A DESCRIPTIVE STUDY OF THE EIGHT YEAR STUDENTS' ABILITY IN WRITING A DESCRIPTIVE PARAGRAPH AT SMPN I KARTOHARJO MAGETAN

THESIS

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2018**

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THESIS

Presented as One of the Requirements to Obtain the Degree of S1 of the English Language Education Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University

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2018

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DEDICATION

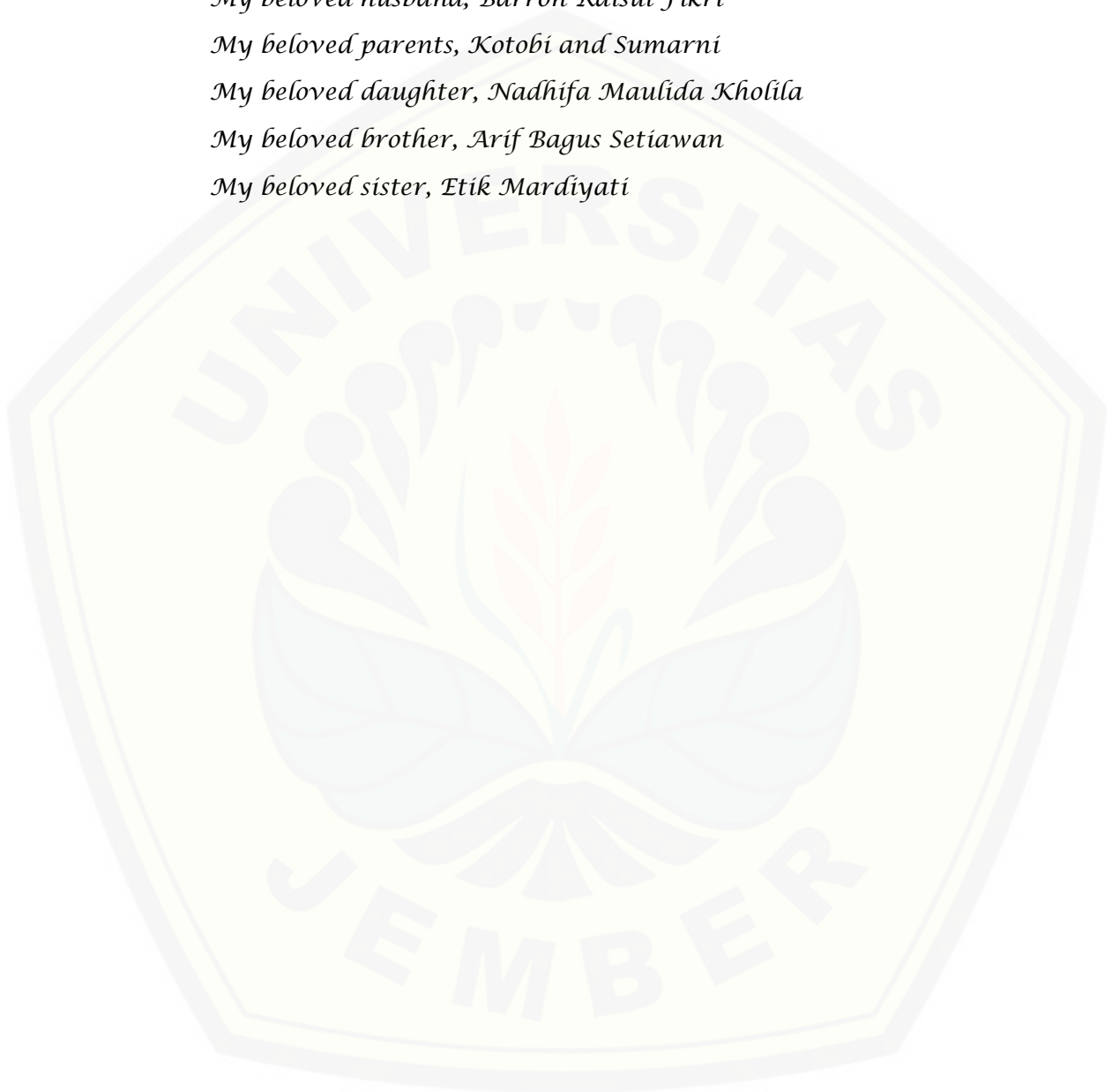*This thesis is honorably dedicated to:*

My beloved husband, Barron Raisul Fikri

My beloved parents, Kotobi and Sumarni

My beloved daughter, Nadhifa Maulida Kholila

My beloved brother, Arif Bagus Setiawan

My beloved sister, Etik Mardiyati

MOTTO

"If you are not a child of a king and a mufti, so write."

(Imam Ghazali)

Source: http://aldhifauzi.blogspot.co.id/2016/10/jika-kau-bukan-anak-raja-dan
        ulama.html

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CONSULTANTS' APPROVAL

A DESCRIPTIVE STUDY OF THE EIGHT YEAR STUDENTS'
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AT SMPN I KARTOHARJO MAGETAN

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STATEMENT OF THESIS AUTHENTICITY

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

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

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Finally, hopefully my thesis will be useful for the readers. Any criticism and suggestions for improving my thesis will be appreciated.

Jember, January 2018

The writer

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SUMMARY

A Descriptive Study of the Eight Year Students' Ability in Writing a Descriptive Paragraph at SMPN I Kartoharjo Magetan; Dwi Rohmatin, 100210401117: 60 pages; English Education Study Program, Language and Art Education Department, the Faculty of Teacher Training and Education, Jember University.

This research aimed to describe the eight grade students' ability on descriptive paragraph writing at SMPN I Kartoharjo Magetan based on the aspect of content, organization, grammar, vocabulary, and mechanics.

The participants of this research were 30 students of the eight year students at SMPN I Kartoharjo Magetan determined using proportional random sampling technique by lottery.

This research used the descriptive study of the data gotten from the students' test in writing a descriptive paragraph. The test was analyzed based on five aspects of writing.

The writing tests were scored by two scorers, these were analyzed using analytic scoring rubric. These were calculated using mean score formula and classified using five scales.

Based on the data analysis result of mean score, it was fair category. There was only one student who got *excellent* score. Meanwhile, in *good* category was 6 students who obtained. The most students were in *fair* category, it was 15 students. There were found 8 students who were in category of *poor*. No student was in *failed* category.

Referred to the analysis result, the researcher suggests to the English teacher to train the students by giving more practices in drilling the students' ability in writing so that their writing ability can improve, particularly in grammar, and mechanics aspect. The other researchers are suggested to be able to conduct the next research using classroom action research or experimental research and applying the appropriate technique which can improve the students' writing ability.

Jember, January 2018
Writer

CHAPTER I
INTRODUCTION

This chapter presents some aspects related to the research. They are the research background, the research problem, the research objective, and the research contribution.

1.1 The Research Background

Writing is the important one of language skills that is not easy to understand for students (Langan, 2003:13). Moreover, Hughes (2003:101) explains that writing has five aspects (are content, organization, grammar, vocabulary, and mechanics) which the students have to master. However, writing is a difficult skill which students need to comprehend and be able to apply the five aspects on their writing. Then, Harmer (2004:31) says that writing (as one of the four skills) has always formed part of the syllabus in teaching of English. It means that all junior high school students learn writing as it is the part of syllabus on material that they have to master.

Furthermore, the School-Based Curriculum or KTSP (*Kurrikulum Tingkat Satuan Pendidikan*) is used. In level second grade of junior high school, it requires students to master various texts in the form of short functional text and short essays. The short essays are descriptive, recount and narrative. Based on this curriculum the second grade of junior high school should be able to produce language to written form.

However, the English teacher at SMPN I Kartoharjo Magetan said that the eight year students of 2017/2018 academic year still made a lot of mistake in writing descriptive paragraph when they were at seventh year.

This supports Richards' (1990:100-101) note that writing is one of the most difficult tasks which a learner faces and only few people who can fully master it. In addition, writing is difficult to acquire because of the linguistic organization of written discourse and the complexity of writing process. He also says the complexity of moving process from concept, thought and idea into

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written text is complex. In line with Richards, Langan (2003:13) notes that it is difficult for most people to do the intense and active thinking which can be used to produce a good writing. From those two statements, it can be concluded that the problem which the students might face in learning to write well is the way of organizing their idea and expressing it in the written form by using correct sentence. In line with this, the writer found similar condition in SMPN 1 Kartoharjo Magetan whose teacher said that his students have difficulties in writing. Yet, he does not have any clue yet about specific aspects that become the problems of their writing ability.

Students' writing ability is different from each other. Langan (2003:13) states that it is easy for some people to finish their writing with only one-step journey. However, he adds that some people commonly cannot find what they will write to express their idea in writing. It means that people's ability to communicate their idea in the written form is different from each other. The same thing also happens to the students. Each student has different ability in writing, for example some of them might be good at writing based on the aspects of vocabulary but they are lack of ability in writing a text grammatically correct and so on.

There were some similar studies conducted previously on the topic of students' ability (Winarni, 2013; Refnaldi, et.al. 2013; Yandri, et. al., 2013; Etinurwati, 2016). Winarni (2013) in her journal discussed the using simple present tense in writing a descriptive text. Meanwhile, Refnaldi, et.al. (2013) in their journal entitled *The Second Grade Ability in Writing a Descriptive Text at SMAN I Canduang*, discussed the students' ability in using generic structure and grammar in writing a descriptive text. Furthermore, Yandri, et.al. (2013) in their journal focused on the students' ability in using generic structure, language feature, vocabulary, and mechanics in writing a descriptive text. Finally, Etinurwati (2016) in her journal only focused on the students' ability in using punctuation on descriptive paragraph writing.

The four studies above discussed students' ability. There are none of discussing the students' ability through five aspects (content, organization,

grammar, vocabulary, and mechanics). The researcher wants to have a research which discusses the students' ability in five aspects completely. They are applied in teaching English descriptive paragraph writing in the eight year and to find out the information that the teacher needs relating to the students' writing ability, so that in the coming semester, the teacher has already known what to do with the writing class especially in improving the students' ability. That is why the researcher is interested to conduct the research entitled "*A Descriptive Study of The Eight Year Students' Ability on Descriptive Paragraph Writing at SMPN I Kartoharjo Magetan*".

1.2 The Research Problems

The research problems are as follows:

1. How is the eight year students' ability in writing a descriptive paragraph at SMPN I Kartoharjo Magetan?

2. The specific problems are below:

   a. How is the eight year students' ability in writing a descriptive paragraph at SMPN I Kartoharjo Magetan based on the aspect of content?

   b. How is the eight year students' ability in writing a descriptive paragraph at SMPN I Kartoharjo Magetan based on the aspect of organization?

   c. How is the eight year students' ability in writing a descriptive paragraph at SMPN I Kartoharjo Magetan based on the aspect of grammar?

   d. How is the eight year students' ability in writing a descriptive paragraph at SMPN I Kartoharjo Magetan based on the aspect of vocabulary?

   e. How is the eight year students' ability in writing a descriptive paragraph at SMPN I Kartoharjo Magetan based on the aspect of mechanics?

1.3 The Research Objectives

Based on the research problems, the research objectives are:

1. To describe the eight year students' ability in writing a descriptive paragraph at SMPN I Kartoharjo Magetan?

2. The specific objectives are below:

a. To describe the eight year students' ability in writing a descriptive paragraph at SMPN I Kartoharjo Magetan based on the aspect of content?

b. To describe the eight year students' ability in writing a descriptive paragraph at SMPN I Kartoharjo Magetan based on the aspect of organization?

c. To describe the eight year students' ability in writing a descriptive paragraph at SMPN I Kartoharjo Magetan based on the aspect of grammar?

d. To describe the eight year students' ability in writing a descriptive paragraph at SMPN I Kartoharjo Magetan based on the aspect of vocabulary?

e. To describe the eight year students' ability in writing a descriptive paragraph at SMPN I Kartoharjo Magetan based on the aspect of mechanics?

1.4 The Research Contribution

The results of this research are expected to be beneficial for following contribution:

1.4.1 Practical Contribution

The result of this research is useful for the English teacher to know the specific aspect which influences to the students' ability on descriptive paragraph writing. Then, the teacher can find and apply a teaching method to improve the students' ability on descriptive paragraph writing.

1.4.2 Empirical Contribution

The result of this research can be used as a reference and a source information for the other researchers to conduct a further research in classroom action research or experimental research for improving the students' ability on descriptive paragraph writing.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter deals with the theories related to the research. They are theoretical framework, conceptual review, and review of previous studies.

2.1 Theoretical Framework
2.1.1 Writing in ELT (English Language Teaching)

According to White and Arndt (1992:3), writing is a form of problem-solving which involves such processes as generating ideas, discovering a 'voice' with which to write, planning, monitoring, and evaluating what is going to be written. It means writing is a solution includes some process in putting what the writer thought into written form. Therefore, Fairbain and Winch (1996:32) say that writing is about conveying meaning by selecting words and putting them together in a written or printed form. It means that the writer should express the idea by arranging the words into the correct sentence based on the sentence structure in the written form. According to Wingersky, Boerner, and Balogh (1999:4), writing is a process of discovering, organizing, communicating what writer's thought to a reader. It is supported by Langan (2003:13) who states that writing is a process of discovery consisting of some steps. He also explains that the step is a zigzag journey. It means that in writing, there are some steps which should be considered. It is important to consider the way to discover the idea and organize it into a good writing. From four statements above, it can be concluded that writing is a process of communication through expressing the idea in written form.

Arnold (1991:12) also states that writing is also self-generating process while one writes authentically with integrity. It means that the students can generate their own thought in writing. In addition, Harmer (2004:44) states that writing is like any other skills, has its mechanical components. These include spellings, punctuations, and the construction of sentences, paragraphs, and texts. It means that writing concerns with many aspects. From those statements, it can be

said that the writer can generate his own thought in written form by concerning many aspects of writing.

Many people assume that writing skill is a talent since people were born. This assumption is wrong as Hughey, Hartfiel, Deanna and Jacobs (1983:5) explain that writing is not acquired naturally because it is usually learned. In line with this idea, Langan (2003:12) states that the people avoid writing because they think that they do not have natural talent which is needed to write. The belief that writing is a natural gift can hamper the people chances how to write effectively since writing is a skill. From those two statements, it can be concluded that writing is something which should be learned, it is not a natural talent.

According to Brannan (2003:3), accomplished writers are often confused to start their writing and, sometimes, they also do not know where the idea comes from. He adds that they produce some bad writing in their first day draft before they finish the final writing. It means not only amateur writers but also the professional writers need more than once to get a good writing. Similarly, Harmer (2004:87) states that it takes time for the fluent writers to generate the idea and plan what they want to write. In addition, the students also need time to think before they produce a good writing. It means that practicing writing is really important to make the students produce a good writing.

Furthermore, Campos (2013) says that writing as a product approach where the student typically given a model text then they study and analyze the aspects of organization of idea, language use etc. They then imitate the model by writing a similar text. It is supported by Hedge (in Sakoda, 2014:1) writing as a product based approach to writing emphasize on accuracy of produced texts, focusing on areas such as correct grammar, spelling and usage. It can be concluded that writing as a product is an approach which giving a model text to students studied and analyzed the organization of idea, language use etc and emphasizing to produce text by concerning the organization and correct grammar, spelling and usage.

2.1.2 Paragraph and Its Elements

Carino (1991:145) states that a paragraph is a short piece of writing on a very limited topic. It means that a paragraph only discusses one topic. In addition, Bram (1995:13) states that paragraph can be defined as a group of sentences which contain relevant information about one main idea or central idea, It usually consist of several sentences that support the main idea. In line with this, Brannan (2003:35) states that a paragraph is a collection of related sentences that are clearly connected to one another and that make some point. From those statements, it can be concluded that a paragraph is group of sentences which has one main idea called topic sentence, some supporting sentences, and concluding sentence.

Furthermore, Wong (1999:366) explains that a body of paragraph has three parts. They are a topic sentence, supporting sentences and a concluding sentence.

Wong (1999:366) says that topic sentence is a sentence that captures the meaning of entire paragraph or group of paragraphs. It means that topic sentence is a sentence in a paragraph that states the main idea. It tells the reader what the paragraph is talking about. It helps the writer under control. The topic sentence can be placed at the beginning, the middle, or at the end of the paragraph.

Wong (1999:366) states supporting sentences are sentences that develop the main idea or topic sentence. The sentences should support the topic sentence. It means that supporting sentences support or develop the main idea that can make the topic be understood or explain the topic sentence clearly.

Wong (1999:366) also explains that concluding sentence is a restatement of topic sentence. It tells the same information of topic sentence, but it is presented in different way. It means that concluding is the last sentence in a paragraph which restates the main idea or summarizes the main idea of the paragraph.

In making a good paragraph, the writers have to concern the three elements of paragraph so that the reader can understand what the writer wrote easily. The example of a paragraph can be seen in Appendix 2 page 43.

2.1.3 Descriptive Paragraph Writing

According to D'Angelo (1980:117), descriptive is picturing images verbally in speech or writing and of arranging those images in some kind of logical or associational pattern. Furthermore, Wong (1999:373) explains that a descriptive paragraph is a paragraph that describes a person, a place, or an object so precisely that the reader "sees" the item clearly in his or her imagination. He adds that the writer should describe the specific in detail, so that they will be as real as possible. From those explanations, it can be concluded that a descriptive paragraph is a group of sentences dealing with one main idea that picture something or someone clearly using the words.

For composing descriptive paragraph writing, the writer must obey the two main points. They are generic structure and language features of descriptive paragraph. Zaida (2013:56) divides that the generic structure of descriptive paragraph writing into two types. They are identification and description.

1. Identification

It identifies the thing/person being described, for example *I live with my Dad*.

2. Description

It identifies parts, qualities, and characteristics.

For example of description is below:

   My Dad is big. He has spiky black hair and moustache. My dad has big dark eyes. His hobby is playing football. My Dad is a great football player. He runs very fast. I love my Dad.

Meanwhile, the language features of descriptive paragraph are based on Zaida (2013: 56) have five characteristics. They are using nouns (for example, *my dad*). Simple present tense (for example, *I live with my dad*). Detail noun phrase to provide information about the subject (for example, *spiky black hair, dark eyes*).

Adjectives (for example, *big, dark, black)*. Action verbs to describe the subject's behavior (for example, *He runs very fast)*.

2.1.4 The Aspects of Writing

Hughes (2003:101-102) states that there are five aspects of writing. They are content, organization, vocabulary, grammar, and mechanics.

Content is one of writing aspects which should be considered by the writer. The reader will understand easily if the writer gives a good content in their writing, so that the clear idea is needed. According to Bram (1995:13), a good paragraph normally focuses on only one central idea that is expressed in the topic sentence. It guides the writer to select information, to include relevant information, but to exclude what is irrelevant. Therefore, it is important for the topic sentence to have a clear central idea. This idea functions to control the content of paragraph. It means that content is a good paragraph that has clear supporting sentences to strengthen the main idea of the paragraph. Therefore, Chaffee, McMahon, and Stout (1999:10) state that it is important for the writer to maintain the clear idea in their writing. In addition Brannan (2003:46) says that clarity is essential in writing. Clarity in writing is the complete explanation related to examples, reasons, and word choices.

The writer should ensure that the language which is used in his writing is appropriate with the level of the readers' language mastery when he wants his content of writing can be understood. According to Bram (1995:25), the writer should provide the readers an easy-to-understand writing. It means that writer should know the readers' English mastery level. The language should not be too 'simple' or too 'complicated'. In addition, the simple or short sentence will be not interesting to the advanced readers when they are reading the text. On the other hand, the text with too difficult sentence construction is difficult for beginning readers to comprehend the idea in the text. It can be concluded that the writer need to prove the idea by using the sentences which can be understood by the reader so that what has been written is comprehensible.

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In this research, students will be asked in making a descriptive paragraph with a topic *animals* or *people*. The content must be in the topic that students choose. It is called as the content aspect of writing.

Furthermore, o*rganization* refers to unity and coherence. According to Bram (1995:21), unity and coherence are important in order to make a paragraph read well. It means that there is no unity and coherence, a paragraph cannot be understood. Meanwhile, Brannan (2003:87) states that all writing that is easy to read follows some sort of organizational strategy. It means that cause of organization (unity and coherence) the paragraph writing will be readable. The deep explanation about unity and coherence is in the following parts.

According to Bram (1995:20), unity in a paragraph refers to the appropriateness between the main idea and the supporting details. It means that the readers are able to understand the writers' idea easily without disturbing by irrelevant information. It is supported by Wong (1999:369) who states that unity means all the supporting sentence in the paragraph are related to the main idea.

According to Carino (1991:158), when a paragraph has unity, it has one topic and does not shift from that topic. In line with this idea, Bram (1995:20) explains that unity means all sentence in the paragraph should focus on the thing which is stated in the topic sentence. Furthermore, he says that paragraph will have unity if it has a good and clear topic sentence. Similar like what Carino and Bram stated, Ploeger (2000:69) explains that a paragraph is only consists of one main idea.

Beside unity, *coherence* is need. According to Carino (1991:160), paragraphs need coherence which occurs in a paragraph when each sentence follows logically and clearly from one before it and leads likewise to the sentence following it. Moreover, Bram (1995:21) states that coherence means all sentence in a paragraph should be related to each other so that the readers can understands the flow of the text naturally. Therefore, Wong (1999:369) says that coherence means that the idea and the sentences flow together smoothly in a logical and organized manner. Those statements are supported by Chaffee, McMahon, and Stout (1999:11), they argue that the effective writers organize their writing well so

that the readers can understand the content of writing easily. From the four statements, it can be concluded that it is easy for the readers to understand the idea in well organized.

Furthermore, Bram (1995:21-22) states that the crucial components of organization in writing is coherence which is like a highway which can make vehicles run on it without getting a lot of obstacles. It means the readers can follow and understand the flow idea in a coherence paragraph. In making paragraph the writer needs to use connectors such as however, therefore, moreover, then, etc. Meanwhile, Ploeger (2000:70) says that a transition is word or phrase which can bridges the one idea and topic to another. It is supported by Brannan (2003:53) who states that the writer use transition for creating coherence in writing is common. It can be concluded that for creating a coherence paragraph needs transition which can be a bridge the each idea to another so that paragraph can flow smoothly without any obstacles.

In this research, the students will be asked to write a well-organized paragraph by writing a descriptive paragraph based on its generic structures; identification, and description. Moreover, they will require using the appropriate conjunctions in their writing so that the one sentence can relate to another. Then, they can provide the clear main idea by developing the idea with relevant supporting details.

The students are ordered in making a descriptive paragraph with the topic *animals* or *people*. All sentences that they make are unity and coherence becomes a paragraph so that when the readers read the paragraph can be comprehended what the description about the title. Not only the teacher who can understand their writing but also their friends too.

The next aspect is *grammar*. Fairbairn and Winch (1996:108) explain that grammar is a set of rules to help the writer to construct sentences that make sense and acceptable way. In addition, Thornbury (1999:1) says that grammar is partly the study of the forms or structures are use in a language. It means that grammar is the rule that can guide the writer in constructing sentences so that the sentence can make sense.

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Therefore, students need to concern with the aspects of grammar when they write a paragraph. It is because grammar is one of the important writing aspects. Fairbairn and Winch (1996:37) explain that the students should try to write grammatically. They add that the study of grammar is complex and the students do not need to take the English grammar before they write, even the students need to try to follow the grammatical rule in their writing for best of their writing ability. In same line, Harmer (2004:31) states that when the students write, they need to focus on the accurate language use. This means that the students cannot skip using the correct grammar in their writing.

There are some basic points that the students need to know in order to master the aspect of grammar. According to Fairbairn and Winch (1996:109), there are four basic points to construct sentences in English. They are all of the sentences contain main verbs. Verbs and noun, or pronouns, agree; that is, the plural noun have plural verbs and singular nouns have singular verbs. Ensure that tenses of verbs are consistent. No crucial or grammatically significant words are missing.

In this research, the form is the simple present tense. It is one of descriptive text language feature. It means that the students have to pay attention to sentences in the form of simple present tense and put it into paragraph correctly.

Although using simple present tense, the students have to consider the grammatical rules concerning the use of pronouns, articles, and preposition. They are asked to write a descriptive paragraph with the topics *animals* or *people*. They should use suitable pronouns. Then, they need to use the appropriate articles in their writing. As well as the appropriate article, they also have to use the correct preposition in their paragraph.

The fourth aspect is *vocabulary*. It refers to the words which people use to express their idea. It is important to use appropriate words in their writing. According to Bram (1995:45) in writing, words or lexicons are the basic aspect which should be considered. Words carry meaning so that if the writer uses inappropriate words, the reader will not understand the message which he wants to

transfer. This idea is supported by Langan (2003:439). He states that in writing, the writer should choose the word carefully. Furthermore, he adds that writer should take the time to think about the choices. It means that the choice of words is crucial in writing.

According to Langan (2003:520), based on the meaning and the use in sentence, words are divided into eight classifications. They are nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and interjections. In this research, the students should be able to choose and use the appropriate vocabulary in writing a descriptive paragraph.

The last aspect is *mechanics*. According to Harmer (2004:44), writing has the 'mechanical' components. He says that there are four aspects of the mechanical component in writing. They are handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraphs, and texts. This research focuses on three of them. They are handwriting (only on capitalization), spelling, and punctuation.

Harmer (2004:44) says handwriting is necessary in writing. It can be difficult for students, especially if they produce upper case or capitals in their writing. So that the teacher have to give a writing practice which pay attention in capitalization.

According to Harmer (2004:46), many people say that the spelling of English words is irregular and, difficult. They think that the spelling of some words that have same sound can be different. He adds that spelling is important in writing, because the readers' misunderstanding can be avoided, so the writer's idea will be transferred. Then, Fairbairn and Winch (1996:37) explain that the student must pay attention to the words spelling when they write. Wrong word spelling can make the confusion meaning. Moreover, Fairbairn and Winch (1996:100) states that poor spelling in writing can make ambiguous meaning. It means that is important for the teacher to help the students how to spell the English word well.

It could be the more difficult aspect of writing than the others for the students or Junior and Senior High School. According to Hughes (2003:103), the

aspect of mechanics is more important to control in a more elementary level than the other aspects of writing. It means that the teacher and the students cannot ignore the aspects of mechanic that is usually regarded as the easiest aspect in writing. Then, the teacher need to give the writing exercise which focus on the use of the appropriate punctuation.

It is another important thing which should be considered in writing. According to Harmer (2004:49), many people point out that the use of punctuation is one of aspects which can reflect the quality of the writing. He adds that the teacher have to teach the student how to use the punctuation convention correctly. In same line, Fairbairn and Winch (1996:81) states that the readers can understand easily what the writers express if they use the appropriate punctuation.

They add that there are some types of punctuation. They are full stop (.), capital letters (A, B, C, etc), question mark (?), exclamation mark (!), comma (,), semi-colon (;), colon (:), apostrophe ('). Inverted comma (" " or ' '), hyphen (-), and brackets (). This research only focuses on some types of punctuation. They are capital letters (A, B, C, etc), comma (,), and full stop (.).

2.1.5. The Assessment of Writing

According to Hughes (2003:94), there are two kinds of scoring methods which can be applied to evaluate students' writing. They are holistic scoring and analytical scoring. This research uses analytical scoring.

According to Hughes (2003:100), analytic scoring is a method scoring which requires a separate score for each of a number of aspects of task. In relation to aspects of task, Hughes (1983) (in White and Arndt, 1992:175) says that there are five writing aspects that can be used as indicators to evaluate the students' writing. They are *vocabulary*, *structure*, *organization*, *content*, and *mechanics*. The explanation about each component is below.

Content   : refers to information.
Organization   : is concerned with the ideas and their logical and coherent linkage and development.
Structure   : refers to grammar and word order.
Vocabulary   : covers the correct or appropriate choice of words and idioms.

Mechanic   : is the area of punctuation and spelling.

Therefore, analytical scoring method is a scoring method that includes some aspects of language skill as indicators to evaluate the students' tasks. In addition, the scorer should pay attention on each aspect of writing.

Furthermore, Hughes (2003:102) says that analytical scoring can require the scorer to consider the aspects of writing which are sometimes ignored. It means that if the scoring method which is used is analytical scoring method, students can know their strength and weakness of each writing aspect.

According to Hughes (2003:102), there are three advantages of applying analytical scoring method. First, it deposes of the problem of uneven development of sub skills in individual. It means that the scorer knows the strength and the weakness of each student's language skill aspect. Secondly, scorers are compelled to consider aspects of performance which they might otherwise ignore. It means that the scorer is forced to evaluate the aspects that the students may ignore so that the scorer can improve. Thirdly, the very fact that scorer has to give a number of scores will tend to make the scoring more reliable because it scores each aspect of the language skill. Besides, analytical scoring method is also has a disadvantage. Moreover, Hughes (2003:103) states that the main disadvantage of the analytic scoring method is the time that it takes. The scoring would take a long time because it evaluates each aspect of writing.

From those statements, it can be concluded that analytic scoring method can be used to assess the students' writing in the aspects of content, organization, grammar and mechanic.

2.2 Conceptual Review

2.2.1 The Operational Definition of the Key Terms

The conceptual review is used as an explanation how the writing competence is gained. There are three points which are explained below.

1. The writing test

The student given the writing test by the teacher. The writing test is concerning the test of writing a descriptive paragraph. They are asked to write a paragraph based on the topics. They choose the topics which they like, each student's writing is different with others.

2. Scoring

The students' writing are scored using analytical method based on Hughes (2003:100) and using scoring rubric adapted from Jabobs, et. al (in Hughes, 2003:104)) that there are five aspects which are scored. The five aspects are content, organization, vocabulary, grammar and mechanics.

3. Finding mean score

After scoring the writing test of students, the researcher measures the mean score using the mean score formula which taken from Gay et. al (2011:323). She measure general mean score and mean score of each aspect.

4. Classifying mean score

Mean scores are ready, the next step is classifying the mean scores. The researcher classify the general mean score and mean score of each aspect. The classification of mean score based on Nurgiyantoro (2001:399) which is formed in five scale.

2.3 Review of Previous Studies

The researcher found four previous studies related to the present research Winarni, (2013), Refnaldi, et.al. (2013), Yandri, et. al., (2013), and Etinurwati, (2016). Winarni (2013) in her journal discussed students' ability in using simple present tense. She found that the classification of the test score was in good category. The mean score of test was 77.87, it was in good scale. There were 17 students (53.12 %) in very good category, 10 students (31.25%) in good category, and 5 students (15.65%) in fair category. The most error made by the students in using simple present tense in writing descriptive text was *misformation* error since the percentage was 51.19%.

Refnaldi, et.al. in 2013 discribed the students' ability in using generic structure and present tense on descriptive text writing. They found that the

students' ability in using *identification* was fair; one student got score 3.1 in good category, 24 students got score 2.1-3.00 in fair category, 16 students got score 1.1-2.00 in poor category, and no student got score <1.00 or in poor category. It was because they were not able to identify the subject that would be described. Meanwhile, the students' ability in using *description* was fair. There were 23 students got score 2.1-3.00 in fair category, 18 students oet score 1-1.2 in poor category, and no students in very good category. The problem of *description* was the students could not describe in detail. Finally, the students' ability in using present tense was in poor category. There were 12 students got fair score, 24 students got poor score, and 5 students got very poor score. The poor category was caused by using present tense in wrong form.

Yandri, et. al. (2013) analyzed the students' ability in using generic structure, language feature, vocabulary, and mechanics in writing a descriptive text. They found that the students' ability in four aspects was moderate ability. The ability in using generic structure was 66.67%, language feature was 70.37%, vocabulary was 85.18%, and mechanics was 55.55%.

Etinurwati in 2016 described the students' ability in using punctuation in writing a descriptive paragraph. She found that the mean score was in fair category which was 59.7. There were no student got excellent category or 0%, 4 students got good category or 11%, 21 students got fair category or 32%, and no student got failed category. From the data gained that most of the students were less pay attention in using punctuation, they rarely used punctuation in their writings.

CHAPTER III
THE STUDY

This chapter presents about the research methods which are used in this research. They are the research design, the research context, the research participants, data collection method, and data analysis method.

3.1 The Research Design

This design of this research was a descriptive study. It described the eight year students' ability in writing a descriptive paragraph at SMPN I Kartoharjo Magetan. According to Arikunto (2000:309-310), descriptive study was a study which had a function to collect the information related to a real phenomenon. He added that a descriptive study was a study which focused on describing a certain verbal, phenomenon, or situation. Then, Suryabrata (1997:19) also stated that the purpose of descriptive study was to describe a certain situation systematically, accurately, and factually, concerning the facts or the nature of a certain population area. In line with idea, Masyhuri and Zainudin (2008:34) explained that the one of descriptive study characteristics was giving a description of certain phenomenon. From three statements, it could be said that a descriptive study was a study which described the certain condition systematically, accurately, and factually.

This research design had some procedures which were used. They were as following:
1. Determining the area by using purposive method.
2. Determining the research respondent by using proportional random sampling.
3. Constructing the research instrument of writing test.
4. Consulting the instrument to the consultants and the English teacher.
5. Collecting data by giving writing test to the respondent through the English teacher.
6. Scoring the writing test by using the scoring rubric.
7. Finding out the mean score of the test.
8. Classifying the score based on the interpretation of the score level

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9. Drawing the conclusion of the research.

3.2 The Research Context

SMPN I Kartoharjo Magetan was determined as the research area determination. This area was determined by using purposive method. Arikunto (2000:128) explained that purposive method was a method which was used in choosing the research area based on a certain purpose reason. This research was conducted in SMPN I Kartoharjo Magetan based on some reasons.

The reasons were the researcher got the headmaster's permission to conduct the research so that the researcher could get the data from this school. Writing descriptive paragraph was taught in the eight year student at SMPN I Kartoharjo Magetan. The last was the data about student's ability on descriptive paragraph writing through a descriptive study in this school was not available yet.

3.3 The Research Participants

The participants of this research were the eight year students at SMPN I Kartoharjo Magetan in 2016/2017 academic year. The total number of the eight grade students was 120 people which were divided into six classes. Two classes are 21 students, two classes are 20 students, and two classes was 19 students. According to Arikunto (2002:134), if the total number of the subject was less than 100, it was better to take all of them as the samples. However, if the total of the subject number more than 100, the samples could be taken from 10-15 %, 20-25 %, or more of the population.

Based on the explanation above, the population number of the eight year students of SMPN I Kartoharjo Magetan was more than 100 students, so random sampling was used to determine the participants. The researcher took 25% of the population for this research. The researcher took 25% of each class as the participants, so the participants of each class were 5 students and the whole participants were 30 students whom gathered in one class. The participants were taken by proportional random sampling (25% of each class).

The five students of each class were chosen by writing down number 1 to 21 on 21 pieces of paper which was representative of the students' name of each class, then rolling and putting them into a glass. The researcher used 21 rolled paper for the classes which consisted of 21 students, used 20 rolled paper for the classes which consisted of 20 students and used 19 rolled paper for the classes which consisted of 19 students'. Furthermore, she shook the glass for dropping five rolled papers. From the number in papers, the researcher could know the students' name. The list of the participants' names could be seen in Appendix 6 page 48.

3.4 Data Collection Method

The method of data collection in this research was writing test, and documentation.

The first method was writing test. It was used to measure the students' achievement. The test which was used was in the form of subjective test. It was given for getting respondents' answer in the form of writing descriptive paragraph. The students' answer was used to measure the students' ability in writing a descriptive paragraph based on the aspect of content, organization, vocabulary, grammar, and mechanics.

In writing test, they were asked to write a descriptive paragraph with the topic *animals* or *people* in 45 minutes, it meant each student had a different title related to the topics. The descriptive paragraph should consist of 10-15 sentences which were written. The paragraph should cover identification and description.

Fraenkel and Wallen (2006:150) said that in a research, validity was the most important thing to consider in preparing and selecting an instrument. In this research, the writing test used to gain the data should be valid. Meanwhile, Hughes (2003:26) states that a test was called as a valid test if it measured accurately what it was intended to measure. They could be concluded that the writing test in this research should measure the students' ability in writing.

In this research, there were two kinds of validity which were used. Hughes (2003:26) stated that content validity of test was the test had a thing that

was able to be a representative sample of the language skill, structure, etc. with which was meant to be concerned. It could be said that the test content of this research should have the sample of the language skill, structure, etc. The validity was set by making a test using material based on the curriculum and the syllabus of Junior High School for the eighth year. Beside that, it was also consulted to English teacher and the consultants to know if the materials were appropriate or not for the eighth year students of junior high school. It could be seen in Appendix 3 page 44.

The next validity of test was face validity. Hughes (2003:33) explained that a test said has face validity if it looked as if measures what have to be measured. It could be said that the test in this research needed the students to write. The face validity in the test was set by making a writing test which was combining an item related to the writing knowledge and its aspects which were suitable with the material given.

Furthermore, the test said good not only had validity but also it might have reliability. According to Fraenkel and Wallen (2006:157), reliability was concerning with the consistency of scores obtained, how consistent they were for each individual from one administration of an instrument to another and from one set of items to another. In line with that idea, Hughes (2003:50) noted that reliability might provide consistently accurate measurement. In this research, the reliability was set by using inter rater as the scoring method. It was one of the scoring methods which could make a test able to be scored by two scorers. The students' test was scored by researcher and the English teacher. The researcher was scorer 1 and the English teacher was scorer 2. The scores from researcher and the English teacher were combined and divided by two to gain the mean score of the students' writing ability.

Meanwhile, the students' writing test was scored using analytical method so that some aspects which were scored. It was like what stated by Jabobs, et. al (in Hughes, 2003:104) that there were five aspects which were scored. They were content, organization, vocabulary, language use (Grammar), and mechanics. In this research, the five aspects were scored using scoring rubric like in Appendix 4

page 45. The table in appendix 4 showed the maximum and the minimum scores. It also shows the scores of each aspect are divided into four ranges.

This research used documentation for another method of collecting data. According to Arikunto (2002:206), documentation was a collecting data through variable such as note, transcript, book, newspaper, magazine, inscription, meeting note, and agenda. In similar idea with Arikunto, Sukidin and Mundir (2005:218) said that documentation came from the word document which could be said as the official information in written form. In addition, they completed that documentation was the effort in collecting data by analyzing the official information in written form.

In this research, the school document used was the names of the eight year students at SMPN I Kartoharjo. The documents were used to decide the research participants.

3.5 Data Analysis Method

The way in analyzing data which was obtained was called the data analysis method. It was like what Arikunto (2002:213) stated that there were two kinds of data in a descriptive study, they were qualitative and quantitative. Qualitative data were the data in form of words or sentences whereas quantitative data were the data in form of numbers which could be analyzed by using some statistics formula. The research used data in form of students' writing scores as primary data. Those were categorized as quantitative data.

According to Bungin (2013:126), the quantitative data which was used in descriptive study could be analyzed by using the descriptive statistics. Gay, et. al (2011:322) added that the major types of descriptive statistics were frequencies, measure of central tendency, measure of variability, measure of relative position, and measure of relationship. Then, Sarwono (2011:145) said that the statistics formulas which could be used in a descriptive analysis are frequency, percentage, and mean score.

In this research, the descriptive statistic used to analyze the students' writing score was the formula of mean score which was categorized as descriptive

statistics of measures of central tendency. Gay, et. al (2011:323) explained that mean score was gotten by adding up of the scores and dividing that amount by the number of the students' scores. In this research, the mean score was determined by adding up all of students' writing scores and dividing that total by the number of the students in writing test. In order to find out the mean score the following formula was used.

$$X = \frac{\sum x}{N}$$

Notes:
X   : the mean score of the students' descriptive paragraph writing
$\sum X$: the amount of all scores which the students get
N   : the number of students in writing test

<div align="right">(taken from Gay, et. al 2011:323)</div>

Based on Nugiyantoro (2001:400) in computing the students' writing ability (E) on each aspect was the mean score of the scorer 1 and the scorer 2 of each aspect obtained by the students (n) was divided by the maximum score of each aspect of writing (N), then multiplied by 100, was like in the following formula:

$$E = \frac{n}{N} x\ 100$$

Using the calculation, the each student's final score could be found. Then, the amount of all students' final score was divided by the students' number in writing test. So that, the mean score would be gained.

In categorizing students' ability, Nurgiyantoro (2001:399) confirmed that grading could be categorized the students' ability which could be formed in five scales grading, ten scales grading, eleven scales grading, and a hundred scales grading. Then, he said that the grading scale which used depended on the certainty applied at the school. It could be seen in Appendix 5 page 47.

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In this research, the mean scores of the students' descriptive paragraph writing and all aspects was classified by using the score level interpretation uses five scales like Nurgiyantoro said. It did not comply with the school rule of applying the grading scale. Its scale was suitable with the grading scale used in SMPN I Kartoharjo Magetan. It could be seen in appendix 5.
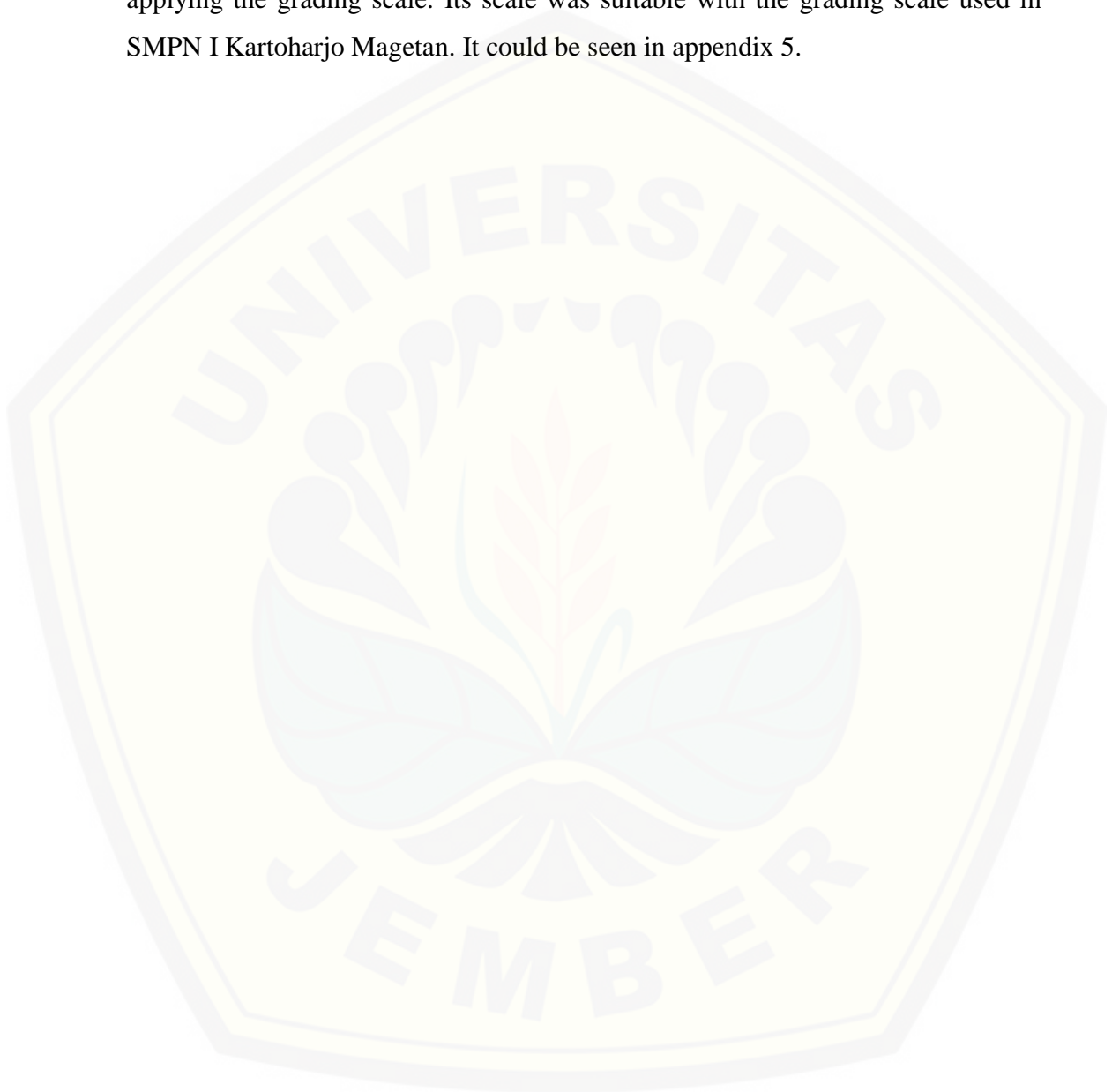
CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter presents the research finding conclusions and some suggestions are dedicated for the English teacher, the students and the other researchers. They are presented serially.

5.1 Conclusion

Based on the result of the average score data analysis which discussed in chapter four, the eight year students' ability on descriptive paragraph writing at SMPN I Kartoharjo Magetan was categorized as *fair* with mean score 66.9. There was one student who was in *excellent* category, in *good* category was 6 students, 15 were in *fair* category, 8 students who were in *poor* category, and no student was in *failed* category.

In detail, the eight students' ability on descriptive paragraph writing at SMPN I Kartoharjo Magetan related to five writing aspects is in the following description:

1. Based on content aspect, the students' ability on descriptive paragraph writing at SMPN I Kartoharjo Magetan was classified as *good* category. Its mean score was 76.5.

2. Based on organization aspect, the students' ability on descriptive paragraph writing at SMPN I Kartoharjo Magetan was classified as *fair* category. Its mean score was 65.08.

3. Based on grammar aspect, the students' ability on descriptive paragraph writing at SMPN I Kartoharjo Magetan was classified as *fair* category. Its mean score was 61.25.

4. Based on vocabulary aspect, the students' ability on descriptive paragraph writing at SMPN I Kartoharjo Magetan was classified as *good* category. Its mean score was 77.

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5. Based on mechanics aspect, the students' ability on descriptive paragraph writing at SMPN I Kartoharjo Magetan was classified as *poor* category. Its mean score was 54.67.

5.2 Suggestions

Based on the research result, some suggestions are dedicated to the English teacher and the other researchers.

5.2.1 The English Teacher

According to the research result, the English teacher of the eight year students of SMPN I Kartoharjo Magetan is suggested to train the students by giving more practices in drilling the students' ability in writing so that their writing ability can improve, particularly in grammar, and mechanics aspect.

5.2.2 The other researchers

The other researcher are suggested to be able to conduct the next research using classroom action research or experimental research and applying the appropriate technique which can improve the students' writing ability.

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Research Matrix

Title	Problem	Variable	Indicators	Data Resources	Research Method

A Descriptive Study of The Eight Year Students' Ability in Writing a Descriptive Paragraph at SMPN I Kartoharjo Magetan	1. How is the eight year students' ability in writing a descriptive paragraph at SMPN I Kartoharjo Magetan Magetan?
	 2. The specific problems are below:
	   a. How is the eight year students' ability in writing a descriptive paragraph at SMPN I Kartoharjo Magetan based on the aspect of content?
	   b. How is the eight year students' ability in writing a descriptive paragraph at SMPN I Kartoharjo Magetan based on the aspect of organization?
	   c. How is the eight year students' ability in writing a descriptive paragraph at SMPN I
		The Eight Year Students' Ability on Descriptive Paragraph Writing	The aspects of writing a descriptive paragraph:
			 1. Content
			 2. Organization
			 3. Grammar
			 4. Vocabulary
			 5. Mechanics
				1. Respondents
				 The eight year students' of SMPN I Kartoharjo Magetan.
				
				 2. Informant
				 The eight year teacher of SMPN I Kartoharjo Magetan.
				
				 3. Document
				 The names of respondents
					1. Research Design
					 Descriptive Study
					
					 2. Research Context
					 Purposive Method
					
					 3. Research Participants
					 The class VIIID students of SMPN I Kartoharjo Magetan
					
					 4. Data Collection Method
					 Primary Data
					   Writing Test
					
					 Secondary Data
					   Documentation
					
					 5. Data Analysis Method
					 Using Scoring Rubric of Writing
					
					 Using Mean Score Formula

	Kartoharjo Magetan based on the aspect, grammar? d. How is the eight year students' ability in writing a descriptive paragraph at SMPN I Kartoharjo Magetan based on the aspect of vocabulary? e. How is the eight year students' ability in writing a descriptive paragraph at SMPN I Kartoharjo Magetan based on the aspect of mechanics?			$$X = \frac{\sum x}{N}$$ X : mean score x : the total score which the students get N : the number of the students taken from Gay,et al. (2011:323) Each Aspect Using Formula $$E = \frac{n}{N}x\ 100$$ E : the students' writing ability n : the mean score of the scorer 1 and the scorer 2 of each aspect obtained by the students N : the maximum score of each aspect of writing Nurgiyantoro (2001:400)

Appendix 2

The Example of a Paragraph

<p style="text-align:center">Mary</p>

Mary is the most generous person that I know. Each week, she goes to East Hastings and volunteers at the soup kitchen. She works there for three hours, serving meals to hungry people. Not only that, but she also puts a few dollars worth of food into the food bank box every time she shops at Safeway. In addition, she tends the garden of her elderly neighbour who is unable to take care of it anymore. My friend Mary's generosity is known to everyone.

<p style="text-align:right">(Brad, 2009)</p>

1. The first sentence of the paragraph which says "*Mary is the most generous person that I know*" is called *topic sentence* because this sentence states the main idea of the paragraph and tells what the paragraph is talking about.

2. The sentence which are started by the words "*Each week, she goes to……*" and ended by the word "*….. anymore*" are called *supporting sentences* because these develop or support the idea presented in the topic sentence that can help to explain the topic sentence more clearly.

3. The last sentence of paragraph which says "*My friend Mary's generosity is known to everyone*" is called *concluding sentence* because this sentence is the last sentence of the paragraph which restates the main idea or summarizes the main idea of paragraph.

Appendix 3
The Writing Test

WRITING TEST (TES MENULIS)

Mata Pelajaran : Bahasa Inggris

Tingkat/Kelas : SMP/VIII

Kemampuan : Menulis

Bentuk Teks : *Descriptive*

Topik : *Animal or People*

Waktu : 45 menit

Instructions:

Write a descriptive paragraph which consists of 10-15 sentences by following the generic structure of descriptive paragraph (identification and description) and choose one of the following topics:

a. Animal

b. People

WORKSHEET

Name : . . . .

Class/ No. : . . . .

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

Appendix 4

The Scoring Rubric

Component	Score	Criteria
Content	20-18	Most sentences are relevant to the assigned topic, the main idea is developed well and thoroughly.
	17-14	Some sentences are not relevant with the assigned topic, the main idea is developed well but it is lack of supporting detail.
	13-10	Most sentences are not relevant with the assigned topic, the idea is not developed well, lack of clear supporting detail.
	9-7	All sentences are not relevant with the assigned topic, the main idea is not developed well, lack of clear detail.
Organization	20-18	Follow the generic structure of a descriptive paragraph completely, the idea is clearly stated and supported.
	17-14	Follow the generic structure of a descriptive paragraph completely, the idea still can be noticed but they are supported limitedly.
	13-10	Use incomplete generic structure of a descriptive paragraph, the main idea is confusing and it is difficult to understand, and lack of supporting details.
	9-7	Does not follow the generic structure of a descriptive paragraph, the main idea is difficult to understands, and lack of supporting details.
Grammar	20-18	Few errors in using simple present tense, articles, pronouns, and preposition, most sentences are constructed in complex way.
	17-14	Several errors in the use of simple present tense, articles, pronouns, and prepositions, some sentences are constructed in a complex way.
	13-10	Frequent errors in the use of simple present tense, articles, pronouns, and prepositions, most sentences are constructed in a simple way.
	9-7	Dominated by errors in the use of simple present tense, articles, pronouns, and prepositions, most sentences are constructed incorrectly.
Vocabulary	20-18	Choose the word appropriately and use the correctly based on their function, most sentences use correct word form.

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	17-14	Some words are chosen and used inappropriately, occasional errors in word form but the meaning still can be understood.
	13-10	Frequent errors in choosing words and using them based on their function, most of sentences incorrect word form, sometimes the meaning is confusing.
	9-7	Dominated by errors in choosing words and using them based on their function, most sentences use incorrect word form, the meaning cannot understand.
Mechanics	20-18	Few errors of spelling, almost all sentences use the appropriate punctuation and capitalization.
	17-14	Occasional errors spelling, some sentences use inappropriate punctuation and capitalization but the meaning is still can be understood.
	13-10	Frequent errors of spelling, most sentences use inappropriate punctuation and capitalization so that the meaning is not clear.
	9-7	Dominated by errors of spelling, all sentences use inappropriate punctuation and capitalization, the meaning cannot be understood.

Total Score:
Content + Organization + Grammar + Mechanics =…………………

Adapted from Jacobs et al. (in Hughes, 2003:104)

Appendix 5

The Classification of Score

Range of Score	Category
85-100	Excellent
75-84	Good
60-74	Fair
40-59	Poor
0-39	Fail

(Adapted from Nurgiyantoro, 2001: 399)

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Appendix 6

The Participants' Names

No.	Name	Class
1	Mei Lina Dwi Rahayu (MLDR)	VIII A
2	Rifin Kurniawan (RK)	VIII A
3	Edy Cahyono (EC)	VIII A
4	Fadel abdul Mubarok (FAM)	VIII A
5	Cantika Cevira (CC)	VIII A
6	Farida Isna Wibowo (FIW)	VIII B
7	Aliya Ambar Sari (AAS)	VIII B
8	Della Puspitasari (DP)	VIII B
9	Rikuh Sarohki Rifa (RSR)	VIII B
10	Fitria Almaratush Sholihah (FAS)	VIII B
11	Rudi Purwanto (RPu)	VIII C
12	Rudi Wibowo (RW)	VIII C
13	Rendy Saputra (RS)	VIII C
14	Giovani Bertha Maulana (GBM)	VIII C
15	Mitsaredi Jihan Amiliya (MJA)	VIII C
16	Anggik Amanda (AA)	VIII D
17	Dio Pandu Hermawan (DPH)	VIII D
18	Putri Nur Ramadhani (PNR)	VIII D
19	Andy Ihsan Wibisono (AIW)	VIII D
20	Ibnu Khasan A Fauzi (IKA)	VIII D
21	Saiful Anam (SA)	VIII E
22	Iswanto (I)	VIII E
23	Muktar Qiri (MQ)	VIII E
24	Selviana Lestari (SL)	VIII E
25	Asriani Ayu Wulandari (AAW)	VIII E
26	Riki Prasetyo (RPr)	VIII F
27	Pungki Imam Fauzi (PIF)	VIII F
28	Ilham Prabowo (IP)	VIII F
29	Reni Larasati (RL)	VIII F
30	Tri Harmini (TH)	VIII F

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Appendix 7

The students' Scores Given by Two Scorers

No.	Name	Scorer 1						Scorer 2						Total	Category
		C	O	G	V	M	Score	C	O	G	V	M	Score	Score	
1	MLDR	13	14	13	18	13	71	13	14	14	18	14	73	72	Fair
2	RK	17	15	13	13	9	67	17	14	13	13	9	66	66,5	Fair
3	EC	15	16	16	16	8	71	16	15	16	16	9	72	71,5	Fair
4	FAM	17	14	16	20	12	79	16	14	16	20	13	79	79	Good
5	CC	18	13	16	20	15	82	18	14	16	20	16	84	83	Good
6	FIW	17	15	11	17	8	68	17	15	12	18	7	69	68,5	Fair
7	AAS	17	14	14	20	17	82	17	14	14	20	16	81	81,5	Good
8	DP	17	13	10	17	12	69	17	13	11	17	12	70	69,5	Fair
9	RSR	17	14	16	18	13	78	17	13	17	18	14	79	78,5	Good
10	FAS	18	16	17	18	19	88	18	15	18	18	19	88	88	Excellent
11	Rpu	12	12	13	17	7	61	13	9	9	13	10	54	57,5	Poor
12	RW	12	10	10	12	7	51	13	9	9	13	10	54	52,5	Poor
13	RS	15	13	11	14	14	67	14	12	14	15	13	68	67,5	Fair
14	GBM	17	14	11	17	14	73	17	13	13	17	15	75	74	Fair
15	MJA	17	15	13	16	13	74	16	16	12	16	14	74	74	Fair
16	AA	15	7	8	7	7	44	16	7	8	7	7	45	44,5	Poor
17	DPH	14	9	7	17	7	54	15	10	7	17	7	56	55	Poor
18	PNR	17	14	9	16	12	68	18	14	10	16	11	69	68,5	Fair
19	AIW	12	10	7	7	7	43	13	11	7	7	7	45	44	Poor
20	IKA	16	14	10	17	11	68	17	14	11	17	10	69	68,5	Fair
21	SA	13	13	12	13	9	60	13	13	14	13	9	62	61	Fair
22	I	15	15	12	15	7	64	15	15	14	15	7	66	65	Fair
23	MQ	17	17	10	13	10	67	17	17	11	12	11	68	67,5	Fair
24	SL	14	14	15	18	13	74	14	14	16	18	13	75	74,5	Good
25	AAW	17	13	14	15	17	76	18	14	14	16	17	79	77,5	Good
26	RPr	12	10	10	12	7	51	13	12	14	17	7	63	57	Poor
27	PIF	13	13	12	18	11	67	13	13	13	18	13	70	68,5	Fair
28	IP	16	15	12	17	9	69	16	16	11	17	10	70	69,5	Fair
29	RL	13	11	10	14	7	55	13	10	13	14	7	57	56	Poor
30	TH	12	10	10	8	7	47	13	8	10	8	7	46	46,5	Poor
Total														2007	

Appendix 8

The Students' Score of Content Aspect

No.	Name	Scorer 1	Scorer 2	Mean Score	Students' Scores	Category
1	MLDR	13	13	13	65	Fair
2	RK	17	17	17	85	Excellent
3	EC	15	16	15,5	77,5	Good
4	FAM	17	16	16,5	82,5	Good
5	CC	18	18	18	90	Excellent
6	FIW	17	17	17	85	Excellent
7	AAS	17	17	17	85	Excellent
8	DP	17	17	17	85	Excellent
9	RSR	17	17	17	85	Excellent
10	FAS	18	18	18	90	Excellent
11	Rpu	12	13	12,5	62,5	Fair
12	RW	12	13	12,5	62,5	Fair
13	RS	15	14	14,5	72,5	Fair
14	GBM	17	17	17	85	Excellent
15	MJA	17	16	16,5	82,5	Good
16	AA	15	16	15,5	77,5	Good
17	DPH	14	15	14,5	72,5	Fair
18	PNR	17	18	17,5	87,5	Excellent
19	AIW	12	13	12,5	62,5	Fair
20	IKA	16	17	16,5	82,5	Good
21	SA	13	13	13	65	Fair
22	I	15	15	15	75	Good
23	MQ	17	17	17	85	Excellent
24	SL	14	14	14	70	Fair
25	AAW	17	18	17,5	87,5	Excellent
26	RPr	12	13	12,5	62,5	Fair
27	PIF	13	13	13	65	Fair
28	IP	16	16	16	80	Good
29	RL	13	13	13	65	Fair
30	TH	12	13	12,5	62,5	Fair
Total					**2295**	
Mean Score		**15,17**	**15,43**	**15,3**	**76,5**	**Good**

Appendix 9

The Students' Score of Organization Aspect

No	Name	Scorer 1	Scorer 2	Mean Score	Students' Scores	Category
1	MLDR	14	14	14	70	Fair
2	RK	15	14	14,5	72,5	Fair
3	EC	16	15	15,5	77,5	Good
4	FAM	14	14	14	70	Fair
5	CC	13	14	13,5	67,5	Fair
6	FIW	15	15	15	75	Good
7	AAS	14	14	14	70	Fair
8	DP	13	13	13	65	Fair
9	RSR	14	13	13,5	67,5	Fair
10	FAS	16	15	15,5	77,5	Good
11	Rpu	12	9	10,5	52,5	Poor
12	RW	10	9	9,5	47,5	Poor
13	RS	13	12	12,5	62,5	Fair
14	GBM	14	13	13,5	67,5	Fair
15	MJA	15	16	15,5	77,5	Good
16	AA	7	7	7	35	Failed
17	DPH	9	10	9,5	47,5	Poor
18	PNR	14	14	14	70	Fair
19	AIW	10	11	10,5	52,5	Poor
20	IKA	14	14	14	70	Fair
21	SA	13	13	13	65	Fair
22	I	15	15	15	75	Good
23	MQ	17	17	17	85	Excellent
24	SL	14	14	14	70	Fair
25	AAW	13	14	13,5	67,5	Fair
26	RPr	10	12	11	55	Poor
27	PIF	13	13	13	65	Fair
28	IP	15	16	15,5	77,5	Good
29	RL	11	10	10,5	52,5	Poor
30	TH	10	8	9	45	Poor
Total					**1952,5**	
Mean Score					**65,08**	**Fair**

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Appendix 10

The Students' Score of Grammar Aspect

No.	Name	Scorer 1	Scorer 2	Mean Score	Students' Scores	Category
1	MLDR	13	14	13,5	67,5	Fair
2	RK	13	13	13	65	Fair
3	EC	16	16	16	80	Good
4	FAM	16	16	16	80	Good
5	CC	16	16	16	80	Good
6	FIW	11	12	11,5	57,5	Poor
7	AAS	14	14	14	70	Fair
8	DP	10	11	10,5	52,5	Poor
9	RSR	16	17	16,5	82,5	Good
10	FAS	17	18	17,5	87,5	Excellent
11	Rpu	13	9	11	55	Poor
12	RW	10	9	9,5	47,5	Poor
13	RS	11	14	12,5	62,5	Fair
14	GBM	11	13	12	60	Fair
15	MJA	13	12	12,5	62,5	Fair
16	AA	8	8	8	40	Poor
17	DPH	7	7	7	35	Failed
18	PNR	9	10	9,5	47,5	Poor
19	AIW	7	7	7	35	Failed
20	IKA	10	11	10,5	52,5	Poor
21	SA	12	14	13	65	Fair
22	I	12	14	13	65	Fair
23	MQ	10	11	10,5	52,5	Poor
24	SL	15	16	15,5	77,5	Good
25	AAW	14	14	14	70	Fair
26	RPr	10	14	12	60	Fair
27	PIF	12	13	12,5	62,5	Fair
28	IP	12	11	11,5	57,5	Poor
29	RL	10	13	11,5	57,5	Poor
30	TH	10	10	10	50	Poor
Total					**1837,5**	
Mean Score					**61,25**	**Fair**

53

Appendix 11

The Students' Score of Vocabulary Aspect

No	Name	Scorer 1	Scorer 2	Mean Score	Students' Scores	Category
1	MLDR	18	18	18	90	Excellent
2	RK	13	13	13	65	Fair
3	EC	16	16	16	80	Good
4	FAM	20	20	20	100	Excellent
5	CC	20	20	20	100	Excellent
6	FIW	17	18	17,5	87,5	Excellent
7	AAS	20	20	20	100	Excellent
8	DP	17	17	17	85	Excellent
9	RSR	18	18	18	90	Excellent
10	FAS	18	18	18	90	Excellent
11	Rpu	17	13	15	75	Good
12	RW	12	13	12,5	62,5	Fair
13	RS	14	15	14,5	72,5	Good
14	GBM	17	17	17	85	Excellent
15	MJA	16	16	16	80	Good
16	AA	7	7	7	35	Failed
17	DPH	17	17	17	85	Excellent
18	PNR	16	16	16	80	Good
19	AIW	7	7	7	35	Failed
20	IKA	17	17	17	85	Excellent
21	SA	13	13	13	65	Fair
22	I	15	15	15	75	Good
23	MQ	13	12	12,5	62,5	Fair
24	SL	18	18	18	90	Excellent
25	AAW	15	16	15,5	77,5	Good
26	RPr	12	17	14,5	72,5	Good
27	PIF	18	18	18	90	Excellent
28	IP	17	17	17	85	Excellent
29	RL	14	14	14	70	Fair
30	TH	8	8	8	40	Poor
Total					**2310**	
Mean Score					**77**	**Good**

Appendix 12

The Students' Score of Mechanics Aspect

No.	Name	Scorer 1	Scorer 2	Mean Score	Students' Score	Category
1	MLDR	13	14	13,5	67,5	Fair
2	RK	9	9	9	45	Poor
3	EC	8	9	8,5	42,5	Poor
4	FAM	12	13	12,5	62,5	Fair
5	CC	15	16	15,5	77,5	Good
6	FIW	8	7	7,5	37,5	Failed
7	AAS	17	16	16,5	82,5	Good
8	DP	12	12	12	60	Fair
9	RSR	13	14	13,5	67,5	Fair
10	FAS	19	19	19	95	Excellent
11	Rpu	7	10	8,5	42,5	Poor
12	RW	7	10	8,5	42,5	Poor
13	RS	14	13	13,5	67,5	Fair
14	GBM	14	15	14,5	72,5	Fair
15	MJA	13	14	13,5	67,5	Fair
16	AA	7	7	7	35	Failed
17	DPH	7	7	7	35	Failed
18	PNR	12	11	11,5	57,5	Poor
19	AIW	7	7	7	35	Failed
20	IKA	11	10	10,5	52,5	Poor
21	SA	9	9	9	45	Poor
22	I	7	7	7	35	Failed
23	MQ	10	11	10,5	52,5	Poor
24	SL	13	13	13	65	Fair
25	AAW	17	17	17	85	Excellent
26	RPr	7	7	7	35	Failed
27	PIF	11	13	12	60	Fair
28	IP	9	10	9,5	47,5	Poor
29	RL	7	7	7	35	Failed
30	TH	7	7	7	35	Failed
Total					**1640**	
Mean Score					**54,67**	**Poor**

55

Appendix 13   **Scorer 1**

WRITING TEST (TES MENULIS)

Mata Pelajaran   : Bahasa Inggris
Tingkat/Kelas   : SMP/VIII
Kemampuan   : Menulis
Bentuk Teks   : *Descriptive*
Topik   : *Animal or People*
Waktu   : 45 menit

Instructions:

Write a descriptive paragraph which consists of 10-15 sentences by following the generic structure of descriptive paragraph (identification and description) and choose one of the following topics:

a. Animal

b. People

WORKSHEET

Name   : Andy Ihsan Wibisono
Class/No.   : VIII D / 3

Cow

It is my cow borwn. tide four ofoodgress
I give him taw. I because very happy cow.
It is I am fat. alge ceven Spotes an active animal.
Sometimes my cow ing body ha it fas
everday. fat cher thick Sleep morning
I am diem. I lovers cow

C : 12
O : 10
G : 7
V : 7
M : 7

43

Appendix 14   **Scorer 2**

WRITING TEST (TES MENULIS)

Mata Pelajaran	: Bahasa Inggris
Tingkat/Kelas	: SMP/VIII
Kemampuan	: Menulis
Bentuk Teks	: *Descriptive*
Topik	: *Animal or People*
Waktu	: 45 menit

Instructions:

Write a descriptive paragraph which consists of 10-15 sentences by following the generic structure of descriptive paragraph (identification and description) and choose one of the following topics:

a. Animal

b. People

WORKSHEET

Name   : Andy Ihsan Wibisono

Class/ No.   : VIII D | 3

Cow

It is my cow borwn. ude four. foodgress. I give him cow s I bacause very happy cow. I am fat. rafgei ceven Spot. is an active animal. Somaimes my cow. my body big. it fas everday. Fat cher thick Sleep. erer morning I am driem. L Lovers cow

C = 13
O = 11
G = 7
V = 7
M = 7
―――
45

57

Appendix 15   **Scorer 1**

WRITING TEST (TES MENULIS)

Mata Pelajaran	: Bahasa Inggris
Tingkat/Kelas	: SMP/VIII
Kemampuan	: Menulis
Bentuk Teks	: *Descriptive*
Topik	: *Animal or People*
Waktu	: 45 menit

Instructions:

Write a descriptive paragraph which consists of 10-15 sentences by following the generic structure of descriptive paragraph (identification and description) and choose one of the following topics:

a. Animal

b. People

WORKSHEET

Name   : GIOVANI BERTHA MAULANA
Class/No. : VIII^c 17

RAISA ADRIANA

Raisa is my favorite singer. [...] She have a long hair and "weary" hair. She have a white skin. She have a slim body. She [...] has brown eyes. Raisa is a good person. She have a pointed nose. Raisa is beauty girl. funny, lovely, smart, cutest. She always smile to persons. She have good voice and multitalent. Thank You

C : 17
O : 14
@ : 11
V : 17
M : 14
———
73

Appendix 16   **Scorer 2**

WRITING TEST (TES MENULIS)

Mata Pelajaran	: Bahasa Inggris
Tingkat/Kelas	: SMP/VIII
Kemampuan	: Menulis
Bentuk Teks	: *Descriptive*
Topik	: *Animal or People*
Waktu	: 45 menit

Instructions:

Write a descriptive paragraph which consists of 10-15 sentences by following the generic structure of descriptive paragraph (identification and description) and choose one of the following topics:

a. Animal

b. People

WORKSHEET

Name   : GIOVANI BERTHA MAULANA

Class/ No. : VIII c 17

RAISA ADRIANA

Raisa is my favorite singer. [...] She have a long hair and weavy hair. She have a white skin. She have a slim body. She has brown eyes. Raisa is a good person. She have a pointed nose.
Raisa is beauty girl. Funny lovely, smart cutesy. She always smile to persons. She have good voice and multitalent. Thank you

C = 17
O = 13
G = 13
U = 17
m = 14
___
75

Appendix 17   **Scorer 1**

WRITING TEST (TES MENULIS)

Mata Pelajaran   : Bahasa Inggris
Tingkat/Kelas   : SMP/VIII
Kemarrpuan   : Menulis
Bentuk Teks   : *Descriptive*
Topik   : *Animal or People*
Waktu   : 45 menit

Instructions:

Write a descriptive paragraph which consists of 10-15 sentences by following the generic structure of descriptive paragraph (identification and description) and choose one of the following topics:

a. Animal

b. People

WORKSHEET

Name   : ...Muktar Qori.....................................
Class/ No. : ...VIII E, 11...

~ Dodit Mulyanto ~

Dodit is a Komika familiar In Indonesia. He also an Akris popular In Indonesia, Be cause he have full job. and the during karie, between your frind-dadit. Dodit have fery hansem. he also like eat meel ball, House dodit in the Blitar City. Dodit fans in the STAND UP in fore KOMpas TV. He too the 6nd alcous ranking 2 in STAND UP Comedity Indonesia.

C : 17
O : 17
G : 10
V : 13
M : 10
—————
67

Appendix 18   **Scorer 2**

WRITING TEST (TES MENULIS)

Mata Pelajaran	: Bahasa Inggris
Tingkat/Kelas	: SMP/VIII
Kemampuan	: Menulis
Bentuk Teks	: Descriptive
Topik	: Animal or People
Waktu	: 45 menit

Instructions:

Write a descriptive paragraph which consists of 10-15 sentences by following the generic structure of descriptive paragraph (identification and description) and choose one of the following topics:

a Animal

b People

WORKSHEET

Name : Muktar Qori

Class/ No. : VIII E., 11

~ Dodit Mulyanto ~

Dodit Is a Komika familiar In Indonesia. He also an Aktris popular In Indonesia, Be cause he have full job. and He during Karir, between your frind dodit. Dodit barge fery hansem. he also like eat meat ball, House dodit in the Blitar City. Dodit fans in the STAND UP in here KOMpas TV. He job the End also ranking 2 in CTAND Up Comedilly Indonesia.

C = 17
O = 17
G = 11
V = 12
m = 11

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