F

DAFTAR NAMA SISWA KELAS VIII  
SMPN 1 BANYUWANGI  
TAHUN PELAJARAN 2015/2016

Kelas : VIII A

NO.	NAMA	L/P	NILAI
1	AAGH	L	80
2	AIT	P	85
3	AW	P	79
4	AII	P	86
5	ARS	L	80
6	BMC	P	86
7	BAR	L	84
8	BGI	L	85
9	BMV	L	87
10	CAYP.	P	85
11	CRHY	L	82
12	CMEJ	P	86
13	DAR	L	85
14	DAH	P	85
15	DAY	P	86
16	DS	L	83
17	DNA	P	85
18	DRFT	P	77
19	DMLH	P	79
20	DARD	P	84
21	DMD	P	84
22	ECP	P	81
23	ENY	P	85
24	EDH	L	86
25	FSK	P	85
26	HAA	L	85
27	IR	L	82
28	KB	L	84
29	MGM	L	86
30	MYP	L	85
31	MHB	L	80
32	MSM	L	82
33	RFF	L	83
34	SR	L	81
35	WYB	L	82
36	ZH	L	87



DAFTAR NAMA SISWA KELAS VIII  
SMPN 1 BANYUWANGI  
TAHUN PELAJARAN 2015/2016

Kelas : VIII B

NO.	NAMA	L/P	NILAI
1	AR	L	83
2	AFA	L	85
3	ARi	L	81
4	ADM	P	85
5	AOK	L	83
6	AAD	P	85
7	APR	P	80
8	APR	P	85
9	AK	P	87
10	DASA	P	85
11	DL	P	84
12	DS	P	86
13	DAS	P	85
14	DMA	L	80
15	ENS	L	85
16	FAN	L	86
17	GOPK	P	85
18	GKM	L	85
19	GIM	L	85
20	HAP	P	85
21	JNY	P	77
22	LAF	P	83
23	MAT	L	85
24	MRMA	L	80
25	NFA	P	85
26	NAP	P	85
27	RN	L	78
28	RAW	L	84
29	SWP	P	86
30	SCNH	P	85
31	SA	P	83
32	SM	P	85
33	TSZ	P	84
34	VGA	P	86
35	WMNP	P	84
36	WIP	L	79

DAFTAR NAMA SISWA KELAS VIII  
SMPN 1 BANYUWANGI  
TAHUN PELAJARAN 2015/2016

Kelas : VIII C

NO.	NAMA	L/P	NILAI
1	ABA	P	87
2	AZKS	P	85
3	ARA	P	86
4	ANK	P	84
5	ANAB	P	85
6	BRI	L	84
7	CPPA	P	81
8	GAR	L	85
9	GAS	L	82
10	IGAP	P	85
11	IISD	L	84
12	IZRZ	P	83
13	LH	P	80
14	MZH	L	78
15	MAF	P	85
16	MNYRS	L	84
17	MAY	L	84
18	MFR	L	85
19	MWA	L	82
20	NDT	P	79
21	NH	P	82
22	NR	P	84
23	NPC	P	83
24	NPP	L	80
25	NAS	L	82
26	NAF	L	86
27	NNNP	L	84
28	NIS	P	83
29	NMAGC	P	81
30	NSH	P	83
31	NAK	P	82
32	PRM	P	86
33	RAP	P	85
34	RW	L	81
35	RNS	L	86
36	RAR	L	84

DAFTAR NAMA SISWA KELAS VIII  
SMPN 1 BANYUWANGI  
TAHUN PELAJARAN 2015/2016

Kelas : VIII D

NO.	NAMA	L/P	NILAI
1	AYAW	L	82
2	AMK	L	84
3	ABR	P	82
4	AAI	P	83
5	BRME	P	84
6	BYA	L	83
7	DNP	L	84
8	DEA	P	82
9	FADP	L	85
10	FDS	L	82
11	FAO	P	83
12	FDU	P	83
13	FFZ	L	79
14	FAW	P	84
15	FSP	L	87
16	FK	P	84
17	GD	L	83
18	HPH	L	84
19	IR	P	83
20	IF	P	80
21	JHVJ	L	82
22	KHIF	P	83
23	KR	L	84
24	LM	P	86
25	MKI	P	84
26	MRUA	L	79
27	NNS	P	83
28	NRA	P	84
29	NAF	L	80
30	NER	P	85
31	RSA	P	83
32	SGA	P	82
33	SMSD	L	78
34	VFZ	P	83
35	YS	L	85
36	ZYN	P	84

DAFTAR NAMA SISWA KELAS VIII  
SMPN 1 BANYUWANGI  
TAHUN PELAJARAN 2015/2016

Kelas : VIII E

NO.	NAMA	L/P	NILAI
1	ASF	P	83
2	APR	L	80
3	ASM	P	85
4	ADL	P	84
5	AOP	P	86
6	AB	P	83
7	AMRM	P	84
8	APTR	P	82
9	AWTP	L	85
10	ATA	P	79
11	AIA	P	83
12	DP	P	82
13	FS	P	82
14	FAP	L	82
15	FPR	L	82
16	FDA	P	83
17	GJK	P	87
18	HMF	P	83
19	IRP	L	86
20	JCA	P	82
21	KMH	L	83
22	LPW	P	80
23	MIRL	P	84
24	MON	P	84
25	MC	P	83
26	MF	L	84
27	MNHU	L	85
28	NOG	L	85
29	NSA	P	79
30	PIK	P	84
31	RAM	L	83
32	RRF	L	82
33	RADS	P	78
34	RDU	P	83
35	SS	L	83
36	SN	P	84

DAFTAR NAMA SISWA KELAS VIII  
SMPN 1 BANYUWANGI  
TAHUN PELAJARAN 2015/2016

Kelas : VIII F

NO.	NAMA	L/P	NILAI
1	ABH	L	82
2	AFY	P	80
3	AM	P	81
4	AMF	L	78
5	AP	L	86
6	ATK	P	82
7	AFB	P	79
8	ANH	P	82
9	ATSP	P	81
10	BDS	L	85
11	DORZ	L	83
12	FMH	L	83
13	FAA	L	86
14	FATK	P	80
15	FYS	L	81
16	IAS	P	82
17	JCH	P	82
18	JHP	L	83
19	MKF	L	81
20	MIH	L	82
21	MDR	L	84
22	MHI	L	83
23	NVP	P	80
24	NRPA	P	84
25	NRP	P	84
26	NNM	L	80
27	NAR	P	81
28	NHAW	L	81
29	NSS	P	80
30	ODC	P	81
31	PPD	P	87
32	RR	P	82
33	REP	L	80
34	SDP	P	82
35	TVA	P	83
36	VCVP	P	86



DAFTAR NAMA SISWA KELAS VIII  
SMPN 1 BANYUWANGI  
TAHUN PELAJARAN 2015/2016

Kelas : VIII G

NO.	NAMA	L/P	NILAI
1	AFW	L	86
2	AED	P	85
3	ASAW	P	88
4	AWP	L	85
5	APAC	L	83
6	AAC	P	80
7	AKS	L	84
8	AFAS	L	86
9	AKA	P	85
10	BFDA	L	83
11	DID	L	86
12	EEM	P	85
13	FAFR	P	86
14	FYZ	P	85
15	FARI	P	87
16	FF	L	87
17	FIMF	L	86
18	HIWA	P	86
19	IJT	L	86
20	JAZ	P	85
21	K	L	86
22	KPS	P	83
23	LU	P	83
24	MAJ	L	85
25	MRF	L	85
26	NPF	P	86
27	NAW	P	85
28	NTL	P	86
29	RA	L	84
30	RMT	L	85
31	SAO	P	83
32	TM	P	86
33	VIK	L	83
34	WAR	L	86
35	WSP	L	85
36	YNG	P	80

DAFTAR NAMA SISWA KELAS VIII  
SMPN 1 BANYUWANGI  
TAHUN PELAJARAN 2015/2016

Kelas : VIII H

NO.	NAMA	L/P	NILAI
1	ARA	P	83
2	AAW	L	87
3	AATL	L	86
4	AFIH	L	80
5	AF	L	85
6	BK	L	86
7	BSA	P	79
8	CI	P	85
9	EK	P	83
10	FSR	P	84
11	KAQ	P	85
12	KLTT	P	85
13	LN	L	81
14	MRR	P	84
15	MSA	L	84
16	MCS	L	83
17	MAMP	L	85
18	MRF	L	84
19	NAA	P	88
20	NMU	P	87
21	PRU	P	85
22	QRD	L	86
23	RIF	L	85
24	RPS	L	85
25	RSZ	L	82
26	RAG	L	84
27	RPCA	P	85
28	SF	P	84
29	STY	L	87
30	SNQ	P	85
31	TDJ	P	86
32	TIM	P	88
33	VL	P	85
34	WHU	P	83
35	WSP	P	83
36	YDR	P	81

Appendix G

**The Results of the Eighth Grade Students' Descriptive Writing Given by Rater 1 and Rater 2**

No.	Students' Names	Class	Score		Mean Score
			Rater 1	Rater 2	
1.	AII	VIII A	92	94	93
2.	BMC	VIII A	90	93	91,5
3.	BMV	VIII A	88	90	89
4.	EDH	VIII A	85	86	85,5
5.	ZH	VIII A	81	83	82
6.	DK	VIII B	90	89	89,5
7.	DS	VIII B	93	96	94,5
8.	FAN	VIII B	95	96	95,5
9.	SWP	VIII B	94	98	96
10.	VRA	VIII B	90	92	91
11.	ABA	VIII C	80	84	82
12.	ARA	VIII C	93	96	94,5
13.	NAF	VIII C	90	91	90,5
14.	PRM	VIII C	83	83	83
15.	RNS	VIII C	95	99	97
16.	FADP	VIII D	98	98	98
17.	FSP	VIII D	91	92	91,5
18.	LM	VIII D	98	99	98,5
19.	NER	VIII D	95	98	96,5
20.	YS	VIII D	86	89	87,5
21.	AOP	VIII E	87	91	89
22.	AWTP	VIII E	98	99	98,5
23.	GJK	VIII E	97	98	97,5
24.	MNHU	VIII E	82	86	84
25.	NOG	VIII E	89	89	89
26.	AP	VIII F	93	97	95
27.	BDS	VIII F	93	96	94,5
28.	FAA	VIII F	82	82	82
29.	PPD	VIII F	98	99	98,5
30.	VCVP	VIII F	84	85	84,5
31.	AFW	VIII G	93	94	93,5
32.	ASAW	VIII G	95	98	96,5
33.	FARI	VIII G	98	99	98,5
34.	FF	VIII G	96	96	96
35.	NPF	VIII G	98	99	98,5
36.	AAW	VIII H	96	98	97
37.	NAA	VIII H	92	92	92
38.	NMU	VIII H	81	83	82
39.	STY	VIII H	96	98	97
40.	TIM	VIII H	91	91	91

\*Note:

- Rater 1 : Researcher
- Rater 2 : English teacher

**The Results of the Tenth Grade Students' Descriptive Writing on Each Aspect of Writing Given by Rater 1 and Rater 2**

No.	Students' Names	Aspects of Writing														Total Score	
		G		Av	V		Av	M		Av	Co		Av	O			Av
		R 1	R 2		R 1	R 2		R 1	R 2		R 1	R 2		R 1	R 2		
1.	AII	27	28	27,5	24	24	24	18	18	18	15	15	15	8	9	8,5	93
2.	BMC	27	27	27	22	23	22,5	18	19	18,5	14	14	14	9	10	9,5	91,5
3.	BMV	25	26	25,5	22	22	22	18	18	18	14	15	14,5	9	9	9	89
4.	EDH	26	26	26	20	21	20,5	18	18	18	13	13	13	8	8	8	85,5
5.	ZH	22	24	23	20	20	20	18	18	18	13	13	13	8	8	8	82
6.	DK	26	25	25,5	22	22	22	19	18	18,5	14	15	14,5	9	9	9	89,5
7.	DS	27	28	27,5	24	24	24	19	20	19,5	15	15	15	8	9	8,5	94,5
8.	FAN	27	27	27	24	24	24	19	20	19,5	15	15	15	10	10	10	95,5
9.	SWP	27	29	28	24	25	24,5	18	19	18,5	15	15	15	10	10	10	96
10.	VRA	28	29	28,5	22	23	22,5	18	18	18	13	13	13	9	9	9	91
11.	ABA	22	24	23	20	21	20,5	16	17	16,5	14	14	14	8	8	8	82
12.	ARA	27	29	28	23	23	23	18	19	18,5	15	15	15	10	10	10	94,5
13.	NAF	26	25	25,5	23	23	23	18	18	18	14	15	14,5	9	10	9,5	90,5
14.	PRM	22	23	22,5	24	23	23,5	16	16	16	13	13	13	8	8	8	83
15.	RNS	28	29	28,5	24	25	24,5	19	20	19,5	15	15	15	9	10	9,5	97
16.	FADP	28	28	28	25	25	25	20	20	20	15	15	15	10	10	10	98
17.	FSP	27	28	27,5	23	22	22,5	18	18	18	15	15	15	8	9	8,5	91,5
18.	LM	29	29	29	25	25	25	19	20	19,5	15	15	15	10	10	10	98,5
19.	NER	28	29	28,5	24	25	24,5	19	19	19	15	15	15	9	10	9,5	96,5
20.	YS	22	25	23,5	24	24	24	16	16	16	15	15	15	9	9	9	87,5
21.	AOP	24	26	25	22	23	22,5	18	18	18	14	15	14,5	9	9	9	89
22.	AWTP	28	30	29	25	25	25	20	19	19,5	15	15	15	10	10	10	98,5
23.	GJK	29	29	29	24	24	24	20	20	20	14	15	14,5	10	10	10	97,5
24.	MNHU	22	25	23,5	22	23	22,5	15	15	15	15	15	15	8	8	8	84
25.	NOG	27	27	27	22	23	22,5	18	18	18	13	13	13	9	8	8,5	89
26.	AP	27	29	28	24	24	24	18	19	18,5	14	15	14,5	10	10	10	95
27.	BDS	25	27	26	24	25	24,5	19	19	19	15	15	15	10	10	10	94,5
28.	FAA	23	22	22,5	20	21	20,5	18	18	18	13	13	13	8	8	8	82
29.	PPD	29	30	29,5	25	25	25	19	19	19	15	15	15	10	10	10	98,5
30.	VCVP	25	25	25	21	21	21	17	18	17,5	13	13	13	8	8	8	84,5

31.	AFW	28	28	28	22	23	22,5	18	18	18	15	15	15	10	10	10	93,5
32.	ASAW	25	28	26,5	25	25	25	20	20	20	15	15	15	10	10	10	96,5
33.	FARI	28	29	28,5	25	25	25	20	20	20	15	15	15	10	10	10	98,5
34.	FF	29	28	28,5	24	24	24	19	19	19	14	15	14,5	10	10	10	96
35.	NPF	28	29	28,5	25	25	25	20	20	20	15	15	15	10	10	10	98,5
36.	AAW	29	29	29	23	25	24	19	19	19	15	15	15	10	10	10	97
37.	NAA	27	28	27,5	23	22	22,5	18	18	18	15	15	15	9	9	9	92
38.	NMU	24	24	24	20	21	20,5	16	17	16,5	13	13	13	8	8	8	82
39.	STY	28	29	28,5	24	25	24,5	19	19	19	15	15	15	10	10	10	97
40.	TIM	27	27	27	23	23	23	18	18	18	14	14	14	9	9	9	91

\*Note:

- R 1 : Rater 1 (Researcher)
- R 2 : Rater 2 (English Teacher)
- Av : Average
- G : Grammar
- V : Vocabulary
- M : Mechanic
- Co : Content
- O : Organization



Appendix I

**The Students' Descriptive Writing Ability in the Aspect of Grammar Given  
by Rater 1 and Rater 2**

No.	Students' Names	Score		Average	Category
		Rater 1	Rater 2		
1.	AII	27	28	27,5	very good
2.	BMC	27	27	27	very good
3.	BMV	25	26	25,5	good
4.	EDH	26	26	26	good
5.	ZH	22	24	23	average
6.	DK	26	25	25,5	good
7.	DS	27	28	27,5	very good
8.	FAN	27	27	27	excellent
9.	SWP	27	29	28	very good
10.	VRA	28	29	28,5	very good
11.	ABA	22	24	23	good
12.	ARA	27	29	28	very good
13.	NAF	26	25	25,5	good
14.	PRM	22	23	22,5	average
15.	RNS	28	29	28,5	excellent
16.	FADP	28	28	28	excellent
17.	FSP	27	28	27,5	very good
18.	LM	29	29	29	excellent
19.	NER	28	29	28,5	excellent
20.	YS	22	25	23,5	average
21.	AOP	24	26	25	good
22.	AWTP	28	30	29	excellent
23.	GJK	29	29	29	excellent
24.	MNHU	22	25	23,5	average
25.	NOG	27	27	27	very good
26.	AP	27	29	28	excellent
27.	BDS	25	27	26	good
28.	FAA	23	22	22,5	good
29.	PPD	29	30	29,5	excellent
30.	VCVP	25	25	25	good
31.	AFW	28	28	28	very good
32.	ASAW	25	28	26,5	very good
33.	FARI	28	29	28,5	excellent
34.	FF	29	28	28,5	excellent
35.	NPF	28	29	28,5	excellent
36.	AAW	29	29	29	excellent
37.	NAA	27	28	27,5	very good
38.	NMU	24	24	24	good
39.	STY	28	29	28,5	excellent
40.	TIM	27	27	27	very good

Appendix J

**The Students' Descriptive Writing Ability in the Aspect of Vocabulary Given  
by Rater 1 and Rater 2**

No.	Students' Names	Score		Average	Category
		Rater 1	Rater 2		
1.	AII	24	24	24	excellent
2.	BMC	22	23	22,5	very good
3.	BMV	22	22	22	very good
4.	EDH	20	21	20,5	good
5.	ZH	20	20	20	good
6.	DK	22	22	22	very good
7.	DS	24	24	24	excellent
8.	FAN	24	24	24	excellent
9.	SWP	24	25	24,5	excellent
10.	VRA	22	23	22,5	very good
11.	ABA	20	21	20,5	good
12.	ARA	23	23	23	very good
13.	NAF	23	23	23	very good
14.	PRM	24	23	23,5	good
15.	RNS	24	25	24,5	excellent
16.	FADP	25	25	25	excellent
17.	FSP	23	22	22,5	very good
18.	LM	25	25	25	excellent
19.	NER	24	25	24,5	excellent
20.	YS	24	24	24	excellent
21.	AOP	22	23	22,5	very good
22.	AWTP	25	25	25	excellent
23.	GJK	24	24	24	excellent
24.	MNHU	22	23	22,5	very good
25.	NOG	22	23	22,5	very good
26.	AP	24	24	24	excellent
27.	BDS	24	25	24,5	excellent
28.	FAA	20	21	20,5	good
29.	PPD	25	25	25	excellent
30.	VCVP	21	21	21	good
31.	AFW	22	23	22,5	very good
32.	ASAW	25	25	25	excellent
33.	FARI	25	25	25	excellent
34.	FF	24	24	24	excellent
35.	NPF	25	25	25	excellent
36.	AAW	23	25	24	excellent
37.	NAA	23	22	22,5	very good
38.	NMU	20	21	20,5	good
39.	STY	24	25	24,5	excellent
40.	TIM	23	23	23	very good

Appendix K

**The Students' Descriptive Writing Ability in the Aspect of Mechanics Given  
by Rater 1 and Rater 2**

No.	Students' Names	Score		Average	Category
		Rater 1	Rater 2		
1.	AII	18	18	18	very good
2.	BMC	18	19	18,5	very good
3.	BMV	18	18	18	very good
4.	EDH	18	18	18	very good
5.	ZH	18	18	18	very good
6.	DK	19	18	18,5	very good
7.	DS	19	20	19,5	excellent
8.	FAN	19	20	19,5	excellent
9.	SWP	18	19	18,5	very good
10.	VRA	18	18	18	very good
11.	ABA	16	17	16,5	good
12.	ARA	18	19	18,5	very good
13.	NAF	18	18	18	very good
14.	PRM	16	16	16	good
15.	RNS	19	20	19,5	excellent
16.	FADP	20	20	20	excellent
17.	FSP	18	18	18	very good
18.	LM	19	20	19,5	excellent
19.	NER	19	19	19	excellent
20.	YS	16	16	16	good
21.	AOP	18	18	18	very good
22.	AWTP	20	19	19,5	excellent
23.	GJK	20	20	20	excellent
24.	MNHU	15	15	15	average
25.	NOG	18	18	18	very good
26.	AP	18	19	18,5	very good
27.	BDS	19	19	19	excellent
28.	FAA	18	18	18	very good
29.	PPD	19	19	19	excellent
30.	VCVP	17	18	17,5	very good
31.	AFW	18	18	18	very good
32.	ASAW	20	20	20	excellent
33.	FARI	20	20	20	excellent
34.	FF	19	19	19	excellent
35.	NPF	20	20	20	excellent
36.	AAW	19	19	19	excellent
37.	NAA	18	18	18	very good
38.	NMU	16	17	16,5	good
39.	STY	19	19	19	excellent
40.	TIM	18	18	18	very good

Appendix L

**The Students' Descriptive Writing Ability in the Aspect of Content Given by Rater 1 and Rater 2**

No.	Students' Names	Score		Average	Category
		Rater 1	Rater 2		
1.	AII	15	15	15	excellent
2.	BMC	14	14	14	excellent
3.	BMV	14	15	14,5	excellent
4.	EDH	13	13	13	very good
5.	ZH	13	13	13	very good
6.	DK	14	15	14,5	excellent
7.	DS	15	15	15	excellent
8.	FAN	15	15	15	excellent
9.	SWP	15	15	15	excellent
10.	VRA	13	13	13	very good
11.	ABA	14	14	14	excellent
12.	ARA	15	15	15	excellent
13.	NAF	14	15	14,5	excellent
14.	PRM	13	13	13	very good
15.	RNS	15	15	15	excellent
16.	FADP	15	15	15	excellent
17.	FSP	15	15	15	excellent
18.	LM	15	15	15	excellent
19.	NER	15	15	15	excellent
20.	YS	15	15	15	excellent
21.	AOP	14	15	14,5	excellent
22.	AWTP	15	15	15	excellent
23.	GJK	14	15	14,5	excellent
24.	MNHU	15	15	15	excellent
25.	NOG	13	13	13	very good
26.	AP	14	15	14,5	excellent
27.	BDS	15	15	15	excellent
28.	FAA	13	13	13	very good
29.	PPD	15	15	15	excellent
30.	VCVP	13	13	13	very good
31.	AFW	15	15	15	excellent
32.	ASAW	15	15	15	excellent
33.	FARI	15	15	15	excellent
34.	FF	14	15	14,5	excellent
35.	NPF	15	15	15	excellent
36.	AAW	15	15	15	excellent
37.	NAA	15	15	15	excellent
38.	NMU	13	13	13	very good
39.	STY	15	15	15	excellent
40.	TIM	14	14	14	excellent

Appendix M

**The Students' Descriptive Writing Ability in the Aspect of Organization  
Given by Rater 1 and Rater 2**

No.	Students' Names	Score		Average	Category
		Rater 1	Rater 2		
1.	AII	8	9	8,5	very good
2.	BMC	9	10	9,5	excellent
3.	BMV	9	9	9	very good
4.	EDH	8	8	8	good
5.	ZH	8	8	8	good
6.	DK	9	9	9	very good
7.	DS	8	9	8,5	very good
8.	FAN	10	10	10	excellent
9.	SWP	10	10	10	excellent
10.	VRA	9	9	9	very good
11.	ABA	8	8	8	good
12.	ARA	10	10	10	excellent
13.	NAF	9	10	9,5	excellent
14.	PRM	8	8	8	good
15.	RNS	9	10	9,5	excellent
16.	FADP	10	10	10	excellent
17.	FSP	8	9	8,5	very good
18.	LM	10	10	10	excellent
19.	NER	9	10	9,5	excellent
20.	YS	9	9	9	very good
21.	AOP	9	9	9	very good
22.	AWTP	10	10	10	excellent
23.	GJK	10	10	10	excellent
24.	MNHU	8	8	8	good
25.	NOG	9	8	8,5	very good
26.	AP	10	10	10	excellent
27.	BDS	10	10	10	excellent
28.	FAA	8	8	8	good
29.	PPD	10	10	10	excellent
30.	VCVP	8	8	8	good
31.	AFW	10	10	10	excellent
32.	ASAW	10	10	10	excellent
33.	FARI	10	10	10	excellent
34.	FF	10	10	10	excellent
35.	NPF	10	10	10	excellent
36.	AAW	10	10	10	excellent
37.	NAA	9	9	9	very good
38.	NMU	8	8	8	good
39.	STY	10	10	10	excellent
40.	TIM	9	9	9	very good