STUDENTS' ABILITIES IN WRITING DESCRIPTIVE TEXT AT GRADESEVENTH STUDENTSOF SMP DAR AL-FALAH IN TANJUNGBALAI

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Keywords	Abstract
Keywords: Writing, Descriptive text.	Writing is the most important skill that we should consider because the student must know how to write a text grammatically and correctly. Descriptive text is a piece of text that describes a place, person, or thing. This research was aimed to analysis of students' difficulties in writing descriptive text at grade seventh students of SMP Daar Al-Falah in Tanjngbalai. In this research, researcher uses the quantitative description data. The most problems faced by the students were grammar and organization with a total mean 64.00. And based on the result of this research, there are 8 students who able in writing descriptive text by percentage 36.36%. And there are 14 students who unable in writing descriptive text by percentage 63.63%. it means that students' ability in writing descriptive text is still low. This suggested that teacher could more improve their skill in the descriptive text in an interesting way or strategy.

INTRODUCTION

Education is a process to increase the dignity and worth humans, through a long process and lasts a lifetime. Education is an important part of the national development process which contributed to the economic growth of a country (Din Wahyudi, 2010). Science development and technology have brought about very significant changes to various types of human life, both in economic, social, cultural as well as education. Education is the activity of a person or group of people or institutions in helping individuals or groups of people to achieve goals education.

According to (Susanto Leo, 2007, p.1) Writing skill is a complex activity that involves the constant thinking through ideas and searches for the best wording and phrasing put on the paper. It is considered as a means of training the students to think logically in doing writing. The function of writing is as means of conveying ideas, feeling and intention to other people and it is very important skill on daily life.

Writing is a process of expressing ideas or thoughts in words. Writing can be enjoyed as long as we have the ideas and the means to achieve it. In writing, we need to know many vocabularies, arrangement of words, proficiency in grammar, and mastering the paragraph is needed. That is why the teacher must help the students to make a good writing.

Descriptive text is a general text where it can be included to another text. Descriptive text is a piece of text that describes a place, person, or thing. According to (Husna, 2013) descriptive text is a kind of writing that consist of description characteristics and definition of object or something. From the definition above, the writer can conclude that descriptive text is a text which aim to describe particular thing, such as people, thing, place, even unit of days, times of days, or season. Writing descriptive paragraph is not easy. The students should follow the generic structure by describing things. In one of the descriptive elements, paragraph is imaginary. It means that similes and metaphors make comparisons to enhance the reader's understanding of an experience or event.

Then, based on the writer's observation at Junior High School Dar-Alfalah Tanjungbalai, the writer found that the students were not interesting in writing. The students have less interest in writing especially descriptive text, the students have less of identify descriptive text, the students worry about begin to write descriptive text, and the students don't know how to transfer their idea into a piece of paper. The teacher does not use the effective technique in teaching learning process. They found it hard and very difficult to write what is on their mind into written language. There are many problems that may made the students unable to write a good writing. The students faced some difficulties to write a text.

Researcher chooses SMP Dar Al-Falah Tanjnbalai as a research school because researcher had previously conducted Magang 3 at the school, so researcher had known the condition of students at the school. Based on title of the research above, the researcher hopes that all the difficulties of students in writing descriptive text can be known and teachers are also expected to provide more examples and exercise about descriptive text to student so as to achieve the purpose of education well, especially English subject. The researcher will conduct the study under the title ***Students' Abilities in Writing Descriptive Text at Grade Seventh Students of SMP Dar Al-Falah in Tanjugbalai.***

LITERATURE REVIEW

This chapter is presented to give some clearer concepts being applied in this study that is an analysis of Student's difficulties in writing descriptive text. To support the ideas of this research, some theories and some information will be included to help the writer design this research

In learning English, there are four skills that must master by students. They are listening, speaking, reading, and writing. Writing is the most important skill that we should consider because the students must know how to write a text grammatically and correctly, then they need to realize the meaning of each sentence. Those reasons why most students are hard to learn about English, especially writing and make their scores are low. The assumption above is supporting by the statement from (Didik Santoso, 2017, p.7) who state that other factors made English skill still low, it can come from internal and external factors that are age, skill motivation, attitude, and cognitive style, and learning style. Writing skill is a particular abilities that can help the writer put their ideas in words or sentences with meaningful from and including the message. Its purpose is to give information and unconsciously, we cannot escape our daily activities regarding writing, for instance sending a message from a mobile phone, writing a dairy note, or sending emails for someone. (Utami Dewi, 2013, p.2) stated that writing was the process of transferring the language through letters, symbols, or word.

In the hole of Al-Qur'an, writing also important skill that we should be learned and there us verse that the existence of writing that be stated in Al-Qur'an that is Surah Al-Qalam: 1

$$ ن ۚ وَٱلْقَلَمِ وَمَا يَسْطُرُونَ ١ $$

Meaning: "Nun. By the pen and the (Record) which (men) write" (Abdullah Yusuf Ali, 2018)

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Surah Al-Alaq: 4 – 5

<div dir="rtl">
ٱلَّذِي عَلَّمَ بِٱلْقَلَمِ ٤ عَلَّمَٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ ٥
</div>

Meaning:

"Who taught (to write) with the pen. Taught man what he knew not" (M.Habib Shakir, 2018).

From some of the verses above, we can conclude that the people should study to look for the knowledge. Pen is not a creature but what can be written by the pen are many things that can be understood by human.

Allah teach human by using pen. After they are good and smart in using the pen, the many knowledge which are given by Allah. And one of that knowledge is writing. So, in writing, the writer should have self-confidence and should know what they will write. Then, get more practice since to write effectively is now become fundamental skill in the world of education.

Rasulullah Saw said that:

<div dir="rtl">
قَيِّدُوا الْعِلْمَ بِالْكِتَابِ
</div>

The meaning: tie knowledge with writing". (Genealogy of Ash-Shahiihah no. 2026)

Based on hadith explains that knowledge can be remembered if we write it. Writing is a way for us to remember our knowledge. He even ordered some of his friends to write knowledge. One of them is Abdullah bin 'Amru. He said to him:

<div dir="rtl">
اكْتُبْ فَوَالَّذِي نَفْسِي بِيَدِهِ مَا خَرَجَ مِنْهُ إِلَّا حَقٌّ
</div>

"The meaning: Write it down. For the sake of the Essence that my soul is in his hands. It is not out of it but the truth "(HR. Ahmad 2/164 & 192, Al-Haakim 1 / 105-106, saheeh)

Based on this hadith explains that human memory is weak and limited, so we are encouraged to record knowledge. By recording knowledge when in the assembly, then we try to summarize what was heard and recorded it. Writing is one thing that is very important to do in studying.

There many different definitions about writing given by experts from many resources. According to (Axelrod and Cooper, 195, p.3) writing is a complex process and as such

contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage. It means that writing is the skill with a complex process contains of mystery and surprise.

Sarimarsutalinda, Inerawati, and Suganda (2018) define that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and to arrange the ideas into statement and paragraph that will be clear to a reader. According to (Mucia, 1991, p.233) writing is the ability to express one's ideas in written second or foreign language. It means writing is an activity to express our ideas in written form.

Based on the statement above, it can be concluded that writing can be distinguished from other skills as the most difficult one. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs a hard work. In writing we have to produce words to express our ideas in written form.

Writing is one of the skills which must be acquired in language learning. Experience, events, stories and ideas can be expressed through writing. Writing is very important by the reason that is helps us to communicate with other. Moreover, writing as a process of communication. In the process writing, people give full shape to their thoughts, their feelings and even their value. Writing is also a process of self-discovering of what we are and what you are thinking (Harmey, 2007, p. 31).

Writing is a skill, the skill of writing itself include into four general and components or main areas:

1. Grammatical skills: the ability to write the correct sentence
2. Stylistics skills: the ability to manipulate sentences and paragraphs and use language actively
3. Mechanical skills: the ability to use correctly those convention peculiar to write language. Egg. Punctuation, spelling.
4. Judgment skills: the ability to write in an appropriate manner for particular purpose with the audience in mind, together with on the ability to select, organize, and other relevant information.

In actually, the writing process is not highly organized linear process, but rather a continual movement between the different steps of the writing model. There are many models

of writing process. The writing process is systematic approach to writing that includes prewriting, drafting, revising, editing, and publishing.

a. Stage I: Prewriting

Prewriting is anything you do before you write a draft of your document. It includes thinking, taking notes, talking to others, brainstorming, outlining, and gathering information. (e.g. interviewing people, researching in the libarary, assessing data).

b. Stage II: Drafting

Drafting occurs when you put your ideas into sentence and paragraphs. Here you concentrate upon explaining and supporting your ideas fully. Here you also begin to connect your ideas. In this stage, do not pay attention to such things as spelling at this stage. A draft is a work in progress.

c. Stage III: Revising

Revision is the key to effective documents. Here you think more deeply about your readers' needs and expectations. The document becomes reader concrete. How much supports will each idea need to convince your readers? Is your organization effective?

All this stage you also refine your prose, making each sentence as concise and accurate about revising your writing.

a) Revising your sentence, revising overall structure

b) Revising your paragraph, evaluating coherence

c) Revising your words chaise

d. Stage IV: Editing and Proofreading

There are broad categories for proofreading:

a) Check for such things as grammar, mechanic, and spelling

b) Check the fact: if your writing includes details, be sure you have included the information correctly

c) Confirm legibility: if you have written your final draft, make dare that each word is legible

e. Stage V: Publishing

The final steps of the writing process is publishing, this means different things depending on the piece you are working on.

a) Bloggers need to upload, format and post their piece of completed work

b) Students need to produce a final copy of their work, in the correct formal. This often means adding bibliography, ensuring that citations are correct, and details such as your student reference number.

c) Journalist need to submit their piece (usually called "copy") to an editor, again, there will be a certain format for this.

d) Fiction writers may be send their story to a magazine or competition. Check guidelines carefully, and make sure you follow them if you have written a novel, look for an agent who represents your genre.

In the teaching of writing, we can focus on the product of that writing or on the writing process itself. When concentrating on the product, we are only interested in the aim of a task and in the end product. Those who advocate a process approach to writing. However, pay attention to the various stages that any piece of writing goes through. By spending time with learners on prewriting phrases, editing, redrafting and finally "publishing" their work, a process approach aims to get to the heart of the various skills that should be employed when writing.

The writer make writing certain has a purpose. There are some purposes in writing. According to Hartin in Syafaruddin (2012: 11), the purpose of writing is:

1) Assignment purpose: someone writers because of being asked

2) Altruistic purpose: to entertain the readers or avoid readers from being asked

3) Persuasive purpose: to convince reader about a truth of ideas

4) Informational purpose: giving information to the reader

5) Self- expressive purpose: to introduce the author to the reader

6) Creative purpose: to achieve artistic values

7) Problem solving purpose: to explain, explore, closely, observe and make ideas and thoughts clear and acceptable by reader.

It is helpful to keep in mind some of the many uses we are likely to make of writing. For example, on a personal level, most of us use writing to make a note of something (things we have to do or wants other to do, like our shopping list) and to keep records of things we want to remember. We send messages and write letters to friends, and a view of us keeps diaries. Most of us have to fill in forms time to time and occasionally we write format letters.

Descriptive text is a general text where it can be included to another text. Descriptive text is a piece of text that describes a place, person, or thing. According (Husna, 2013) descriptive text is a kind of writing that consists of description characteristics and definition of object or something. While, (Gerot and Wignel, 1994, p.43) state that descriptive text has purpose to describe particular thing, people or place which show the reader about physical appearance of something clearly. From the definition above, the writer concludes that

descriptive text is a text which aims to describe particular things, such as people, place, even unit of days, times of day, or reason.

Descriptive text is a piece of text that describes a particular person, place, or thing. While Broad man and Jia states that descriptive text is a kind of text that is used to describe what something looks like. Another definition about descriptive text is based on (Gerot and Wignell, 1994, p.43) it is stated that descriptive text is a kind of text which is aimed to describe a particular person, place, or thing.

Description or descriptive text etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described. However, descriptive genre can also describe idea or point of view in order to have visual appearance of it. In the other words, it can be said that descriptive genre is the way to describe or illustrate the object, person, or idea by his/her eyes physically (Dirgeyasa, 2012).

From the definition above, the writer can conclude that descriptive text is a text which aims to describe particular thing, such people, place, even unit of days, times of day, or season.

(Hammound, 1992, p.78) The generic structure of descriptive text is shown in the following table:

Table 1. Generic Structure of Descriptive Text

Generic Structure	Function
Identification	Identification the person, place, or thing to be described
Description	Describes parts, qualities, and characteristics

a) Identification

Identification is a part in which you identify or write the recognition moreover, it can be a general statement about place, person, or thing that you want to describe.

b) Description

Description is vivid details place, person, or thing that you want to describe. So that, the reader can easily imagine or picture the descriptions, or they can feel that they involve in their experience.

The language features as follows:

1. Use of simple present tense

2. Use of action verb

3. Use of specific participant.

By knowing the concepts in writing descriptive text, the student as writer can adapt the concept into their writing. It helps them in arranging their descriptive text well. The more students know about descriptive text, the concept, the more they will have good ability in writing descriptive text.

Example of descriptive text

<u>My Mother</u>

Every people certainly have a mother. Because, people were born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. I love you mom. (Identification)

My mother's name is Winda. She was born 49 years ago. She has short hair and has a brown eye. She is a beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing. (Description)

Identification: My Mother = Every people certainly have a mother. Because, everyone was born from her. The existence of her among us is definitely important. That is why I love her so much. I love you mom.

Description: Characteristics = She is beautiful, she has short hair. Her hand so soft, and she never stops to support me.

The scoring of writing based on (Jacobs, 1981, p. 15)

Table 2. ESL Composition

Component	Score	Criteria
Content	30-27 Excellent to very good	Knowledgeable, substantive, development, of thesis, relevant to assigned topic
	26-22 Good to average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lack detail
	21-17 Fair to poor	Limited knowledge of subject, little substance, inadequate development a topic
	16-13 Very poor	Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate
Organization	20-18 Excellent to very good	Fluent expression, ideas, clearly stated/supported, succinct, well organized, logical sequencing, cohesive
	17-14 Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	16-13 Fair to poor	Non-fluent, ideas confused or disconnect, lack logical sequencing.

	12-10 Very poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary	Excellent to very good 20-18	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14 Good to average	Adequate range, occasional errors of word/idiom form choice, usage but meaning not obscured
	13-10 Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, meaning confused not obscured.
	9-7 Very poor	Essentially translation, little knowledge of English vocabulary. Idiom, word form, or not enough to evaluate
Grammar	25-22 Excellent to very good	Effective, complex constructions, few errors of agreement, tense, number, word, order/function, articles, pronoun, preposition
	21-18 Good to average	Effective but simple constructions, minor problem complex construction, several errors agreement, tense, number, word, function, article, pronoun and preposition, but meaning seldom obscured
	17-11 Fair to poor	Major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word, function, article, pronoun, preposition, and/or fragments, run-ons, deletions, meaning confused or obscured
	10-5 Very poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanic	5 Excellent to very good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	4 Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3 Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2 Very poor	Not mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

There are the criteria of students range the score based on (Arikunto S., 200, p.245)

Table 3. Classifications of scores

No	Score	Criteria
1	80-100	Very good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

According to (Syafi'I, 2001) related study is required to observe some previous researches conducted by the other researcher in which they are relevant to our research itself. In this project paper, the writer chooses several relevant researches related to writer's research.

1. Fitri, (2017) in her thesis by the title: *An analysis of students' skill in writing descriptive text at the Eight Grade of SMPN 7 Tambusai Utara,* found that the students' average score in writing descriptive text was 51, 87 and it means their writing skill in descriptive text can be categorized in the poor level.

2. Arini, et. al. (2013) in their thesis by the title: *A Study of The Eight Year Students' Ability of Using Capitalization and Punctuation in Recount text Writing at MTS At-Thohiriyah Jember in The 2013/2014 Academic Year,* it was conducted that the eight year students' ability in using capitalization and punctuation in writing recount text was good.

3. Ramli, (2013) in her thesis by the title: *An analysis on students' Errors in Writing Recount Text of The Tenth Grade Students of SMAN I Siantan in Academic Year 2012/2013,* based on the finding in his research, there are 275 errors made by the students in writing recount text. The error are 95 or 34,54% errors at writing content of the text, 21 or 7.63 % errors at vocabulary, 123 or 44.74% errors grammar and 36 or 13.9% errors at mechanics.

Writing is the process of thinking to represent the ideas or thought in form of arranged symbols. It is a skill that should be practiced many times to create good writing since it is a complex process. Writing is one of four skills, besides listening, reading and speaking. Writing is the most popular and prevalent method of creating connections among people. As a means of building links between individuals and within communities, writing services as the flexible foundation for almost every type of communication media, pint, video, audio, speech and interactive web all begin in writing.

Descriptive text is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described. Descriptive text is one of the kinds of writing. The word descriptive paragraph can be defined as describing something. A writer in descriptive paragraph uses details to tell how a subject looks, sounds, smells, tastes, or fells. Moreover, the essay should make the reader respond to what he or she is reading. In addition, Karim in Syafi'I et al stated that "descriptive paragraph

is a verbal of a person, place, or object". Thus, a descriptive paragraph is one that describes a person, place, or object.

Writing is not only to share your ideas into paper but also to develop it becomes a good text. One of the genre is descriptive. Students feel difficult to write a descriptive text. They lack of vocabulary and confuse to determine what they should write.

Strategy is all these it is perspective, position, plan and pattern. Strategy is the bridge between policy or high-order goals on the one hand and tactics or concrete actions on the other. Strategy and tactics together straddle the gap between ends and means. In short, strategy is a term that refers to a complex web of thoughts, ideas, insights, experience, goals, expertise, memories, perceptions, and expectations that provides general guidance for specific actions in pursuit of particular ends.

METHOD

This research was conducted at SMA Dar Alfalah Tanjungbalai. The subjects of this research are the students of Tenth Grade of SMA Dar Alfalah. This subject consists of 22 students. It is located at Jalan Sudirman Tanjungbalai. The researcher chose this school because of some reasons. Those are: 1) This school is also a place for researcher's internships for a few weeks, so researcher already know the teaching and learning activities at the school, 2) The students have less interest in writing especially descriptive text, 3) The students have less of identify descriptive text, 4) The students worry to begin to write descriptive text, 5) The students do not know how to transfers their idea into a piece of paper.

Research designs are procedures or plan of a research which span the decisions from broad assumptions to detailed methods of data collection and analysis, (Cresswell, 2012, p. 3). In conducting this research, the researcher used quantitative descriptive. Quantitative descriptive, the writer identifies a research problem based on trends in the field or on the need to explain why something occurs, (Cresswell, 2012, p. 13).

The kind of quantitative research in this research is descriptive quantitative research or survey design. (Arikunto S, 2022) stated that if the teacher knows, what, how many, and how long of things, the research had been known as descriptive research. Quantitative descriptive or survey research involves collecting data in order to answer question about the current status of the subject or topic of study and obtain information about preferences, attitudes, practices, concerns or interest of some group of people.

Data collection is a tool for determine the result of the study. To collect the data, the researcher used test to collect the data. According to (Brown, 2003, p. 384), test is a method of measuring a person's ability, knowledge, or performance in a given domain.

Before the students do the test, the researcher explained to students about the instruction and the rules of the test. The research asked the students to write descriptive text in a piece of paper. The researcher given the students 3 topics and asked the students to choose one topic that interest for them.

In this research, the researcher was analyzed students writing descriptive text at SMP Dar Al-Falah Tanjungbalai. The researcher was analyzed students writing based on theory of (Pratama, 2012), which focused on the five aspects; organization ideas, developed ideas, grammar, vocabulary, mechanics. Then, the researcher was calculated the students' writing score result in each aspect separately.

To find out students' percentage of each component are used of this formula, (Sudijono, 2014, p. 43):

$$P = \frac{f}{n} \; x \; 100\%$$

Where:

P = Number of percentages

F = Frequency

N = Number of samples

The questionnaire is the most common method in educational research. Each item should be in line with what is needed to be found in order to complete this research. Moreover, every item should be in good and understand able language so that will be easy to answer. The data collected through questionnaires were analyzed base on the students' answers. The data obtained from the questionnaires is analyzed by calculating the means of the students' answers in each item of the questions. The items were in the form of Likert-Scale questions: with 4 options namely: (1) strongly disagree, (2) disagree, (3) agree, (4) strongly. The data from the questionnaires were analyzed by calculating the means of students' answers to each question.

FINDING AND DISCUSSION

The finding consists of quantitative description of data. After the data had been collected from the sample of the research, the data as going to be described. in describing the data, it involves analyzing of the data.

In order to collect the data, the researcher conducted a test. The test given was writing descriptive text. The score of the test consists of five aspects. After conducting the test, the result in form of students' scores are tabulated as follows:

Table 3. Students' score of writing descriptive text

No	Students	Content	Organization	Grammar	Vocabulary	Mechanics	Score	Passgrd
1	AS	9	6	6	4,5	4,5	75	75
2	ADF	9	6	6	4,5	4,5	75	75
3	AL	9	6	4	3	4,5	66,25	75
4	AA	9	6	4	3	3	62,50	75
5	AH	9	6	4	4,5	4,5	75	75
6	BA	9	6	4	4,5	4,5	75	75
7	DL	9	4	2	1,5	3	48,75	75
8	DS	9	6	4	3	4,5	66,25	75
9	DA	9	6	6	4,5	4,5	75	75
10	SH	9	6	4	1,5	3	58,75	75
11	IR	9	6	4	1,5	3	58,75	75
12	MA	9	4	2	1,5	3	48,75	75
13	MR	9	6	6	4,5	4,5	75	75
14	NZ	9	4	2	1,5	4,5	52,50	75
15	AR	9	6	4	1,5	4,5	62,50	75
16	RP	9	4	2	1,5	3	48,75	75
17	RW	9	6	4	1,5	4,5	62,50	75
18	SR	9	6	6	4,5	4,5	75	75
19	SY	9	6	2	1,5	3	53,75	75
20	RF	9	6	6	4,5	4,5	75	75
21	VT	9	6	4	4,5	4,5	62,50	75
22	ZA	9	6	2	1,5	3	53,75	75
Total :		198	124	88	64,5	87	Mean: 64	

$Score : \frac{C+O+G+V+M}{40} X\ 10$

Based on the score in the table, there are 8 students who passed the KKM. And there are 14 students who don't pass the KMM.

The researcher used the skill level score which includes poor, fair, average, good and excellent to determine students' ability. The mean score data for the above was calculates as follows:

$$M = \frac{f}{n}$$

Where:

M= Mean

F= Total score

n= Total sample

So, the mean score would be: $M = \frac{1.406,25}{22} = 64$

The mean explains the students' good score in writing descriptive text. The score is 64, it was analyzed based on the skill level score as mentioned before. The students' ability is on the enough level. This means, the students must be more need to improvement in writing descriptive text.

Table 4. The results of the questionnaires

Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7
AS	4	2	3	3	3	4	2
ADF	4	3	4	3	3	4	2
AL	4	3	4	3	4	4	3
AA	4	4	4	3	4	4	2
AH	4	4	4	3	4	3	3
BA	4	3	4	2	4	3	3
DL	4	3	4	2	4	4	3
DS	4	3	3	3	4	4	3
DA	4	3	3	2	4	4	3
SH	4	4	3	3	4	3	3
IR	4	3	4	3	4	4	3
MA	4	4	3	3	4	4	4
MR	4	4	4	4	4	4	4
NZ	4	4	4	4	4	4	3
AR	4	3	4	2	4	4	2
RP	4	3	3	2	4	3	2
RW	4	4	4	4	4	4	3
SR	4	4	3	2	4	4	3
SY	4	3	4	3	3	3	4
RF	4	3	4	2	3	3	4
VT	4	3	4	4	4	3	4
ZA	4	3	4	4	4	3	4
Total	88	73	81	64	84	80	67
Mean	4	3.31	3,68	2,90	3,81	3,63	3,04

Note:

4= strongly agree

3= agree

2= disagree

1= strongly disagree

Table 5. Students' ability in writing from the highest mean

Question No	Students' ability in writing descriptive text	Mean
1	I have difficulty to write text in English?	4
2	I have difficulty grammar when you writing in a text?	3.31
3	I have difficulty in arrange the sentence?	3.68
4	I feel hard to write ideas in writing descriptive text?	2.90
5	I don't understand descriptive text?	3.81
6	I have difficulty using punctuation and capitalization?	3.63
7	I don't know the structure in descriptive text?	3.04

Table 4.3 shows that the highest mean is 4.00 which question number one which stated about "I feel difficult in writing descriptive text". All of students answered strongly agree to that question. They felt it difficult when they want to write a descriptive text. And it caused by they don't have the knowledge about it and they don't know about descriptive text. The next question is about difficult grammar. Many students that difficult in grammar and also, they difficult in arrange the good sentence. They don't know how to transfer their ideas into their writing, they don't how to write a good structure and also, they fail in vocabulary.

The students were also had major problems in understanding about descriptive text. They were not really understanding about descriptive text and also, it's structural. From the data, it showed that the means of question number 4 and 6 were 2.90 and 3.04 the result categorized to the second-lowest rank for all of the questions. However, the lowest means fall to question number 4 which asked about their vocabulary knowledge. The students didn't know the vocabulary that they want to write. So that, the problem in their writing are vocabularies.

The writer analysis the data with the five aspects of writing descriptive paragraph, they are grammar, vocabulary, content, mechanic and organization. After analyzing the data from the students' writing of descriptive text, the writer finds the students' score. The students' ability in writing descriptive text can be seen from the score. The score was achieved from the descriptive text written by students. The writer explains the data from 22 students' ability in writing descriptive text. The writer found that 8 students got good score, and there are 14 students that got fair score. So, the percentage of students that able in writing descriptive text is 36,36%. And there are 63,63% that unable in writing descriptive text.

Based on the analysis above, writer found the result of the research. There are many students who difficulties in writing descriptive text. The result of this research shows that the main aspects in writing descriptive text that become the problem for the students are grammar. Grammar is very important in writing descriptive text. Grammar is the ability to use words or phrases correctly that can be understood by the readers in the written language.

On the other hand, organization in descriptive text of paragraph is important too because the students in this research still do not understand to make a descriptive text.

From the discussion, it can be concluded that the result of this result of this discussion describes the students' ability in using five aspects of writing: grammar, vocabulary, content, organization and mechanic. From the analysis, the writer finds that the students have difficulties in using grammar, vocabulary and organization.

The vocabulary was the most important feature in descriptive text because the students would ask to describe more about a thing so it needed large vocabulary knowledge. In document analysis, it found that most students mix the language into two languages namely Bahasa and English. The limiting of vocabulary effected on the meaning.

Relating to the students' ability result in writing descriptive text, it confirms as Rasyidah (2015) found that there are two factors affect the students' writing skill. They are related to (1) the components of writing (grammar, vocabulary, mechanics, content and organization) and (2) the organization structure of a descriptive text (identification and description). Most students had knowledge about descriptive text yet they had limited knowledge about the components of writing. They had to increase their vocabulary so that they could write descriptive text as well.

CONCLUSION

The objective of this research was to find out the students' ability in descriptive text at SMP Dar Al-Falah Tanjngbalai. Based on the data analysis in previous chapter, the researcher concludes the average of students' writing ability in descriptive text at seventh grade of SMP Dar Al-Falah Tanjungbalai was enough category. The means score of students' writing descriptive text was 64.00, it means that students' ability in writing descriptive text is still low. The questionnaire results show that students have the basic ability regarding the descriptive text. Then, the students had a problem with grammatical errors. The students did not the subject agreement and the tenses that they should use in descriptive text. Based on document analysis of students' writing descriptive text, the students had difficulties in writing descriptive text. It found many students that use two languages when they write a text namely by Bahasa and English. However, the students gave agreement responses for having writing aspect problem. In order, most of the students showed they are strongly agreed and agreed to statement about the problem they had like: generating the idea, vocabulary, grammar and the lack of English language skills.

Based on result of this research, the researcher suggests that for the English teacher, the researcher recommended that the teacher making students more interesting in writing with interest strategy in teaching to improve the students' writing ability, especially in grammar aspect. For the students, the students are expected to improve and always exercise the ability especially in writing descriptive text because it is important thing. For the next researchers, related to this research, the other research can be investigated the best strategy in teaching writing, for improving students writing ability in grammar aspect.

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