

**AN ANALYSIS OF STUDENTS' ABILITY IN WRITING
DESCRIPTIVE PARAGRAPH AT ELEVENTH GRADE IN
MADRASAH ALIYAH AL-HIKMAH MOGUTAT
KOTAMOBAGU**

THESIS

Submitted as Partial Requirement for the Degree of Education (S.Pd) In English
Education Study Program

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
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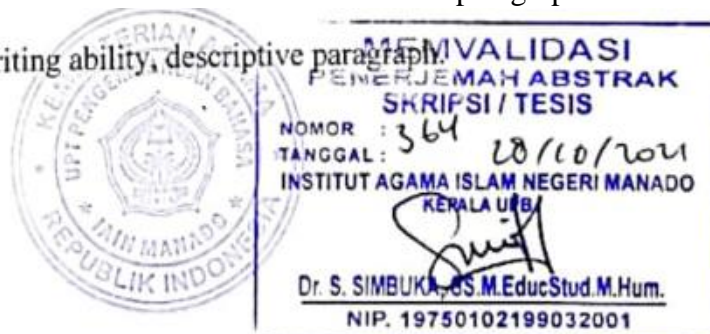
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ABSTRACT

Eza Yayang Mokodompit. (2021). *Analysis of Students' Ability in Writing Descriptive Paragraph at Eleventh Grade in Madrasah Aliyah Al-Hikmah Mogutat Kotamobagu*. A Thesis, English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado State Institute of Islamic Studies.

The objectives of this research are to reveal students' ability in writing descriptive paragraph and to describe students' problems in writing descriptive paragraph in the eleventh grade of Madrasah Aliyah Al-Hikmah Mogutat Kotamobagu. This research employed qualitative design. The participants were students of science class XI in Madrasah Aliyah Al-Hikmah Mogutat Kotamobagu. In this research, the researcher utilized a test as the following instrument. To analyze the data, the researcher counted through the percentage of students' writing score and their mean score. The data were then evaluated by five categories of problems in writing descriptive paragraph through Oshima and Hogue's theory. The results in the writing test explain that there are seven students who fall into the very good assessment criteria with a percentage of 28.00%. Six students include in the good criteria with a percentage of 24.00%, while seven students experience the fair criteria with a percentage of 28.00% and five students on the poor criteria with a percentage of 20.00%. In the meantime, the mean score of the students was 72.8. Furthermore, according to the categories of Brown, some students have problems with their writing, for instance, in the writing organization of the students' description through the paragraphs, the organizational components such as identification, description and conclusion are incomplete or in other words, the students' paragraph does not have one of these aspects. The second problem is located in the content of the paragraph, which means that students' paragraph in describing some ideas are not in accordance with the topic and title. Besides, in vocabularies and writing mechanics, students' experience some problems such as errors in having word selection and spelling. At last point, students' grammatical ability in writing descriptive paragraph is said as inaccurate in tenses and it is often written down in each paragraph.

Keywords: writing, writing ability, descriptive paragraph.



ABSTRAK

Eza Yayang Mokodompit. (2021). *Analisis Kemampuan Siswa Dalam Menulis Paragraf Deskriptif Pada Kelas XI Madrasah Aliyah Al-Hikmah Mogutat Kotamobagu*. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Institut Agama Islam Negeri Manado.

Tujuan dari penelitian ini adalah untuk mengungkapkan kemampuan siswa dalam menulis paragraf deskriptif dan untuk mendeskripsikan masalah siswa dalam menulis paragraf deskriptif di kelas XI Madrasah Aliyah Al-Hikmah Mogutat Kotamobagu. Penelitian ini menggunakan desain kualitatif. Pesertanya adalah siswa kelas XI IPA Madrasah Aliyah Al-Hikmah Mogutat Kotamobagu. Dalam penelitian ini, peneliti menggunakan tes sebagai instrumen. Untuk menganalisis data, peneliti menghitung melalui persentase nilai menulis siswa dan nilai rata-rata mereka. Data tersebut kemudian dievaluasi dengan lima kategori masalah dalam menulis paragraf deskriptif melalui teori Oshima dan Hogue. Hasil tes menulis menjelaskan bahwa ada tujuh siswa yang termasuk dalam kriteria penilaian sangat baik dengan persentase 28,00%. Enam siswa termasuk dalam kriteria baik dengan persentase 24,00%, sedangkan tujuh siswa mengalami kriteria cukup dengan persentase 28,00% dan lima siswa pada kriteria kurang dengan persentase 20,00%. Sementara itu, nilai rata-rata siswa adalah 72,8. Selanjutnya, menurut kategori dari Brown, beberapa siswa memiliki masalah dengan tulisan mereka, misalnya, dalam organisasi penulisan deskripsi siswa melalui paragraf, komponen organisasi seperti identifikasi, deskripsi dan kesimpulan tidak lengkap atau lainnya. kata, paragraf siswa tidak memiliki salah satu aspek tersebut. Masalah kedua terletak pada isi paragraf, artinya paragraf siswa dalam menggambarkan beberapa gagasan tidak sesuai dengan topik dan judul. Selain itu, dalam kosa kata dan mekanika menulis, siswa mengalami beberapa masalah seperti kesalahan dalam pemilihan kata dan ejaan. Pada poin terakhir, kemampuan gramatikal siswa dalam menulis paragraf deskriptif dikatakan tidak akurat dalam tenses dan sering ditulis dalam setiap paragraf.

Kata kunci: menulis, kemampuan menulis, paragraf deskriptif.

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This thesis entitled "An Analysis of Students' Ability In Writing Descriptive Paragraph At Eleventh Grade In Madrasah Aliyah Al-Hikmah Mogutat Kotamobagu". It is presented to the English Education Study Program of Tarbiyah and Teacher Training as a compulsory fulfillment of the requirement for strata I degree. The completion of this research would not be achieved without the support and encouragement from many people.

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The researcher realizes that this thesis is still far from being perfect, and hopefully, this thesis can provide benefits and input for readers.

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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa Skripsi ini benar adalah hasil karya sendiri. Jika kemudian hari terbukti bahwa ini merupakan duplikat, tiruan atau dibuat oleh orang lain, sebagian atau seluruhnya, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum.

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CHAPTER 1

INTRODUCTION

This chapter deals with research background, research questions, objectives of the research, significance of the research, and definition of key terms.

A. Research Background

Language is one of the important factors in communication. Communication is a part of human's daily activities. In our life, humans cannot be separated from this activity. It is known that people communicate with others to share and get information. Most human activities require communication. People communicate with other people using language, and English is one of the important languages.

English is an international language that is used to communicate in many countries almost all over the world. English is the most important foreign language in Indonesia and has influenced many aspects. There are many books on science and technology, art, and other published material.

English skills have a complex role. There are many things for students to learn. English skills are one of the subjects that must be taught in formal and non-formal education and are expected to be able to master it. In our English learning, there are four main language skills, namely listening, speaking, reading, and writing. Writing is one of the basic language skills learned in formal and non-formal education. Writing is one of the four language skills that is very important to learn.

In the Qur'an, it is also explained that writing is a skill that must be learned and there is a verse that state about writing which is listed in the Qur'an, namely in Surah Al-Qalam:1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

The meaning: *N uun. By the Pen and the (Record) which (men) write. (Al-Qalam:1)*

Based on this verse, Allah SWT explains that He teaches humans with a pen (kalam). The invention of the pen and writing is God's greatest gift. By writing, one generation can transfer their knowledge to the next generation. This shows that writing itself has a very important role.¹

Writing requires thinking hard in producing words, sentences, and paragraphs at the same time. Writing plays an important role for students who are in the process of learning a language. When you are first writing something, you are already thinking about what to say and how to say it. Then, after you have finished writing, you reread what you have written and make changes and corrections. You write and revise and write and revise again until you are satisfied that your writing expresses what you want to say.

Based on the Indonesian curriculum, students are required to learn to write various types of writing. Students are introduced to several genres. There are several types of writing that students must learn, namely: recount, narrative, procedure, news item, descriptive, and report. Every genre has its differences. The

¹ Abdulah Yusuf Ali, *The Holy Quran English Translation* (New Delhi: Millat Book Centre, 2006).

students are taught about genre aspects in writing including the social function and characteristics of the genre. They understand the genre aspect and are finally expected to be able to write using the genre well.

From the explanation above, the researcher chooses descriptive text and focuses on paragraphs because it can make students explore their ideas to describe something. Descriptive paragraph is one of the functional paragraphs that is quite difficult for students to learn. A descriptive paragraph is a paragraph that provides information about a particular person, place, or thing. In writing descriptive paragraphs, students can use the simple present tense.

There are problems usually faced by the students, they are vocabulary mastery, and the organization. The students do not understand clearly about descriptive paragraphs, how to identify descriptive paragraphs and how to describe people, places, and things in English writing. The students should be interested in learning English to improve their mastery in writing. Students must practice writing, in order to make good descriptive paragraphs. Without practice, it is impossible to write well.

Based on the statement above, it can be concluded that descriptive paragraphs can make students develop their ideas, especially in writing paragraphs. The researcher are interested in conducting research entitled *“An Analysis of Students Ability in Writing Descriptive Paragraph At Eleventh Grade In Madrasah Aliyah Al-Hikmah Mogutat Kotamobagu”*

B. Research Questions

Based on the background of the research, the problem can be formulated as follows:

1. How is the students ability in writing descriptive paragraph ?
2. What are the students' problems in writing descriptive paragraph ?

C. Objectives of The Research

Based on the research questions, the purpose of this research is:

1. To reveal students ability in writing descriptive paragraph.
2. To describe students' problems in writing descriptive paragraph.

D. Limitation of The Research

Considering about the extent problems, the limitation of this research is limited to define the problems of students' in writing descriptive paragraph. Expecially to the Eleventh Grade In Madrasah Aliyah Al-Hikmah Mogutat Kotamobagu.

E. Significance of The Research

Some of the benefits that can be learned from the implementation of this research:

1. **Theoretical Benefits.** Theoretically, the results of this research are expected to be able to contribute in enhancing the theories for further.
2. **Practical Benefits.** The results of this research are expected to provide input for teachers and students:
 - a. **For teachers:** The results of this research were expected to be useful for teachers to find out the problems faced by students in the learning process.

By knowing students' problems, teachers can pay more attention to students and teachers can improve students ability. Especially in the ability to write descriptive paragraphs.

- b. **For students:** Hopefully, the results of this research are useful for students. By knowing the problem, students can improve their ability, especially in writing descriptive text and they can make paragraphs that are effective and understandable to their readers.

F. Definition of Key Terms

1. **Writing** is a process of discovering ideas then wrote those ideas on the paper. Steve Graham et al states that writing is powerful instrument for students to use to express their thoughts, feelings, and judgments about what they have read, seen, or experienced.² Based on the definitions above, the researcher conclude that writing are the activities of students transferring their ideas, or what they see is expressed into written language. One example is when a student is plagiarizing something that he sees, such as the teacher's writing on the blackboard, then writes it down in his notes.
2. **Writing skills** is known as the ability to write some information or stories. Writing skills is an important skill that will benefit students 'lives. Introducing and practicing writing with interesting activities in school can increase students' self-confidence and will eventually fall in love with writing. According to Brown writing skill is a necessary condition for

² Steve G et al, *Best Practices In Writing Instruction* (New York. London: The Gullford Press, 2007).

achieving employment in many walks of life and is simply taken for granted in literature cultures.³

3. **Paragraph** Most written English is arranged in paragraphs. According to Oshima and Hogue, paragraph is the basic organizational unit of writing in which a group of related sentences develops one main idea.⁴ Sanggam stated that paragraph is the smallest unit of writing that can effectively present an argument and the proof of the argument. The paragraph is made up of a topic sentence and number of support sentences.⁵
4. **Descriptive Paragraph** is part of the factual genre. The social function is to describe a certain person, place or object. Zemach and Rumisek, say that descriptive paragraphs describe how someone or something looks or feels. The process paragraph describes how something is done.⁶ According to Oshima and Hogue, write that a good description is a picture of words; the reader can imagine objects, places, or people in his mind.⁷
5. **Analysis** According to Merriam Webster's Dictionary, Analysis is a careful study of something to learn about its parts, what they do, and how they are related to each other.⁸

³H.Douglas Brown, *Language Assessment: Principle and Classroom Practices* (New York: Person Education, Inc, 2003).

⁴ A. and Oshima Hogue, *Introduction to Academic Writing* (New York: Longman, 2007).

⁵ Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008).

⁶Zemach and Rumisek, *Academic Writing From Paragraph to Essay* (Macmillan Education, 2005).

⁷ A. and Oshima Hogue, *Introduction to Academic Writing* (New York: Longman, 2007).

⁸Merriam Webster's Learners Dictionary, *Reference Books and Online Dictionaries* (United State: Encyclopedia Britannica, Inc, 2011), www.m-w.com.

CHAPTER II

REVIEW OF RELATED LITERATURE

Review of literature provides research findings which can be the main chapter, or analysis, pertinent ideas (issues theories or concepts) and related the previous research that are relative and helpful to this analysis.

A. Writing

There are explanation about writing starts from definition of writing, writing process and problems in writing, as follows:

1. The Definition of Writing

According to Simeon, writing is not just a physical act like typing on a laptop or scribbling on a notebook. But writing includes all that is needed to get you into the moment when you compose literal words and that includes the whole of being.⁹ In others word Jean and Dotson said, Writing is a process. It means that there are some steps which have to do when to start writing. Firstly, writers have to decide on the topic what the writers want to write. Then, writers explore the topic by reading, listening, and so on that can help the writer build the idea. Thirdly, creating the main idea of the topic. Then, you write the draft. Lastly, you have to consider the content, style, mechanics, structure, and so on to make the best draft.¹⁰

⁹ Simeon Lindstrom, *Creative Writing-From Think to Ink: Learn How to Unleash Your Creative Self and Discover Why You Don't Need 1000 Writing Propmpts to Blast Away Your Writer's Block and Improve Your Writing Skills*, Edition: E. (Createspace Independent Publishing Platform, 2015).

¹⁰ Eggenschwller Jean and Emelly Dotson, *Writing Grammar, Usage and Style* (New York: Hungary Minds, 2001).

In other words Nunan, states writing is a complex process. It involves a physical and mental act. Physical is related to send the word or ideas to specific medium such as letters, hand writing, or others. Mental work is the process of the expressing the ideas, and thinking in delivering the message into written language. It means that the students can share all their minds, opinions or everything through writing. For example, when students have criticism to their school's rules, they can apply it in writing.¹¹

Based on the explanation above, the researcher concludes that writing that can be understood by readers requires a structured writing style with the form of speech and the selection of the most appropriate type of essay to convey ideas to a reader.

2. Writing Process

According to Kirszner and Mandell, the writing process consists of pre-writing, compilation, and writing and revision. The prewriting step moves from determining the material to determining the topic for getting the thesis, then generating various ideas to support the thesis. The preparation step is a step in how ideas are organized. In the steps of writing and revision, the organization is transformed into writing in the form of a draft, then the draft is revised (style, structure, or mechanics). The three steps are not steps that have to be sequential and alternate, but can also go hand in hand.¹²

Trimmer, argue that in the writing process there are several stages. The stage is pre-writing, which involves determining the topic, determining

¹¹ D Nunan, *Practical English Language Teaching* (New York: Mc Graw Hill, 2003).

¹² Stephen R. Kirszner, Laurie. G and Mandell, *Focus on Writing: Paragraph and Essays* (Boston: Bedford ST Martins, 2011).

objectives, and determining materials; draft writing, namely developing paragraphs, sentences, choosing words, and writing techniques; and revisions involving first draft corrections and rereading.¹³

3. Problems in Writing

According to Brown,¹⁴ there are five categories of student difficulties. The first problem is organization, it relates to the introduction, content and closing of the text. If students pay attention to organizational patterns in writing, they can make good writing and their writing is also easy to understand.

The second problem is the content of the text. Students cannot develop the topic of the text and cannot arrange sentences well, so they cannot make effective paragraphs.

The third problem is students' mastery of grammar. Almost many students in Indonesia have difficulty with grammar. Learning grammar, especially tenses, is difficult, because in Indonesia there are no tenses.

The fourth problem is mechanics. The word mechanic refers to punctuation, spelling, and capitalization as well as guidelines for their use in sentences. Good mechanics make paragraphs easy to read, and that will hold the reader's interest.

The fifth problem is vocabulary mastery. Students find it difficult to start writing because of their lack of vocabulary mastery, so it takes a long time to explore their ideas.

¹³ Joseph F. Trimmer, *The New Writing With A Purpose*, Edition 14. (New York: Cengage Learning, 2009).

¹⁴ H.Douglas Brown (Person Education, Inc, *Language Assessment: Principle and Classroom Practices* (Person Education, Inc, 2003).

B. Writing Skills

There are explanation about definition of writing skills, the categories of writing skills and evaluation of writing skills, as follows:

1. Definition of Writing Skills

Writing skill is known as the ability to write some information or stories. Writing skill is usefeul to express ideas into a written text, so the readers will understand and know the aim of our written. Brown states that writing skill is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literature cultures.¹⁵

2. The Categories of Writing Skills

According to Brown, there are two categories of writing skills. They are micro and macro skills. Micro skills and macro skills assist us in defining the ultimate creation of an assessment procedure. Micro skills of writing are appropriately applied to imitative and intensive types of writing tasks, while macro skills writing are essential for the successful mastery of responsive and extensive writing.¹⁶

- a. Micro Skills** a) Produce graphemes and orthographic patterns of English b) Produce writing at an efficient rate of speed to suit the purpose. c) Produce an acceptable core of words and use appropriate word order pattern d) Use acceptable grammatical systems (e.g. tense, agreement, plural), patterns,

¹⁵ H.Douglas. Brown, *Language Assessment: Principle and Classroom Practices* (New York: Person Education, Inc, 2003).

¹⁶ H.Douglas Brown, *Language Assessment: Principle and Classroom Practices* (New York: Person Education, Inc, 2003).

and rude. e) Express a particular meaning in different grammar forms. f) Use cohesive in written discourse.

- b. Macro Skills**
- a) The rhetorical forms and convention of written discourse.
 - b) Appropriately accomplish the communication of written texts according to form and purpose.
 - c) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
 - d) Distinguish between culturally specific references in the context of the written text.
 - e) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using paragraph and synonym, soliciting peer and instructor feedback, and using feedback for revising and editing.

3. Evaluation of Writing Skills

According to Shehadeh, there are five component in evaluation of text writing:

- a. Organization:** fluency of expression, clarify in the statement of ideas, support, organization of idea, sequencing and development of ideas.
- b. Content:** knowledge of subject, development of thesis, coverage of topic, relevance of detail, substance and quantity of details.
- c. Vocabulary:** range, accuracy of word/idiom choice, mastery of word forms, appropriateness of register, effectiveness in the transmission meaning.

- d. Mechanics of writing: conventions of spelling, punctuation, capitalization, paragraph indentation, etc.
- e. Grammar: use of sentence structure and construction, accuracy and correctness in the use of agreement, number, tense, word order, article, pronouns, preposition and negation.

C. Paragraph

There are explanation about paragraph, that are:

1. The Definition of Paragraph

A paragraph can be defined as “a group of sentences about a topic. Together, paragraph sentences reflect the author's main idea (the most important idea) about the topic ”claimed by Zemach and Rumisek.¹⁷ In addition, according to Fowler, paragraphs as "the main unit of composition, which develops a single topic, so that it has a distinct and independent unity."¹⁸

Alice and Ann stated that In writing a good paragraph, there are two important elements. First is unity, it means that students discuss only main idea in a paragraph. The main idea is stated in the topic sentence, and then every supporting sentence develops that idea. Second, is coherence, it means that the paragraph is easy to read and understand. That is be caused the supporting sentences are in some kind of logical order and the ideas are connected by the use of appropriate transition signal. Coherence describes the logical relations between ideas and information embodied in discourse. In

¹⁷ Zemach and Rumisek, *Academic Writing From Paragraph to Essay* (Macmillan Education, 2005).

¹⁸ A Fowler, *How to Write* (GB: Oxford University Press, 2006).

coherence text it is clear how sentences relate to sentences, and paragraphs to paragraphs¹⁹

2. The Components of Paragraph

According to Walters, paragraphs of formal academic English have three main parts. The three sections are the topic sentence, the supporting or body sentence, and the closing sentence. This basic section will be briefly discussed as follows:²⁰

- a. Firstly, the topic sentence states what the paragraph is about. It normally comes at the beginning of the paragraph and asserts one main idea. The topic sentence has three important functions. First, it clearly states the main point of the paragraph. Second, it declares what the paragraph will be about. Third, it controls the subjectmatter of the paragraph. All details and explanations must directly relate and support the topic sentence.
- b. Secondly, supporting sentences are a group of sentences that explain the idea presented in the topic sentence. In addition, there are many sources to add specific details and examples such as personal experience, memories, observations, facts, statistics and research studies.
- c. Finally, the concluding sentence or the summary sentence comes at the end of the paragraph in order to summarize the information that has been presented. It is not existed in every academic paragraph. Some

¹⁹ A. and Oshima Hogue, *Writing Academic English 4thed* (Pearson : Longman, 2007).

²⁰ F. Scott Walters, "Basic Paragraph Structure," last modified 2000, accessed April 4, 2021, <http://lrs.ed.uiuc.edu/students/fwalters/para.html>.

paragraphs tend to be very short; thus they do not include concluding sentences.

The researcher can conclude that the three components or sections above are very important in writing good paragraphs that have academic goals.

D. Descriptive Paragraph

There are explanation about descriptive paragraph, that are:

1. Definition of Descriptive Paragraph

According to Gerot and Wignell, "descriptive text is a type of text that we use when we want to tell how something looks, smells, feels, acts, tastes, sounds, etc." Basically, it provides details about the characteristics of people, places and things. The details are used to help the reader create mental images.²¹

2. Generic Structures of English Descriptive Paragraph

Wyrick, have an opinion about the generic structure of descriptive paragraph: The generic structure of descriptive paragraph contains definitions, descriptions and conclusion. The description consists of a description of the purpose, a description of its characteristics and uses, a description of physical characteristics, a description of the person, a description of the characteristics and interesting facts, and a description of current evidence.²²

²¹ P Gerot, L. and Wignell, *Making Sense of Functional Grammar*, Cet.2. (Sydney: Antipodeon educational Enterprises (AEE) Publishing, 2009).

²² J. Wyrick, *Steps to Writing Well with Additional Readings* (Cengage Learning, 2013).

Gerot and Wignell, add their opinion about generic structures of descriptive paragraph. They say that there are three generic structures of descriptive paragraph as follows:²³

- a. Identification: Identification is necessary in order to avoid having a general statement. It means that a writer needs to identify which particular thing. In this case, it identifies a phenomenon or a subject that is going to be described. The subject can be a person, thing or place.
- b. Description: It describes specifically the part, quality and characteristics of the phenomenon or detail of the subject being described.
- c. Conclusion: Paragraph conclusion is a conclusion drawn from a paragraph or is the essence of that paragraph.

3. The Examples of Descriptive Paragraph

Based on explanation above, the researcher brings up some example of descriptive paragraph, as follow:

Table 2. 1 Example of Describing Person

<p><i>Cristiono Ronaldo</i></p> <p><i>His name is Cristiano Ronaldo. We can call him Ronaldo. But, Mancunians (Manchester United's fans) often call him CR7. CR is the abbreviation of Cristiano Ronaldo, and 7 is his shirt number when playing for Manchester United, Real Madrid, Juventus.</i></p> <p><i>Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters,</i></p>
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²³ P Gerot, L. and Wignell, *Making Sense of Functional Grammar*, Cet.2. (Sydney: Antipodeon educational Enterprises (AEE) Publishing, 2009).

Elma and Liliana Catia. Cristiano Ronaldo is a famous footballer. He is from Portugal, a country in Europe. Before comeback playing for Manchester United, he has played for Sporting Lisbon, Manchester United, Real Madrid, Juventus.

People knows Cristiano Ronaldo is a good football player. He can run fast and dribble well. As a striker, he becomes a goal getter for Manchester United, Real Madrid and Juventus during his career. He can get more than 30 and 40 goals every season.

E. Previous Research

The researcher takes five previous research as inspiration and consideration in conducting this research. The five previous research are described in the table 2.2:

Table 2. 2 Previous Research

No.	Research Identity	Similarity	Difference	Research Originality
1.	The first previous research was conducted by Leni Indrayani, Et al (2015). Journal: “An Analysis Of Students’ Skill In Writing Descriptive Paragraph At Grade X Of Ma Al Fata Pasir Agung Bangun Purba”) The purpose of this research was to determine the students' ability in writing descriptive paragraphs. The type of this research was descriptive qualitative with a test as a data collection instrument. The results showed that	The similarities with those research by researcher are:They both examine the analysis of students' abilities in writing descriptive paragraphs, using the same research design, namely qualitative and the same instruments, namely test as instruments.	The research that the researcher did was not only analyzing the writing ability but also the problems faced by students in writing descriptive paragraphs and the researcher not only used tests as an instrument but also documentation as an instrument in research.	Analysis of Students' Ability in Writing Descriptive Paragraph at Grade XI in Madrasah Aliyah Al-Hikmah Mogutat Kotamobagu. The objectives of this research were to know students' ability in writing descriptive paragraph and to find out students' problems in writing descriptive paragraph faced by the eleventh grade students of MA Al-Hikmah Mogutat Kotamobagu. This research was presented using

	<p>on the content indicators students obtained an average score of 51.33% categorized as weak. On the organization indicator, students got an average score of 43.33% which is categorized as weak, on the vocabulary indicator students get an average score of 56.67% which is categorized as weak, on the grammar indicator, students get an average score of 51.67% which is categorized as weak. The conclusion of the researcher is that the students' ability to write descriptive paragraphs is weak.</p>			<p>descriptive qualitative method. In collecting the data, the researcher did some steps. They were preparing research instruments, and giving test to students. The data was collected on 14-15th June 2021 at the eleventh grade of MA Al-Hikmah Mogutat Kotamobagu. The population of this research is the eleventh grade students of MA Al-Hikmah Mogutat Kotamobagu, but the researcher took one class (XI-IPA) as the subject. The class consisted of 36 students and 27 students took the test. To collect the data, the researcher used test as the instruments. In analyzing the result of the test, the researcher used descriptive analysis.</p>
2.	<p>The second previous research was conducted by Bela Putri Mendale, et,al (2019) Journal: <i>“Analyzing Students’ Ability in Using the Language</i></p>	<p>The equations in this research were: analysis of students' writing skills in writing descriptive</p>	<p>The difference with the research conducted by the researcher was: The Purpose of the previous research is to</p>	

<p><i>Features in Writing Descriptive paragraph</i>” The purpose of this research was to find out the students’ ability in using the language feature in writing descriptive paragraphs. This research was designed as quantitative research and it was conducted at SMPN 4 Banda Aceh is located at Peunayong on April 25th 2019. The number of sample in this research was 20 students which were taken from the seven grade students. In this research, the researcher used writing test as the instrument of the research where the students were asked to write the language features in a descriptive paragraphs based on the picture given to them. In this research, the researcher analyzed two components of descriptive research written by the students such as grammar and vocabulary. To measure students’ ability, the</p>	<p>paragraphs.</p>	<p>find out students' abilities in using language features in descriptive writing. While in the researcher research, the aim of the research is to reveal students' ability in writing descriptive paragraphs and describe students' problems in writing descriptive paragraphs.</p>	
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	<p>researcher showed the result that in the grammar analysis of writing, 20% of the students score 22-25, 60% score 19-21, and 20% score 11-17. In the result vocabulary analysis 75% score 18-20 and 25% score 14-17. The result level categories of vocabulary 75% level excellent. 25% level good. And the result level categories of grammar 20% level excellent, 60% level good the last 20% level fair. From the result it means their ability in using the language features in writing descriptive paragraphs can be categorized in the good level.</p>			
3.	<p>The third previous research was conducted by Wahyudi (2019). Thesis: “The Students’ Ability In Writing Descriptive Paragraph At The Tenth Grade Of Smk Muhammadiyah 2 Pekanbaru”. The purpose of this research was to describe the ability of students in writing descriptive</p>	<p>The similarities in this research were: discussing students' abilities in writing descriptive paragraphs and using tests as instruments.</p>	<p>The differences in this research: in this previous research used a quantitative design in research, while in research conducted by the researcher used a qualitative design.</p>	

	<p>paragraphs in class X SMK Muhammadiyah 2 Pekanbaru. This research was descriptive quantitative and used a written test as an instrument to collect data. The subjects for this research were class X TKJ 2 which consisted of 36 students. The conclusion of this study is in the less category. Based on the research above, using a written test as an instrument, while the researcher used the results of students' descriptive paragraph writing as an instrument.</p>			
4.	<p>The fourth previous research was conducted by Wulandari, Et. al (2018) Journal: "Improving Students' Ability In Writing Descriptive Paragraph Trough Guiding Question Technique" This research was to investigate the increase of the students' ability in writing descriptive paragraph by using Guiding Question Technique. This research was</p>	<p>The similarities in this research are: this previous research discussed the students' ability in writing descriptive paragraphs.</p>	<p>The difference between the research conducted by the researcher and the previous research was: in the previous research, the increase of students' writing ability in writing descriptive paragraphs was investigated. Meanwhile, in the research</p>	

	<p>quantitative. The instrument was writing test. The method was One Group Pre-test Post-test Design. The design used one class, as the experimental class which received the treatment of Guiding Question Technique. The subject was 30 students at the second grade of junior high school who random selection. The data was collected by administering pre-test and post-test. The data were analyzed from the result of pre-test and post-test. The result showed the average score of pre-test was 54. 58.</p>		<p>that the researcher conducted, he analyzed the students' ability in writing descriptive paragraphs.</p>	
5.	<p>The last previous research was conducted by Rojiyah (2017). Thesis: "Teaching And Learning Descriptive Paragraph Writing Through Bits And Pieces Game At The Second Semester Of The Eighth Grade Of Smp Islam Nurul Iman Lampung Timur In The Academic Year Of 2016/2017" The result of this</p>	<p>The similarity in this research was that they both examine writing descriptive paragraphs.</p>	<p>The differences in this research were: in previous research used bits and pieces games in teaching descriptive paragraphs, while the research conducted by this research was to analyze students' writing skills</p>	

<p>research: the process of teaching and learning descriptive paragraph writing by using bits and pieces game did not run well, the teacher did not follow the procedure well by using bits and pieces game. The teacher believed that bits and pieces game was a good game for teaching descriptive paragraph writing but, in teaching and learning process the students still had difficulties in learning descriptive writing.</p>		<p>and problems faced by students in writing descriptive paragraphs.</p>	
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CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with research design, research participants, research setting, data and source of data, technique of collecting data, research instrument, and data analysis technique.

A. Research Design

In this research, the researcher used qualitative research. Creswell states that qualitative research is an approach to explore and understand the meaning given by individuals or groups to a social or human problem.²⁴

The Method that the researcher used in collecting the data was a writing test. First, the researcher prepared tests for students, secondly provided instructions in carried out the tests, thirdly collected test results that had been carried out by students and lastly examined and analyzed student writing.

This research was conducted at the Madrasah Aliyah Al-Hikmah Mogutat Kotamobagu, namely on 25 eleventh grade science students.

In analyzed the data, the researcher used a scoring rubric for writing, then the researcher looked for the percentage and main score of students and then categorized the results of students' scores based on the writing scoring criteria.

B. Research Participants

The participants were the students of class XI-IPA Madrasah Aliyah Al-Hikmah Mogutat Kotamobagu. Based on the absence, in this class there were 30

²⁴ Jonh Creswell, *Research Design* (Yogyakarta: Pustaka Pelajar, 2009).

students. Only 25 students took the test and the 5 students were absent for reasons unknown when the test was conducted.

C. Research Setting

The research location was taken in Class XI-IPA MA Al-Hikmah Mogutat Kotamobagu. The place was in, Poyowa Besar 1 Village, South Kotamobagu District, Kotamobagu City, North Sulawesi.

D. Data and Source of Data

The sources of data in this research were:

1. Primary data are direct data sources that provide data to the researcher.

The main data sources determined in this research was the test results from students.

2. Secondary data: Secondary data are data sources which is not directly provide data to the researcher, such as through others or through documents.

E. Technique of Collecting Data

In collecting the data, the researcher conducted a writing test on the students of class XI-IPA. The researcher collected the results of students' writing, based on there following steps:

1. Preparing test for students to take.
2. Giving the test instruction to the students.
3. Collecting the results of test that have been done
4. Checking and analyzing students writing

F. Research Instrument

The instrument that the researcher used in this research was a writing test. The test in this research was material related to descriptive text. The researcher asked the students to write descriptive paragraphs based on the topic “Person”.

G. Data Analysis Technique

There were five categories of problems, they are: organization, content, mechanics, vocabulary and grammar . The researcher analyzed the data after all the data had been collected.

To compute the result of students writing, the researcher used the theory from Oshima and Hogue, which was involved four aspects that were evaluated. The scoring is as follows:²⁵

Table 3. 1 Scoring Rubric for Writing

Writing Aspects	Performance Description	Score test
Organization (O) <ul style="list-style-type: none"> • Identification • Description • Conclusion 	Well organized and perfectly coherent, the composition contains complete generic structure of descriptive paragraph, namely identification, description, and conclusion.	20
	Fairly well organized and generally coherent; the composition contains generic structure of descriptive paragraph.	15
	Loosely organized; the composition of descriptive paragraph.	10
	Ideas disorganized, lack logical sequencing; the composition does not contain generic structure of descriptive paragraph. (all of generic structure components are missing)	5

²⁵ A. & Oshima Hogue, *Introduction to Academic Writing* (New York: Longman, 2007).

Content (C) • Topic • Detailed	All ideas in the paragraph are relevant to the topic; the paragraphs contain a lot of supporting details to the main ideas.	20
	Most of the ideas in the paragraph are relevant to the topic; the paragraphs contain some supporting details to the main ideas.	15
	Some ideas are relevant to the topic; the paragraph contain few supporting details to the main ideas	10
	Limited number of ideas are relevant to the topic; the paragraph contain very limited supporting details related to the main ideas	5
Vocabulary & Mechanic	A few errors in choice of words, spelling, and punctuation in paragraph	20
	Some errors in choice of words, spelling, and punctuation in paragraph	15
	Occasional errors in choice of words, spelling and punctuation in paragraph	10
	Frequent errors in choice of words, spelling and punctuation in paragraph	5
Grammar	A few grammatical Inaccuracies	20
	Some grammatical Inaccuracies	15
	Numerous grammatical Inaccuracies	10
	Frequent grammatical Inaccuracies	5

To know the percentage of the students' writing test by using the following formula:²⁶

$$\% = \frac{f}{n} \times 100$$

Where:

% : The percentage of students' writing

²⁶Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya, 2017).

f : The frequency of students

n : Total number of student

The researcher found out the students mean score by using the following formula:²⁷

$$X \frac{X}{N}$$

Note:

X : The mean score

X : The sum of all the score

N : number of subject in particular group

According to Reid, the evaluation using analytical methods elaborates written products into five components. They are organization, content, vocabulary, mechanic and grammar. These components are used to determine the written assessment criteria. The criteria are:²⁸

Table 3. 2 Criteria of Scoring in Writing

No.	Score	Criteria
1.	91-100	Excellent
2.	81-90	Very good
3.	71-80	Good
4.	61-70	Fair
5.	51-60	Poor

²⁷ P. W. Gay, L. R., Mills, G. E., & Airasian, *Educational Research: Competencies for Analysis & Application*, 9th ed. (Upper Saddle River, N.J.: Merrill/Pearson., 2009).

²⁸ Joy. M. Reid, *Teaching ESL Writing. United State of America* (Practice Hall Regents, 2000).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter concern with the data analysis of the research and the discussion.

A. Research Findings

This section presents an analysis of students' abilities and problems in writing descriptive paragraphs for the students of class XI Madrasah Aliyah Al-Hikmah Mogutat Kotamobagu. The data collected from 25 students were analyzed into two analyses, namely; students' abilities and students' problems in writing descriptive paragraphs.

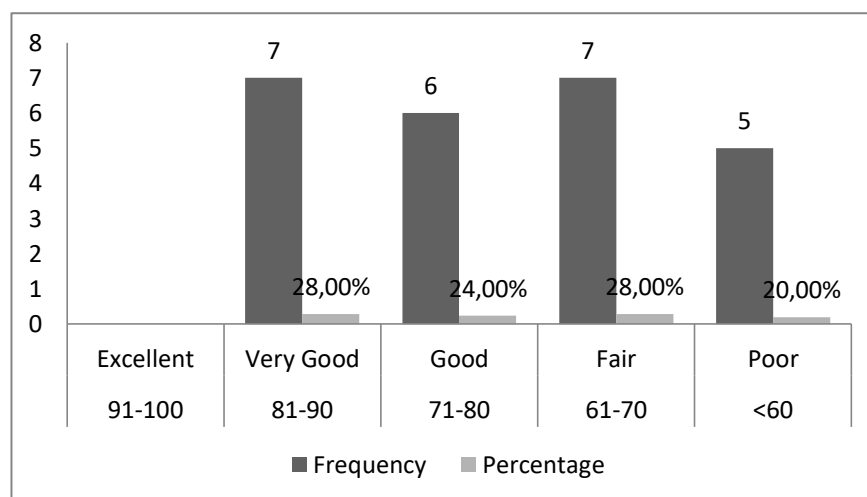
1. Students ability in writing descriptive paragraph

Table 4. 1 Frequency distribution of students' score

No	Score	Frequency	Percentage	Criteria
1.	91-100	-	-	Excellent
2.	81-90	7	28,00%	Very Good
3.	71-80	6	24,00%	Good
4.	61-70	7	28,00%	Fair
5.	51-60	5	20,00%	Poor

The data in the table 4.1 shown that 7 students got a very good score with a percentage (28.00%), 6 students got a good score with a percentage (24.00%), 7 students got a fair score with a percentage (28.00%), and 5 students scored poor with a percentage (20.00%). The main score was obtained by dividing the total score of students' ability in writing descriptive paragraphs based on five aspects of writing, namely: organization, content, vocabulary, mechanics and grammar, the score is (72.8). More clearly the percentage of students' writing abilities can be seen in the diagram:

Diagram 4. 1 Distribution of Students' Score



The diagram 4.1 shown that most students received very good scores and some got fair scores in writing descriptive paragraphs. Based on the rage percentage, it was found that there were 7 students got a very good scores with a percentage (28.00%) 6 students got a good scores with a percentage (24.00%), 7 students got a fair scores with a percentage (28.00%) and 5 students in the poor category with a percentage (20.00%). The mean score also shown that students writing descriptive paragraphs are categorized as good, namely (72.8). Referring to the previous score classification, based on five aspects of writing, namely: organization, content, vocabulary, mechanics and grammar, the researcher shown that the students had good competence in the ability to write descriptive paragraphs.

2. Students problems in Writing Descriptive Paragraph

Based on the explanation of the students' ability in writing descriptive paragraphs, almost most of the students were able to write paragraphs

correctly and clearly based on the aspects of writing descriptive paragraphs, students got a main score of 72.8 categorized as good but there were still some students who had problems writing descriptive paragraphs. Based on the test results, the researcher found the problems faced by the students in each aspect of writing descriptive paragraphs. The following were students' problems in each aspect of writing descriptive paragraphs:

a. Organization

The following were some of the results of writing descriptive paragraphs of students who had problems in the organization aspect:

Table 4. 2 Writing descriptive paragraph of the Student.29

My Sister

My sister is four years older than me. Her name Maya Mamonto. I usually call her Kak Maya. Kak Maya is a nick name for calling an elder sister.

She has the some hair like my mother , black and quite curly. My sister, my mother and me have almost the some body tall. Her height is 157 cm.

Based on table 4.6 of the results of (Student.29) writing shown the problem in the student description paragraphs were loosely organized, the generic structure of the component descriptive paragraphs was incompleted. In the student's writing, the paragraph did not had a conclusion. Meanwhile, in the organization aspect, there were identification, description and conclusion.

Table 4. 3 Writing descriptive paragraph of the Student.12

My Little Sister

I have a little sister. She is an active girl, she always playing all long day. Usually she plays doll with her friends, she is a kind girl. She loves to eat especially, candy and snack.

But she favorite is fried chicken. I love my little sister because she is the only one cute girl in my family.

Based on table 4.7 of the writing results (student.12) shown the problem in the student description paragraph was loosely organized, the generic structure of the descriptive paragraph component was not complete the same as (student.29) before. But in the writing (student.12) the paragraph did not had a clear identification, the writing directly describes the person without starting with a clear identification.

b. Content

The following was the results of writing descriptive paragraph of student who had problems in the content aspect:

Table 4. 4 Writing descriptive paragraph of the Student.1

Aji
I have a new friend, his name is aji. He was born in North Sulawesi. He is a player football in Bintang muda Matali.
Aji have a hobbies jogging and training football. His favorite football player is Cristiano Ronaldo. And he always watch in tv when Cristiano Ronaldo play.

Based on table 4.8 from the results of writing (Students.1) shown the problem in the student description paragraph there were several ideas in the paragraph that were not in accordance with the topic and title. The title did not really match the content of the paragraph.

c. Vocabulary and Mechanic

The following were some of the results of writing descriptive paragraphs of students who had problems in the vocabulary and mechanic aspects:

Table 4. 5 Writing descriptive paragraph of the Student.2

<p><i>Atta Halilintar</i></p> <p><i>Atta Halilintar is a famous person in Indonesia. He is a <u>busnisman</u> and <u>youtubers</u>. He is born <u>in november</u> 20 1994.</i></p> <p><i>Atta halilintar have a <u>uniqu</u> <u>apperance</u>. He always painted <u>he</u> hair, sometimes blue, white and green. He has a special accessory around <u>hi</u> head. He wears a headband on <u>he</u> <u>vidieos</u>.</i></p> <p><i>Atta likes to share <u>vidieos</u> everyday. He look very proud of himself.</i></p>
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Based on table 4.9, the results of writing (student.2) shown problems in the vocabulary and mechanic aspects. In the student's writing, errors were often found in the choice of words and spelling in each paragraph as underlined in the table.

Table 4. 6 Writing descriptive paragraph of the Student.19

<p><i>My Older Sister</i></p> <p><i>I have older sister, <u>she</u> name Anisa Gilalom. I call her kak Nisa and she is seven years older than me. <u>Altough</u> we are <u>sibbling</u> we have some <u>diferent</u> characteristic and <u>personalis</u></i></p> <p><i>My sister have a black weavy hair, she is also have nice facial <u>featur</u>s. Her face is small, with round eyes and a pointed nose.</i></p> <p><i>My sister is a hardworking person who I <u>adoret</u> so much. She is the type of older sister who can be relied on.</i></p>

Based on table 4.10, the writing result (student.19) shown problems in vocabulary and mechanic aspects. This problem was the same as (student 2).

In (student 19) writing often found errors in word selection and spelling as well as in each paragraph as underlined in the table.

d. Grammar

The following was the results of writing descriptive paragraph of student who had problems in the grammar aspect:

Table 4. 7 Writing descriptive paragraph of the Student.15

<p><i>My Brother</i></p> <p><i>My brother <u>name Ali Hasan P.</u> <u>He hair is dark black.</u> <u>He skin is pale yellow.</u> <u>His eye is sharp black with thick eyebrows.</u></i></p> <p><i>My brother is a very kind man. <u>He friendly</u> and soft spoken to anyone.</i></p> <p><i><u>He is profession</u> as a teacher further strengt hens his principle to always teach kiddness to other.</i></p>
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Based on table 4.11 from the results of writing (Student.15) on the grammatical aspect of the problem (Student.15) in each paragraph, it was often found inaccuracies in the grammar of the student's errors as in the few words in each paragraph which were underlined in table 4.11.

B. Discussion

After analyzing the research data, it was necessary to discuss the results of the research. The aim was to find out the answers to the research questions. The first research question is "How is the students' ability in writing descriptive paragraphs?". The students' writing ability can be explained from the students' test results. In assessing the ability to write descriptive

paragraphs, the researcher assessed based on five aspects in writing descriptive paragraphs. They were: organization, content, vocabulary, mechanics and grammar. On the writing tests there were seven students who categorized the very good assessment criteria with a percentage of 28.00%, six students were included in the good criteria with a percentage of 24.00%, seven students entered the fair criteria with a percentage of 28.00%, and five students on the poor criteria with a percentage of 20.00%.

Based on the test results, the researcher found out the mean score of the students was 72.8. This mean that students' ability to write descriptive paragraphs can be categorized as good. This was because in the organizational aspect, most of the students were quite well organized and their writing results were generally coherent and contained a generic structure of descriptive paragraphs. It mean that all components of a complete generic structure had identification, description and conclusion. Aspects of content in the results of writing paragraph descriptions of some of the students' ideas in their paragraphs were relevant to the topic, each of their paragraphs contained several supporting details for the main idea. Vocabulary and mechanics were only a few students on their writing results. Sometimes there were errors in word selection, spelling and punctuation in the paragraphs and the grammatical aspect only some students had inaccuracies in their writing grammar.

Based on the discussion of the students' abilities in writing descriptive paragraphs above, the researcher concluded that students were able to write

paragraphs well based on the aspects of writing descriptive paragraphs. They got a main score of 72.8. This was categorized into good criteria and their writing can be understood.

This was the same as with Alice and Ann theory, which said in writing a good paragraph, it means that students only discuss the main idea in a paragraph. The main idea is stated in the topic sentence, and then each supporting sentence develops that idea. Second, coherence, meaning that paragraphs are easy to read and understand. This is because the supporting sentences are in some kind of logical order and the ideas are linked by using appropriate transition signals. Coherence describes the logical relationship between ideas and information contained in the discourse. In coherent text it is clear how sentences relate to sentences, and paragraphs to paragraphs.²⁹

The second question is, "What are the students' problems in writing descriptive paragraphs?". This can be explained based on student test results that there were several problematic student paragraph writing results, namely student test results described in previous findings. The problems that the researcher found were organization, content, vocabulary, mechanics and grammar.

In the organizational aspect, from the 25 writings of the student description paragraphs, there were two students' writings that had problems with the organizational aspect. Their writing shown the problem in the student description paragraph loosely organized, the generic structure of the

²⁹ A. and Oshima Hogue, *Writing Academic English 4thed* (Pearson : Longman., 2007).

component descriptive paragraph was incomplete. In students' writing, the paragraph did not had a conclusion and the paragraph did not had a clear identification. This mean that the results of the student's paragraph writing were on poor criteria and can be said to be problematic in the organizational aspect because their description paragraphs were not well organized and the composition of the generic structure descriptive paragraph was not completed.

In the aspect of content, it was found that there was one result of writing a problematic student description paragraph. This was because the article contains several ideas in paragraphs that were not in accordance with the topic and title. In the writing, the title did not match the content of the paragraph. So that the writing of the description paragraph was said to be problematic in the content aspect. Because it did not reach the criteria score in writing descriptive paragraph.

Vocabulary and mechanics, in these two aspects there were two problematic student writing results, namely, in their description paragraph writing errors were often found in the choice of words and spelling in each paragraph. After the researcher analyzed and scored the results of their writing, the researcher found that in almost every paragraph they had vocabulary, punctuation that was wrong or unclear. So that their writing had problems and was categorized as lacking in criteria because it did not reach the score specified in the writing of the descriptive paragraph.

Finally, on the grammatical aspect, in this aspect there were student writing results in each paragraph, often found grammatical inaccuracies in

student errors such as in a few words in each paragraph. It can be said that the results of their writing were problematic so that it cannot be understood by the reader.

Based on the discussion earlier, it can be concluded that some students had problems with their writing. Precisely in the five aspects of writing descriptive paragraphs, some students wrote problems with organization, content, vocabulary, mechanics and grammar. In the writing organization of the student description paragraphs, the organizational components such as identification, description and closing were not completed or the students paragraph did not had one of these aspects. The second problem was in the content, writing paragraphs of student descriptions of some ideas in paragraphs that were not in accordance with the topic and title. Furthermore, in the vocabulary and writing mechanics of students who had problems, namely, in their descriptive paragraph writing, errors were often found in the choice of words and spelling in each paragraph. Lastly, the grammar of some of the students' writings was inaccurate in the tenses and often found grammatical inaccuracies in students' errors such as in some words in each paragraph.

This was the same as Brown's theory, which said there are five categories of student problems. The first problem is organization, related to the identification, content and closing of paragraphs. If students pay attention to organizational patterns in writing, they can make good writing and their writing is also easy to understand. The second problem is the content of the

text. Students cannot develop the topic of the text and cannot arrange sentences well, so they cannot make effective paragraphs. The third problem is mechanics. The word mechanic refers to punctuation, spelling, and capitalization as well as guidelines for their use in sentences. Good mechanics make paragraphs easy to read, and they will hold the reader's interest. The fourth problem is vocabulary mastery. Students find it difficult to start writing because of lack of vocabulary mastery, so it takes a long time to explore their ideas. The fifth problem is students' mastery of grammar. Almost many students in Indonesia have difficulty with grammar. Learning grammar, especially tenses, is difficult, because in Indonesia there are no tenses.³⁰

³⁰ H.Douglas. Brown, *Language Assessment: Principle and Classroom Practice* (New York: Person Education, Inc, 2003).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consist of two parts, the first part is conclusion that describe about the answer of problem statements of this research and the second part is suggestion for students, teacher and the next researcher.

A. Conclusion

The objectives of this research are to analyze the students' ability and the students' problems in writing descriptive paragraph by the eleventh grade students of Madrasah Aliyah Al-Hikmah Mogutat Kotamobagu. There are five categories which were evaluated. They are organization, content, vocabulary, mechanics and grammar. Based on the research findings, the researcher concludes that :

1. Based on the test results, the students' ability in writing descriptive paragraphs got a main score of 72.8. This means that students' ability in writing descriptive paragraphs is quite good. There are seven students who are categorized as very good with a percentage of 28.00%, there are six students who are categorized as good criteria with a percentage of 24.00, there are seven students who are categorized on the fair criteria with a percentage of 28.00%, there are five students who are categorized as poor with a percentage of 20.00%.
2. In the five aspects of writing descriptive paragraphs, some students have problems with their writing, for example in the writing organization of the students' description through the paragraphs, the organizational components such as identification, description and conclusion are

incomplete or in other words, the students' paragraph does not have one of these aspects. The second problem is located in the content of the paragraph, which means that students' paragraph in describing some ideas are not in accordance with the topic and title. Besides, in vocabularies and writing mechanics, students' experience some problems such as errors in having word selection and spelling. At last point, students' grammatical ability in writing descriptive paragraph is said as inaccurate in tenses and it is often written down in each paragraph.

B. Suggestions

Based on the conclusion earlier, the researcher would like to give some suggestions to the students (learners), the English teachers and the next researcher, as follows:

1. For the teachers
 - a. The teachers pay more attention to the abilities and problems faced by their students in writing, especially in writing descriptive paragraphs.
 - b. Basically, students need more writing practice, especially in writing descriptive paragraphs. Therefore, teachers should provide more writing exercises to students so that students can make correct descriptive paragraphs.

2. For the students

- a. The students are expected to pay more attention to aspects of writing, especially in writing descriptive paragraphs, namely in organization, content, vocabulary, mechanics and grammar.
- b. The students should practice their writing descriptive paragraphs more so that their writing can be understood by the readers.

3. For the other researchers

The researcher can give suggestions after reading this thesis, other researchers can take the information contained in it and improve this thesis for the better, so that in the end it will be more useful for learning English.

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APPENDICES

APPENDIX 1 THE LETTERS



KEMENTERIAN AGAMA R.I
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

Nomor : B-259 /In. 25 / F.II / TL.00.1 / 06/2021
Lamp : -
Hal : Permohonan Izin Penelitian

Manado, 07 Juni 2021

Kepada Yth :
Kepala/Pimpinan MA Al-Hikmah Mogutat Kotamobagu

Di-
Tempat

Assalamu 'alaikum Wr. Wb.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

Nama : Eza Yayang Mokodompit
N I M : 16.2.6.016
Semester : X (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)


Bermaksud melakukan penelitian di desa/lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : *"An Analysis Of Students' Writing Skill In Writing Descriptive Paragraph At XI Grade In MA Al-Hikmah Mogutat Kotamobagu"*
Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan Islam dengan Dosen Pembimbing :

1. Ahmad Mustamir Waris, M.Pd
2. Fadhlhan Saini, M.Pd

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Juni s.d. Agustus 2021.

Demikian atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam
a.n Dekan
Wakil Dekan Bid. Akademik dan
Pengembangan Lembaga,


Dr. Mutmainah, M.Pd

NIP. 19810716 200604 2 002

Tembusan :
- Rektor IAIN Manado sebagai Laporan



KEMENTERIAN AGAMA
KANTOR KEMENTERIAN AGAMA KOTA KOTAMOBAGU
MADRASAH ALIYAH AL-HIKMAH MOGUTAT KOTAMOBAGU
Jln. Raya Poyowa Besar Satu Kecamatan Kotamobagu Selatan, Kota kotamobagu

SURAT REKOMENDASI
Nomor : 89/Mas/Al-Hikmah/VI/2021

Berdasarkan Surat dari Institut Agama Islam Negeri (IAIN) Manado Fakultas Tarbiyah dan Ilmu Keguruan, nomor : B-1259/ln.25/F.II/TL.00.1/06/2021 tanggal 07 Juni 2021 tentang permohonan izin penelitian, maka Kepala MA Al-Hikmah Mogutat Kotamobagu dengan ini memberikan rekomendasi kepada :

Nama Mahasiswa : **Eza Yayang Mokodompit**
NIM : 16.2.6.016
Semester : X (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris (TBI)

Untuk melakukan Penelitian dengan judul "An Analysis Of Students' Writing Skill In Writing Descriptive Paragraph At XI Grade In MA Al-Hikmah Mogutat Kotamobagu" di Madrasah Aliyah Al-Hikmah Mogutat Kotamobagu sejak bulan Juni s/d Agustus 2021 dalam rangka memenuhi syarat untuk memperoleh gelar Sarjana Pendidikan.

Demikian Surat Tugas ini diberikan untuk dipergunakan seperlunya.

Kotamobagu, 9 Juni 2021
Kepala Madrasah,

Tofhan Mamonto, S.Pd. M.Si.
NIP. 19740514 200212 1 004



KEMENTERIAN AGAMA
KANTOR KEMENTERIAN AGAMA KOTA KOTAMOBAGU
MADRASAH ALIYAH AL-HIKMAH MOGUTAT KOTAMOBAGU
Jln. Raya Poyowa Besar Satu Kecamatan Kotamobagu Selatan, Kota kotamobagu

Nomor : 102/Mas/Al-Hikmah/VIII/2021 Kotamobagu, 16 Agustus 2021
Lampiran : -
Perihal : **Keterangan Selesai Penelitian**

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Manado
Jl. Dr. S. A. Sarungdajang Kawasan Ring Road 1

Dengan hormat, berdasarkan Surat Nomor: B-1259/ In.25/ F.II/ TL.00.1 / 06/2021 Tanggal 07 Juni 2021 perihal Permohonan Izin Penelitian, maka dengan ini kami menerangkan bahwa Mahasiswa :

Nama : Eza Yayang Mokodompit
NIM : 16.2.6.016
Semester : X (Sepuluh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Penelitian : "An Analysis of Students' Writing Skill in Writing Descriptive Paragraph at The XI Grade in MA Al-Hikmah Mogutat Kotamobagu"

Telah selesai melaksanakan penelitian di Madrasah Aliyah Al-Hikmah Mogutat Kotamobagu.

Demikian surat keterangan ini di buat atasnya diucapkan terima kasih.

Kepala Madrasah,

Tofhan Mamonto, S.Pd. M.Si.
NIP. 19740514 200212 1 004

APPENDIX 2 LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA Al-Hikmah Kotamobagu
 Mata Pelajaran : Bahasa Inggris
 Kelas : XI/Genap
 Materi Pokok : Descriptive Text (Describing People)
 Alokasi Waktu : 2jp (2 x 60 Menit)

A. Kompetensi Inti

- KI -1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI -2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI-3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- KI-4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang sesuai dengan konteks penggunaannya.	3.7.1 Siswa dapat mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
4.8 Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.	4.8.1 Siswa dapat mendeskripsikan makna dalam teks deskriptif lisan dan tulis sederhana.
4.9 Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
4.10 Menyusun teks deskriptif lisan dan	4.9.1 Siswa dapat mengidentifikasi teks

<p>tulis sederhana tentang orang dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>deskriptif lisan dan tulis, sederhana tentang orang dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.9.2 Siswa dapat mendeskripsikan teks deskriptif lisan dan tulis, sederhana tentang orang dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10.1 Siswa dapat melakukan monolog dan dialog teks deskriptif sederhana tentang orang dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.</p> <p>4.10.2 Siswa dapat menulis monolog dan dialog teks deskriptif lisan dan tulis sederhana tentang orang dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.</p>
--	--

C. Tujuan Pembelajaran

- Diperlihatkan dan diperdengarkan video/teks, peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang sesuai dengan konteks penggunaannya.
- Diberikan situasi, peserta didik dapat mendeskripsikan makna dalam teks deskriptif lisan dan tulis sederhana.
- Diberikan situasi, peserta didik dapat mengidentifikasi teks deskriptif lisan dan tulis, sederhana tentang orang dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan

yang benar dan sesuai konteks.

- Diberikan situasi, peserta didik dapat mendeskripsikan teks deskriptif lisan dan tulis, sederhana tentang orang dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat melakukan monolog dan dialog teks deskriptif sederhana tentang orang dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.
- Diberikan situasi, peserta didik dapat menulis monolog dan dialog teks deskriptif lisan dan tulis sederhana tentang orang dengan memperhatikan tujuan, struktur teks dan unsur kebahasaan secara benardan sesuai konteks.

D. Materi Pembelajaran

- a. Terlampir

E. Metode Pembelajaran

- a. Pendekatan: Sainifik
- b. Model Pembelajaran: Discovery learning
- c. Metode:Tanya jawab, diskusi, dan grouping

F. Media Pembelajaran

- a. **Media**
 - ❖ Worksheet atau lembar kerja (siswa)
 - ❖ Lembar penilaian
- b. **Alat/Bahan**
 - ❖ Penggaris, spidol, papan tulis
 - ❖ Lembar test

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas XI, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

H. Langkah-langkah Pembelajaran

Kegiatan Pendahuluan (10 Menit)

Guru :

Orientasi

- ❖ Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- ❖ Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- ❖ Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- ❖ Mengingat kembali materi prasyarat dengan bertanya.
- ❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Kegiatan Inti (100 Menit)

<i>Stimulus</i>	<ul style="list-style-type: none">• Mengajukan pertanyaan-pertanyaan untuk membedakan setiap orang ada digambar. <i>What do you think about this picture?</i> <i>What are facial features that you can see from him?(mata, hidung, bibir, rambut, jenggot/kumis)</i>
<i>Identifikasi masalah</i>	<ul style="list-style-type: none">• Guru Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau KD yang akan dicapai; (<i>Today we are going to learn about describing people.</i>)• Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas. (<i>You will be shown some example for describing people. Prepare your note!</i>)
<i>Mengamati</i>	<ul style="list-style-type: none">• Siswa diberikan beberapa contoh penggambaran orang. (video/teks) (<i>Pay attention to the sample Video</i>)• Siswa mencari arti dari kata-kata sulit serta informasi yang didapat dengan bimbingan dan arahan guru. <i>What did you get from those examples? Did you find any difficulties words?</i> <i>I'll explain about using adjectives for describing people.</i>
<i>Mempertanyakan (questioning)</i>	<ul style="list-style-type: none">• Siswa mencari arti dari kata-kata sulit serta informasi yang didapat dengan bimbingan dan arahan guru. <i>Please read page 58</i> <i>What did you get from those examples? Did you find any difficulties words?</i> <i>Please find main idea for each paragraph.</i>

<i>Mengeksplorasi</i>	<p><i>Here you have to make a paragraph to describe about your partners. You can ask them about anything, it can be favorite music, hobby, etc.</i></p> <ul style="list-style-type: none"> • Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. • Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan
<i>Mengasosiasi</i>	<ul style="list-style-type: none"> • Siswa memperhatikan temannya ketika membacakan hasil dari paragraf yang telah mereka buat.
	<ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, dengan fokus pada struktur teks, dan unsur kebahasaan. • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. • Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.
<i>Mengkomunikasikan</i>	<ul style="list-style-type: none"> • Berkelompok, siswa menyusun teks deskripsi tentang orang sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya • Siswa menyunting deskripsi yang dibuat teman. • Siswa menyampaikan deskripsinya didepan guru dan teman
<i>Menarik kesimpulan</i>	<ul style="list-style-type: none"> • Pendidik bersama-sama dengan Peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran.
Kegiatan Penutup (10 Menit)	
<ul style="list-style-type: none"> • Pendidik bersama-sama dengan peserta didik dan/atau sendiri melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. (<i>What did we learn just now? What new words did you learn?</i>) • Pendidik bersama-sama dengan peserta didik dan/atau sendiri memberikan umpan balik terhadap proses dan hasil pembelajaran. (<i>Did you enjoy the lesson? Did you get the point?</i>) • Pendidik bersama-sama dengan peserta didik dan/atau sendiri merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai hasil belajar peserta didik. (<i>Don't forget to study in your home and keep your health. You always wear masker if you will be out from home.</i>) • Pendidik bersama-sama dengan peserta didik dan/atau sendiri menyampaikan rencana pembelajaran pada pertemuan berikutnya. (<i>Tomorrow we will still discuss about Describing people.</i>) 	

I. Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap.

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soedarmono	75	75	75	75	275	68,75	C
2								

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggung Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria
100 = Sangat Baik
75 = Baik
50 = Cukup
25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. Kode nilai / predikat

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C) 00,00 – 25,00 = Kurang (K)

5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Sering dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan	50		250	62,50	C
2	Ketika kami berdiskusi, setiap		50			

	anggota mendapatkan kesempatan untuk berbicara					
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok	50				
4	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria =
4 x 100 = 400
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) =
(250 : 400) x 100 = 62,50
4. Kode nilai / predikat :
75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian,

membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...

Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(450 : 500) \times 100 = 90,00$
4. Kode nilai / predikat
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)

- **Penilaian Jurnal** (Lihat lampiran)

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak Memahami	2	1
		Tidak memahami		1	
2	Keruntutan	Struktur teks yang digunakan	5	4	

	Teks	sangat runtut			
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan kosakata	Sangat variatif dan tepat		5	4
		Variatif dan cepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan Tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang	Pilihan tata bahasa	2	1

		tepat	hampir tidak tepat		
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan
a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1	Organisasi presentasi (pengantar, isi, kesimpulan)		
2	Isi presentasi (kedalaman, logika)		
3	Koherensi dan kelancaran berbahasa		
4	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Untuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi sosial tidak tercapai, ungkapan dan unsur	Fungsi sosial kurang tercapai, ungkapan dan unsur	Fungsi sosial tercapai, ungkapan dan unsur

	kebahasaan tidak tepat	kebahasaan kurang tepat	kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsur kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

c. Penilaian Portofolio

Mata Pelajaran : Bahasa Inggris

Alokasi waktu : 1 semester

Sampel yang Dikumpulkan : karangan

Nama peserta didik : _____

Kelas : _____

No.	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				
			Tata bahasa	Perbendaharaan kata	Kelengkapan gagasan	sistematika	Catatan pendidik
1	Menulis karangan dekskriptif	30/7					
		10/8					
		...dst					
2	Membuat Resensi Buku	1/9					
		30/9					
		...dst					

d. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Keaslian Penulisan	Sangat Original		5	4
		Original		4	3
		Cukup Original		3	2
		Kurang memahami	Hampir tidak Original	2	1
		Tidak Original		1	
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul		5	4
		Isi sesuai dengan judul		4	3
		Isi cukup sesuai dengan judul		3	2
		Isi kurang sesuai dengan judul	Isi hampir tidak sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	Keruntutan Teks	Keruntutan teks sangat tepat		5	4
		Keruntutan teks tepat		4	3

		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan KosaKata	Pilihan kosakata sangat tepat		5	4
		Pilihan kosakata tepat		4	3
		Pilihan kosakata cukup tepat		3	2
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat	2	1
		Pilihan kosakata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup		3	2

		tepat			
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa	2	1
		Pilihan tata bahasa tidak tepat	hampir tidak tepat	1	
6	Penulisan Kosakata	Penulisan kosakata sangat tepat		5	4
		Penulisan kosakata tepat		4	3
		Penulisan kosakata cukup tepat		3	2
		Penulisan kosakata kurang tepat	Penulisan kosakata	2	1
		Penulisan kosakata tidak tepat	hampir tepat	1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak		3	2

		mudah terbaca		
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hampir	2
		Tulisan tidak rapi dan tidak terbaca	tidak terbaca	1
				1

Skor Penilaian

No.	Huruf	Rentang angka
1	Sangat Baik (A)	86-100
2	Baik (B)	71-85
3	Cukup (C)	56-70
4	Kurang (D)	55

4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

5. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial.

Kotamobagu,

Kepala Madrasah

Tofhan Mamonto, S.Pd, M.Si

NIP 197405142002121004

Mengetahui

Guru Mata Pelajaran

R. Limpong, S.Pd

NIP198102202006042019

**APPENDIX 3 STUDENTS'
SCORE IN WRITING AND
LIST OF STUDENTS**

Students Score in Writing

No	Students	Aspek-aspek writing Paragraph					Total
		Organization	Contens	Vocabulary	Mechanic	Grammar	
1.	Student 1	10	10	15	15	15	65
2.	Student 2	20	15	5	5	15	60
3.	Student 3	15	15	15	10	15	70
4.	Student 4	20	20	10	15	15	80
5.	Student 5	20	20	15	15	15	85
6.	Student 6	20	20	15	15	20	90
7.	Student 7	20	20	15	15	20	90
8.	Student 8	20	15	10	15	15	75
9.	Student 9	10	10	15	15	15	65
10.	Student 10	20	20	15	15	15	85
11.	Student 11	20	15	10	15	15	75
12.	Student 12	10	10	15	10	15	60
13.	Student 13	15	15	10	10	10	60
14.	Student 14	15	10	15	15	15	70
15.	Student 15	15	15	10	10	5	55
16.	Student 16	10	10	10	10	15	55
17.	Student 17	20	15	15	15	20	85
18.	Student 18	15	15	15	15	15	75
19.	Student 19	20	15	10	5	15	65
20.	Student 20	15	15	15	5	15	65
21.	Student 21	15	15	15	15	15	75
22.	Student 22	20	15	15	10	15	75
23.	Student 23	20	20	15	15	15	85
24.	Student 24	10	15	15	15	15	70
25.	Student 25	20	20	15	15	15	85
Total		415	385	330	315	375	1820
Nilai rata-rata		16,6	15,4	13,2	12,6	15	72,8

List of Students

No	Students' Name	Code	M/F
1.	Afdal Gilalom	Student 1	M
2.	Ade Damulawan	Student 2	M
3.	Agim Hampan	Student 3	M
4.	Aji Piransya Mamonto	Student 4	M
5.	Asrul Paputungan	Student 5	M
6.	Cicin Potabuga	Student 6	F
7.	Desi Mamonto	Student 7	F
8.	Dena Mamonto	Student 8	F
9.	Erdin Modeong	Student 9	M
10.	Fikto Makalalag	Student 10	M
11.	Fitri Kumangki	Student 11	F
12.	Hartina Mamondol	Student 12	F
13.	Ifal Saputra	Student 13	M
14.	Moh. Alwin Mamonto	Student 14	M
15.	Moh. Asrullah Podomi	Student 15	M
16.	Muhammad Gufran	Student 16	M
17.	Nabilah Pakaya	Student 17	F
18.	Rahmadia Domu	Student 18	F
19.	Riha Zakira Gilalom	Student 19	F
20.	Sahrul Damongi	Student 20	M
21.	Tenri Mamonto	Student 21	M
22.	Tijar Rahim	Student 22	M
23.	Tilas Gilalom	Student 23	M
24.	Tri Wahyuni Manopo	Student 24	F
25.	Yiyin Mamonto	Student 25	F

APPENDIX 4 THE RESULT OF STUDENTS' TESTS

WRITING DESCRIPTIVE PARAGRAPH

Direction:

1. This test is for a scientific research only.
2. There is no effect on your score in English subject.
3. Thank you for your participation in doing this test.

Intruction:

1. Write down your name and class on the provided answer sheet!
2. Please write the descriptive paragraph based on the topic "Person".
3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : Afdal Gilalom

Class : 11 - 1Pa

AJI

I have a new friend, he name is Aji, he was born in North Sulawesi. he is a Player football in Bintang Muda Matai.

Aji have a hobbie, jogging and training football. He favorite football player is Cristiano Ronaldo. And he Always watch in TV when Cristiano Ronaldo play.

O = 10

C = 10

V = 15

M = 15

G = 15

65

WRITING DESCRIPTIVE PARAGRAPH

Direction:

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Intruction:

1. Write down your name and class on the provided answer sheet!
2. Please write the descriptive paragraph based on the topic "Person".
3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : ADE..D.....

Class : XI.....

Atta Halijantar.....

Atta halijantar is a famous person in Indonesia. he is a busnismen and youtuber. he is born in november 20, 1994. busine^sman

Atta halijantar have a ungu apperance. He always painted he hair. sometimes blue white and gren. he has a special accessory around his head. he wears a headband on the vidjeos.

Atta like to share vidjeos everyday. He look very proud of him self.

O = 20

C = 15

V = 5

M = 5

G = 15

60

WRITING DESCRIPTIVE PARAGRAPH

Direction:

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3. Thank you for your participation in doing this test.

Intruccion:

1. Write down your name and class on the provided answer sheet!
2. Please write the descriptive paragraph based on the topic "Person".
3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : Agim hampah

Class : XI IPA

My Teacher

My Teacher name is Rosma. She is my favorite teacher. She is someone who want to teach us some things, he is a Patriot of science for us. she is a kind so it is her nature that makes us study hard.

The teacher is friendly, kind, polite and her guidance really inspires us even though the slightest thing can be a really big thing that is useful for us, namely knowledge given by my teacher is very useful for my goals, thank you my teacher.

O = 15

C = 15

V = 15

M = 10

G = 15

70

WRITING DESCRIPTIVE PARAGRAPH

Direction:

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2. There is no effect on your score in English subject.
3. Thank you for your participation in doing this test.

Intruccion:

1. Write down your name and class on the provided answer sheet!
2. Please write the descriptive paragraph based on the topic "Person".
3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : aji Piransyah mamonto

Class : X1

My Great friend

from several friend that I have. There is one friend who is quite skinny. his name is Dena. She look like a person who lacks of nutrisi.

Dena have thin ^{nutrients} and short body. Her weight is only about 39 kg. she also have snub nose. Her eye, are brown and her skin is ligh ^{has} brown. she have ^{has} a mole near her nose. her hobbies ^{light} is singing.

~~Althogh~~ ^{Although} Dena is skinny but she have ^{has} a great talent and potential at sports, that is marathon running. she have ^{has} proven it by being the second place runner at the district level running competition. I am so proud to have a friend like her.

O = 20

C = 20

V = 10

M = 15

Gr = 15

100

WRITING DESCRIPTIVE PARAGRAPH

Direction:

1. This test is for a scientific research only.
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3. Thank you for your participation in doing this test.

Intruction:

1. Write down your name and class on the provided answer sheet!
2. Please write the descriptive paragraph based on the topic "Person".
3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : Astul Papitungan

Class : XI IPA

Cristiano Ronaldo

Cristiano Ronaldo is famous soccer player. He is one of the best players at Real Madrid. He is born in Funchal, Madeira, Portugal on February 5, 1985. He is the fourth child of Mr. Jose Diniz Aveiro and Mother Maria Dores dos Santos Aveiro.

He is known for his speed, skill, control and dribbling abilities, and talent in beating players in one on one situations.

His height, strength, ability and jumping technique have given him even more advantages in winning matches.

O = 20

C = 20

V = 15

M = 15

G = 15

85

WRITING DESCRIPTIVE PARAGRAPH

Direction:

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2. There is no effect on your score in English subject.
3. Thank you for your participation in doing this test.

Intruccion:

1. Write down your name and class on the provided answer sheet!
2. Please write the descriptive paragraph based on the topic "Person".
3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : cicin.pdt@buga

Class : xl IPA

My Mother

My mother is a quite pretty woman. she have a proportional appearance. she is not tall but not too short for about 155 cm. Her hair is long, a bit wavy and its color is black. she have black eyes and high brown skin. when she smiles, she looks prettier.

she ^{might} know as a nice people by people around her. she is also attractive, smart, friendly, and always try to help people around. I love her very much because she is a living figure to me to be a good person.

she is a great woman for my family. whenever we face a problem. Best mom ever who give love for her family.

O = 20

C = 20

U = 15

m = 15

G = 20

190

WRITING DESCRIPTIVE PARAGRAPH

Direction:

1. This test is for a scientific research only.
2. There is no effect on your score in English subject.
3. Thank you for your participation in doing this test.

Intruction:

1. Write down your name and class on the provided answer sheet!
2. Please write the descriptive paragraph based on the topic "Person".
3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : Desi mamonto

Class : XI - IPA

My father

identification - Ramdan mamonto, that is the name of a great man .
I call father. He is 56 years old. Even though his age is
not easy anymore, he still looks so dashing. }

description - father have a nose that is slightly sharper than
mother, has a ^{hus} sturdy body and broad chest. He has short
black hair, like his mother, has slightly grayed hair. }

conclusion - To me dad is the greatest dad in the world. He
can be both a father and a friend to his children. }

O = 20

C = 20

V = 15

M = 15

G = 20

90

WRITING DESCRIPTIVE PARAGRAPH

Direction:

1. This test is for a scientific research only.
2. There is no effect on your score in English subject.
3. Thank you for your participation in doing this test.

Intruccion:

1. Write down your name and class on the provided answer sheet!
2. Please write the descriptive paragraph based on the topic "Person".
3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : Dena Mamonto

Class : XI IPA

My Mother

This is about my mother. her name is Mrs. Damorah. she have
brown complexion and black hair. her height is as same as mine ^{has} 155 centimeters
weight

My mother is a tailor. she sews special clothes for women.
I learn many things about sewing from her. ^{clothes} She is a great teacher
for me.

Every morning, she wakes up earlier than other members in my
family. she prepares breakfast for us. She is a tough and patient
mother. we love her very much. tough

D = 20

C = 15

V = 10

M = 15

Gr = 15

75

WRITING DESCRIPTIVE PARAGRAPH

Direction:

1. This test is for a scientific research only.
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3. Thank you for your participation in doing this test.

Intruction:

1. Write down your name and class on the provided answer sheet!
2. Please write the descriptive paragraph based on the topic "Person".
3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : ERDIN . M

Class : 11 IPA

My Older Brother

My brother ^{has} a white color while I have brown skin color. He is 20 years old while I am 16 years old.
My brother is very kind to me. He always teaches me new things like swimming, riding motorcycle and much more.
My brother name is Riski, my brother is the greatest brother in the world.

O = 10

C = 10

V = 15

M = 15

G = 15

65

WRITING DESCRIPTIVE PARAGRAPH

Direction:

1. This test is for a scientific research only.
2. There is no effect on your score in English subject.
3. Thank you for your participation in doing this test.

Intruccion:

1. Write down your name and class on the provided answer sheet!
2. Please write the descriptive paragraph based on the topic "Person".
3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : ficto Makaladag
Class : XI (IPA)

My father
My father is a very great man. My father is a hard worker.
He worked as a mathematic teacher at school in ~~his~~ MA Alhikmah }
Mogutat Kotamobagu.
As a mathematic teacher, he was very much love by his students }
Event though my father is a mathematics teacher, I did not }
like mathematics.
I am very grateful to have a father who can be a father }
and a friend to me.
~~friend~~

O = 20

C = 20

V = 15

M = 15

G = 15

85

WRITING DESCRIPTIVE PARAGRAPH

Direction:

1. This test is for a scientific research only.
2. There is no effect on your score in English subject.
3. Thank you for your participation in doing this test.

Intruccion:

1. Write down your name and class on the provided answer sheet!
2. Please write the descriptive paragraph based on the topic "Person".
3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : Fitri Kumangki

Class : XI IPA

Kong Daniel

I have one of favorit artists in south Korea.

He is name kang Daniel. He is an artist who
successfully ^{her} debuted in a survival show in Korea
to become a boy group.

Kong Daniel was ranked number one in event
due to his charm and faced that could ^{appeal} appeal to
women of all age.

With his face and ability ~~he to be~~ he managed
to attract a lot of attention and come out to be
one of the most popular men in South Korea.

O = 20

C = 15

V = 10

M = 15

G = 15

75

WRITING DESCRIPTIVE PARAGRAPH

Direction:

1. This test is for a scientific research only.
2. There is no effect on your score in English subject.
3. Thank you for your participation in doing this test.

Intruccion:

1. Write down your name and class on the provided answer sheet!
2. Please write the descriptive paragraph based on the topic "Person".
3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : Hartina Marnondol

Class : XI IPA

My little sister

I have a little sister. she is an active girl, she always
playing ^{has} all ^{day} long day. usually she plays doll with her friends. } Description
she is a kind ^{days} girl. she love to eat especially candy and snack.
but she favorite is fried chicken. I love my little sister }
because she is the only one cute girl in my family. } Conclusion

O = 10

C = 10

V = 15

M = 10

G = 15

60

WRITING DESCRIPTIVE PARAGRAPH

Direction:

1. This test is for a scientific research only.
2. There is no effect on your score in English subject.
3. Thank you for your participation in doing this test.

Intruction:

1. Write down your name and class on the provided answer sheet!
2. Please write the descriptive paragraph based on the topic "Person".
3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : Ifm . S

Class : XI . IPA

Assrum the Champion

I have a friend in class, whose name is Assrum. He is the champion of the class. every day he always studies diligently and hard. he always gets into the top three and twice the first winner. he also always teach his abilities to other so many people like assrum. teaches abilities

O = 15

C = 15

V = 10

M = 10

G = 10

60

WRITING DESCRIPTIVE PARAGRAPH

Direction:

1. This test is for a scientific research only.
2. There is no effect on your score in English subject.
3. Thank you for your participation in doing this test.

Intruction:

1. Write down your name and class on the provided answer sheet!
2. Please write the descriptive paragraph based on the topic "Person".
3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : Hiwin mamonto

Class : XI - 1Pa

Leonel Messi

Leonel messi is a ~~was~~ famous soccer player in the world.
he is from argentina.

messi now play for the Paris saint Germain club, he was
bought from the Barcelona club, at the Paris saint Germain
he wears the number 30, but that is not his favorite number,
he really like number 10.

But at his new club someone already wears that number
namely the them it self.

O = 15

C = 10

V = 15

m = 15

G = 15

70

WRITING DESCRIPTIVE PARAGRAPH

Direction:

1. This test is for a scientific research only.
2. There is no effect on your score in English subject.
3. Thank you for your participation in doing this test.

Intruction:

1. Write down your name and class on the provided answer sheet!
2. Please write the descriptive paragraph based on the topic "Person".
3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : Moh. Asrullah . P

Class : XI

My Brother

My Brother name Ali Hasan . P . He Hair is dark Black .
He skin is Pale yellow - His eye is sharp black with
thick eyebrows .

my Brother is a very kind man . He friendly and soft
spoken to anyone .

His profession as a teacher further strenght
hers his principle to always teach kindness to other .

O = 15

C = 15

V = 10

M = 10

G = 5

55

WRITING DESCRIPTIVE PARAGRAPH

Direction:

1. This test is for a scientific research only.
2. There is no effect on your score in English subject.
3. Thank you for your participation in doing this test.

Intruccion:

1. Write down your name and class on the provided answer sheet!
2. Please write the descriptive paragraph based on the topic "Person".
3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : Muhammad Gufran

Class : XI (IPA)

Riki, my best friend

I have a friend, his name is Riki Ricardo and usually calling him. I have known him since 7 grade of middle school. We are classmates, but we were not close. We started to get to know each other since the 8 grade and we both participate in some extracurriculars. Riki is a very pleasant person, but also has an annoying side.

O = 10

C = 10

V = 10

M = 10

G = 15

55

WRITING DESCRIPTIVE PARAGRAPH

Direction:

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2. There is no effect on your score in English subject.
3. Thank you for your participation in doing this test.

Intruccion:

1. Write down your name and class on the provided answer sheet!
2. Please write the descriptive paragraph based on the topic "Person".
3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : Rudiiah Pakaya

Class : XI IPA

My slim chairmate

Identification
In class room, I always sit beside her. She is my chairmate. }
Cicin potabuga, her nikenname is cin. ~~she have a slim body,~~ }
~~st~~
Description
She ~~have~~ ^{has} a slim body and short body, with a black little eye }
and white skin. ~~on~~ her weight is 39 Kg and her heigh is }
145 cm.
conclusion
She is third child from five sister. She like to eat a fried }
rice and es tea.
.....
.....
.....

O = 20

C = 15

V = 15

M = 15

G = 20

85

WRITING DESCRIPTIVE PARAGRAPH

Direction:

1. This test is for a scientific research only.
2. There is no effect on your score in English subject.
3. Thank you for your participation in doing this test.

Intruccion:

1. Write down your name and class on the provided answer sheet!
2. Please write the descriptive paragraph based on the topic "Person".
3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : Rahmadia Dornu

Class : XI IPA

My Chairmate, Dena

Identification - I have bestfriend in my class room. I share a chair with her.
Her name is Dena mamonto. I always call her Dena }
Description - Dena have smal family. She lives with her Parent and 2 }
sister. she always playing with them in park or garden. }
Dena and I always share about what is being experienced.
conclusion - she is patient, friendly, and helpfull. That's my best chairmate.)

O = 15

C = 15

V = 15

M = 15

G = 15

75

WRITING DESCRIPTIVE PARAGRAPH

Direction:

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2. There is no effect on your score in English subject.
3. Thank you for your participation in doing this test.

Intruction:

1. Write down your name and class on the provided answer sheet!
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3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : Riha 2 Gilalom

Class : XI IPA

My older sister

I have a older sister, ^{her} she name is Anisa Gilalom. I call her kak Nisa and she is seven years older than me. ⁱⁿ Although we are ^{one b} sibling we have some ^{r f} different characteristic and ^{ies} personalis. My sister have black wavy hair, she is also have nice facial ^{has} features. Her face is small, with Pound eyes and a ^{tuces} pointed nose. My sister is a hard working person who I ~~adore~~ so much. She is the type of older sister who can be relied on.

O = 20

C = 15

V = 10

M = 5

G = 15

65

WRITING DESCRIPTIVE PARAGRAPH

Direction:

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3. Thank you for your participation in doing this test.

Intruction:

1. Write down your name and class on the provided answer sheet!
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3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : Sanjuk, damonji

Class : XI IPA

My Friend

In my class, I have one silliest friend.
He name is Agim Hampan. All student call him Agim.
He is a big and short man. his skin color is light brown.
his favorit foods is cake and banana.
Agim hoby is drawing. He is clown~~in~~^{are} in this class.
when the class is canceled, he often tells a Jokes in front
I feel so lucky to have a silly and funny best friend
like him.

O = 15

C = 15

V = 15

M = 5

G = 15

65

WRITING DESCRIPTIVE PARAGRAPH

Direction:

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Intruccion:

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Name : Tenri Mamonto

Class : 11 IPA

Zlatan Ibrahimovic

Zlatan Ibrahimovic or Ibrahimovic is one of the best football player in the world. He was born in Malmö, Sweden. }

He play as striker for he team. in AC Milan his back number is 21. His agility in^{his} controlling ball along with his skill in giving a perfect Pass⁺ towards his teammate have made him to be an important player during every match. }

O = 15

C = 15

U = 15

M = 15

G = 15

75

WRITING DESCRIPTIVE PARAGRAPH

Direction:

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Name : Tazir Rahim

Class : XI IPA

Cristiano Ronaldo

Cristiano Ronaldo or as we usually called CR-7 is my favorite football player. his full name is Cristiano Ronaldo dos Santos Aveiro.

He is a portuguese football player.

Cristiano Ronaldo have an athletic body with the height of 186 cm and weigh 83 kg. His dark brown and wavy hair, along with his square face make him look masculine.

Sometimes he donate his blood bank so that people who need the same blood type or will be able to use it, he is very kind and generous.

O = 20

C = 15

V = 15

M = 10

G = 15

75

WRITING DESCRIPTIVE PARAGRAPH

Direction:

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3. Thank you for your participation in doing this test.

Intruction:

1. Write down your name and class on the provided answer sheet!
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3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : Titas Gilalom.....

Class : XI

MY FATHER

My father's name is Anmat Gilalom. He is a hardworking man. He works as a government employed. His body is tall, like my youngest ^{er} brother. His hair is black and straight, same as mine. He have brown complexion because he likes working under ^{ngs} the sun. I love talking my father. He is a wise man who always gives me great advices. We learn about being a hardworker from him. We love him very much. He is a great father for us.

O = 20

C = 20

V = 15

M = 15

G = 15

85

WRITING DESCRIPTIVE PARAGRAPH

Direction:

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Intruction:

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3. Write down the simple descriptive texts based on the topic given by the researcher minimum 50 words. Please write your paragraph consisting of identification, description and conclusion.

Name : Teti Wahyuni Mandoro

Class : XI IPA

My sister

My sister is four years older than me. her name Maya Mandoro.
I usually call her kak Maya. is a nice name for calling an elder sister.

she has the same hair like my mother, ~~and I have~~ black and
quite curly. My sister, mother and I have almost the same
body tall. her height is 157 cm.

O = 10

C = 15

V = 15

m = 15

G = 15

70

WRITING DESCRIPTIVE PARAGRAPH

Direction:

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Name : Yiyin mamonto

Class : XI (IPA)

My Dad

Identification → my father name is muhamad Ridwan mamonto. He is 45 years old. He is Very Handsom and dashing Man.

Description → He have a sturdy body and wide chest. My dad is tall is about 170 cm and ^{has} He weight is 60 kg. He hair is black. my father is very friendly, he is happy to make other laugh with his jokes.

Conclusion → my father is a very great man. He could be a father and a best friend for his children.

O = 20

C = 20

V = 15

M = 15

G = 15

85

APPENDIX 5 DOCUMENTATION

The process of explaining about descriptive paragraphs. This picture was taken on June 15th 2021.



The process of students taking the test. This picture was taken on Juni 15th 2021.



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Parents Name
Father : Alfian Mokodompit
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Educational Background

Elementary School : SD Negeri 1 Bongkudai (2003-2009)
Junior High School : MTs Negeri 1 Bongkudai (2009-2012)
Senior High School : MA Negeri 1 Kotamobagu (2012-2015)

Manado, 02 November 2021

The Researcher

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