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**An Analysis of Students' Difficulties in Writing
Descriptive Texts at Eight Grade of SMPN 1
Kubung on 2020/2021 Academic Year**

Tahun ke 1 dari rencana 1 tahun

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LAMPIRAN

Ringkasan penelitian tidak lebih dari 500 kata yang berisi latarbelakang penelitian, tujuan dan tahapan metode penelitian, luaran yang ditargetkan, serta uraian TKT penelitian yang diusulkan.

RINGKASAN

Kata kunci maksimal 5 kata

Students' Difficulties; Writing; Descriptive Text

Latar belakang penelitian tidak lebih dari 500 kata yang berisi latar belakang dan permasalahan yang akan diteliti, tujuan khusus, dan urgensi penelitian. Pada bagian ini perlu dijelaskan uraian tentang spesifikasi khusus terkait dengan skema.

LATAR BELAKANG

A. Background of the Problem

Writing is an activity in expressing ideas through the arrangement of sentences into paragraph which has meaning. Writing is a process of sending message in written form to express feeling or ideas from the writer to the reader. Through writing, the writers can give some informations about their ideas and perception, and tell their feeling about something in to written form.

Generally, writing has some components to make complex sentence or paragraph. The components of writing are grammatical structure, punctuation, spelling, capitalization, and etc. These components play a crucial role in making writing meaningfully. In addition, in learning writing process the writers should learn how to arrange their ideas by putting the words and sentences into right organization. Then, the writer makes drafting, editing and revising to become a good paragraph.

For junior high school students of SMPN 1 Lembang Jaya, writing becomes one of compulsory subject to be taken and it is one of the important ability in the learning process that students must have, especially in language learning. Through this subject, the students learn to write paragraph and text. In writing a text, the students should express their feelings, thoughts, and ideas in written form especially in English. In SMPN 1 Lembang Jaya, based on the curriculum 2013, the purpose of teaching writing refers to developing the students' ability to communicate in written form. Beside that, teaching writing in junior high school is to enable students to identify the social function, generic structure, language feature, and the information written in the text to socialize with environment surrounded. In curriculum

2013, there are many kinds of text that should be learned by the students such as report text, narrative text, procedure text, recount text, and descriptive text.

Descriptive text is one kind of texts learned by eight grade students of SMPN 1 Lembang Jaya. Descriptive text is a text which is used to describe something like a particular place, certain person, or thing from the physical condition. It means that, descriptive text aims to describe something specifically to make readers understand the text easily. In writing descriptive text, the students should think about one object which has been seen and felt by the students to write paragraph in the text. The object that was describe can be about persons, places, or things. The students can describe some famous places, famous persons, or everything that they like.

In writing process of descriptive text, the students should use appropriate generic structure and correct language feature. The generic structures of a descriptive text are identification and description of feature. Meanwhile, the language features of descriptive text consist of the use of verb, adjective, simple present tense, and focus on specific participant. The students need to consider these organization in order to help them easier to write descriptive text.

B. Research Questions

In order to be able to answer the question in the formulation of the problem, some research questions should be proposed as the following:

1. How was the students' difficulty level in writing generic structures of descriptive text at the eight grade SMPN 1 Lembang Jaya at 2019/2020 academic year?
2. How was the students' difficulty level in writing language features of descriptive text at the eight grade SMPN 1 Lembang Jaya at 2019/2020 academic year?
3. How was the students' difficulty level in writing descriptive text at the eight grade SMPN 1 Lembang Jaya at 2019/2020 academic year?

C. Purpose of the Research

Based on the research questions above, the purposes of this research were to find out:

1. The students' difficulty level in writing generic structures of descriptive text at the eight grade SMPN 1 Lembang Jaya at 2019/2020 academic year.
2. The students' difficulty level in writing language features of descriptive text of students at the eight grade SMPN 1 Lembang Jaya at 2019/2020 academic year.
3. The students' difficulty level in writing descriptive text at the eight grade SMPN 1 Lembang Jaya at 2019/2020 academic year.

D. Significance of the Research

There are two kinds of significance of this research: practical and theoretical significances. Practically, based on the research result it was expected to give information to the students about their difficulties in writing descriptive text. The finding of the research is also expected to give contribution to the teachers who teach writing of descriptive text. Theoretically, it gives information about students' difficulties in writing descriptive text. The researcher hopes it can help the teachers to prepare the teaching material and strategy of teaching before going to the classroom.

Tinjauan pustaka tidak lebih dari 1000 kata dengan mengemukakan *state of the art* dalam bidang yang diteliti. Bagan dapat dibuat dalam bentuk JPG/PNG yang kemudian disisipkan dalam isian ini. Sumber pustaka/referensi primer yang relevan dan dengan mengutamakan hasil penelitian pada jurnal ilmiah dan/atau paten yang terkini. Disarankan penggunaan sumber pustaka 10 tahun terakhir.

TINJAUAN PUSTAKA

A. Writing

Writing is a process to deliver ideas into sentences and paragraph in written form. Furthermore, the writers can consider about grammatical structure, vocabulary, punctuation and etc. There are several experts who give definition about writing. According to Brown (2001:336) writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization. It means that, the writers can express their ideas and consider the use of grammatical structure to write the text. The use of grammatical structure should correct to make good sentences.

Based on the explanation above, the writer concludes that writing is a communication tool between writer and reader to use messages which choice vocabulary and

right grammatical structure to give meaning. Writing is also process of producing the text written by a writer. The writer can express what his think and feeling in written form.

B. Descriptive Text

Descriptive text is a text which describes a person, thing, place and certain condition in particular. For junior high school, descriptive text is one genre that must be mastered by students in learning English. There are some definitions of descriptive text according some experts. Kane (2000: 352) descriptive text is the description and identification of the structure text such as person and thing. It means that, descriptive text aim to describe in detail about something, place and person. In this kind of text, the students are required to list the characteristics of something and usually deal with the physical appearance of the described thing

Based on the explanation, descriptive text is used to describe a particular person, place, or thing in detail. In writing descriptive text, the writer can organize his/her mind about something and give information to reader. The descriptive text is a text which describes person, place, mood, situation, and etc. It also describes an object that appeal to the sense.

C. Writing Difficulties

In learning writing process, there are some difficulties found by the students, especially in learning writing English. Brown (2001:202) mentions the difficulties in writing as the lazy to write, write very little, never complete a piece of writing, poor spelling, disorganized and repetitive writing, poor punctuation, disability in reading what was written, and poor handwriting. It means that, writing difficulties are the difficulties of the students in organizing the ideas into paragraph and poor mechanics in writing. It makes them lazy to do writing activity.

Based on the explanation above, writing difficulties are some problems in doing writing activity found by the students in learning writing process. First, students' difficulties in mechanics such as: handwriting, spelling, punctuation. Second, the students difficult to develop their idea in written form. In addition, when writing, they choose another word that might not be appropriate for the context, which later affects their writing.

D. The Source of Students' Difficulties in Writing Descriptive Text

In learning writing descriptive text, the students should use appropriate structure of descriptive text which helps them in arranging the words and sentences to make good paragraph to be written. According to Quintero's (2008:60) students' difficulties in writing descriptive text are problems with grammar, punctuation and lexical choice. They result a negative impact on the content and the general understanding of a text. In addition, the students got problems in using "Have" and "Has". For example, in descriptive text have is to be for the plural, and has is to be for the singular. However, most of the students are still difficult to differentiate the both. It makes them have difficulties in lexical choice and use of relational verbs to describe person, place and something.

Based on the explanation above, students have difficulties in writing descriptive text. First, the students get problems in using appropriate grammar to make good sentences. In addition, the students get difficult in using generic structure to organize their ideas in written form. Then, the students do not understand the use of simple present tense such as "have" and "has" to describe specific topic in writing activity. For example, in descriptive text have is to be for the plural, and has is to be for the singular. However, most of the students are still difficult to differentiate the both.

Metode atau cara untuk mencapai tujuan yang telah ditetapkan ditulis tidak melebihi 600 kata. Bagian ini dilengkapi dengan diagram alir penelitian yang menggambarkan apa yang sudah dilaksanakan dan yang akan dikerjakan selama waktu yang diusulkan. Format diagram alir dapat berupa file JPG/PNG. Bagan penelitian harus dibuat secara utuh dengan penahapan yang jelas, mulai dari awal bagaimana proses dan luarannya, dan indikator capaian yang ditargetkan. Di bagian ini harus juga mengisi tugas masing-masing anggota pengusul sesuai tahapan penelitian yang diusulkan.

METODE

A. Design of the Research

This research was conducted by using descriptive research design. The research aimed to determine the students' difficulties in writing descriptive text at the eight grade of SMPN 1 Lembang Jaya at 2019/2020 academic year. Gay (2000:275) says that a descriptive research determines and describes the way things are and it aims to collect the informations toward some topics or issue.

Furthermore, Sugiono (2001: 11) states that descriptive research is a research which is designed to know the value of independent variable which can be one or more than one variable.

In this research, the researcher used quantitative research design because the data collected by researcher was in the form of numerical data. In this research, the researcher analyzed the students' difficulties in writing descriptive text at the eight grade of SMPN 1 Lembang Jaya at 2019/2020 academic year.

B. Population and Sample

1. Population

The population of this research was the eight grade students of SMPN 1 Lembang Jaya at 2018/2019 academic year. According to Arikunto (2002:108) population is people or other things discussed in the research. There were five classes in this grade it consisted of 125 students. The population in this research can be seen in the following table:

Table 1: Population of the Research

No	Class	Numbers of Students
1	VIII 1	25
2	VIII 2	25
3	VIII 3	26
4	VIII 4	25
5	VIII 5	24
	Total	125

2. Sample

In this research, the research used a sampling technique called cluster random sampling. Gay (2000:141) states that cluster random sampling is sampling in which groups, not individuals, are randomly selected. In addition, the reason to take this technique was because the population was large enough. It was necessary to have one class of sample to conduct the research. In other words, cluster random sampling was used when the population did not consist of individuals, but consists of group. In this research, the researcher used loting in randomizing the classes. The loting technique is one ways of taking one class from many classes in population to become sample. The result of loting technique was that class VIII 4 was chosen as the sample. It was done on 18th July 2019 and there were twenty five (25) students as the sample.

C. Instrumentation of the Research

1. Writing Test

The instruments of this research was writing test. This test was used to collect the data of descriptive quantitative research. According to Arikunto (2010: 138) test is a series of questions or other instruments which are used to measure individuals' or groups' skill, knowledge, intelligence, capability or talent. In this research, the researcher gave writing test in form of essay test to the students.

There were some steps that were done in writing test. The first, researcher explained the instruction of the test. Second, the researcher asked the students to choose one topic among the five topics which were prepared by the researcher. Third, the researcher asked the students to write descriptive text based on the topic that they choose. Fourth, the researcher gave some minutes for revising of their text. The researcher was given 60 minutes including choosing one topic, writing descriptive text and revising descriptive text.

Before distributing the test, the researcher did try out. The tryout of the test was given to one of the classes which were not the sample. The aim of the try out test was to know whether the students understand the instruction or not, the test was good or not, whether it was reliable or not and whether the time allocation was enough or not. The researcher tried out the instrument on 11th July 2019. The try out was done in the class VIII 2. In this research, there were twenty five (25) students followed the try out test and try out was scored by 2 scorers. The time of try out was 60 minutes.

After the researcher analyze it, the researcher continued to the real test in the class VIII 4 on 18th July 2019. In this research, there were twenty five (25) students followed the test and scored by 2 scorers. The time of test was 60 minutes. The result of the test scores were correlated to find out the coefficient reliability and validity of test.

a. Validity

The researcher used content validity to measure the validation of the instrument. Arikunto (2010: 66) support that the content of validity in an instrument refers to condition of instrument which is arranged based on the content of evaluated learning material. It means that, validity used to measure of score to support needs of test.

In addition, Ari et al (2010: 226) states that to have a content validity, the instruments are representative of some defined universe or domain of content. The test used content validity if it includes a proper sample of the structure or content which was relevant with the purpose of the test. So, the validity of the instrument of this research had been adjusted from learning material based on the lesson plan, syllabus, and curriculum used in the classroom.

b. Reliability

The reliability of the instrument was analyzed by inter-rater reliability. Flucher (2007: 101) mentions that inter-rater reliability occurs when more than one scorer are required in writing test because individual raters tend to have different pattern of scoring. To see whether the writing test was reliable or not, the researcher used inter-rater reliability that was checked by FerySulastri, S.Pd, an English teacher at SMPN 1 Lembang Jaya, and the researcher. The test distributing to the respondents of try out, those who were not randomized as the sample. To measure reliability in this research, the researcher used person product moment formula that was proposed by Arikunto (2010:72) as following below:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{(N \sum X^2) - (\sum X)^2\} \{(N \sum Y^2) - (\sum Y)^2\}}}$$

Where:

- rx y = The correlation coefficient between X and Y
- N =The number of students
- X =The students score by the scorer I
- Y = The students score by the scorer II
- $\sum X$ =The total average score x
- $\sum Y$ = The total average score y
- $\sum XY$ =Sum of time between variable X and variable Y
- $\sum X^2$ =Quadrate of variable X
- $\sum Y^2$ = Quadrate of variable Y

After the researcher analyzed the data, the researcher found that reliability of the instrument was 0,989 (very high). It can be seen on appendix 10 page 72 – 73. Furthermore, the researcher had done the try out to analyze the degree of reliability the

whole test. To find out the reliability of the test, it can be seen from the try out given. The researcher used the correlation level proposed by Arikunto (2009:75).

Table 2: Value Interpretation of r_{xy}

Value of r_{xy}	Interpretation
0,800- 1,000	Very high
0,600-0,799	High
0,400-0,599	Fair
0,200-0,399	Low
0,000-0,199	Very low

Furthermore, in order to know the students' difficulties in writing descriptive text, there were two indicators of writing should be considered in writing descriptive text. There were generic structures, and language features.

In addition, to gave score for the students test, there was rubric scoring of writing difficulties in writing descriptive text as consideration for the score to measure the ability of students in writing descriptive text. The rubric scoring of writing difficulties in writing descriptive text was adapted from Brown (2007: 90). It can be seen on appendix 1 page 61 – 62.

D. Technique of Data Collection

The data was collected through test. The researcher gave the writing test to the students. There were several steps done to collect the data. First step, the students were given five topics about descriptive text. Second step, the researcher asked the students to choose one topic among the five topics which was prepared by the researcher. Third step, the researcher asked the students to write descriptive text based on the topic that they choose. Fourth step, the researcher gave some minutes for revising of their text. The researcher gave 60 minutes including choosing one topic, writing descriptive text and revising descriptive text.

E. Technique of Analyzing the Data

After collecting the data, the researcher analyzed the data by using quantitative research to get the students' difficulties in writing descriptive text at the eight grade of SMPN 1 Lembang Jaya at 2019/2020 academic year. There were some steps in analyzing the data. First, the researcher collected the students' writing. Then, the researcher gave score

for the students' writing. To collect the data, the researcher used the classification of students' difficulties adapted from Burns (2000: 172). It can be seen in the following table.

Table 3: The Classification of Students' Difficulties

Interval of Students' Ability Score	The Classification of Students' Difficulties
86 – 100	Very Easy
76 – 85	Easy
65 – 75	Medium
56 – 64	Difficult
0 – 55	Very Difficult

HASIL PENELITIAN

1. Data Description

The purpose of this research was to know, analyze and describe the students' difficulties in writing descriptive text. The data of the research was collected by using writing test to the eight grade students of SMPN 1 Lembang Jaya at 2019/2020 academic year. Before having writing test, the researcher tried out the instrument on 11th July 2019. The try out was done in the class VIII 2. After the researcher analyze it, the researcher continued to the real test in the class VIII 4 on 18th July 2019. In this research, there were twenty five (25) students followed the test. In this test, the students were asked to choose one of the topic among five topics which was given by the researcher. Then, the students were asked to write the descriptive text which considered the indicators of writing descriptive text, generic structure and language feature of descriptive text.

In this case, the researcher identified each students by numbering them, not based on their name. This chapter describes total all scores of students' difficulties in writing descriptive text. The researcher analyzed the total students' difficulties in writing descriptive text. The result can be seen in the following next table:

Table 4: Calculation the Total of Students' Difficulties in Writing Descriptive Text

Students of Number	Generic Structures		Language Features			
	Identification	Description	Simple Present Tense	Focus on Specific Participant	Adjective	Verb

1	2	1	1	2	2	2
2	2	1	1	2	2	2
3	3	2	3	2	3	3
4	3	2	3	2	3	3
5	3	3	3	4	3	3
6	2	2	2	2	2	2
7	3	2	3	3	3	3
8	2	1	1	2	2	1
9	3	2	2	3	2	3
10	4	3	3	3	3	3
11	2	2	2	3	2	2
12	3	2	3	2	2	3
13	2	2	2	2	2	2
14	3	3	3	2	3	3
15	2	2	1	2	2	2
16	2	2	2	2	1	2
17	3	3	3	3	3	4
18	2	2	2	2	1	2
19	2	2	2	2	2	2
20	3	2	2	2	2	2
21	3	3	3	2	2	3
22	4	3	3	3	1	3
23	3	3	3	3	3	3
24	4	4	4	3	3	3
25	4	4	4	3	4	3
Total	69	58	61	61	58	64
Quality	Medium	Difficult	Difficult	Difficult	Difficult	Difficult

Based on the table 4 above, it describes the analysis of students' difficulties in writing descriptive text. It concludes analysis of generic structures and language features. The first, the generic structures of descriptive text were identification and description. The total of students' difficulties in writing identification of generic structures were 69. It means that the students' difficulties were medium level. Then, the total of students' difficulties in writing description of generic structures were 58. It means that the students' difficulties were difficult level.

Second, the language features of descriptive text were simple present tense, focus on specific participant, adjective, and verb. The total of students' difficulties in writing simple present tense of language features were 61. It means that the students' difficulties were difficult level. Then, the total of students' difficulties in writing focus on specific participant of language features were 61. It means that the students' difficulties were difficult level. In addition, the total of students' difficulties in writing adjective of language features were 58. It means that the students' difficulties were difficult level. Finally, the total of students' difficulties in writing verb of language features were 64. It means that the students' difficulties were difficult level.

2. Data Analysis

To know the students' difficulties in writing descriptive text, it had been developed into two indicators, they were generic structures and languages features. The generic structures have two sub indicators were identification and description. The languages features have four sub indicators were simple present tense, focus on specific participant, adjective and verb.

a. The Analysis of Students' Difficulties in Writing Generic Structures of Descriptive Text

A good writing of descriptive text should use generic structures which is clear, detail and complete about main ideas and describe of character in the topic. A descriptive text which has clear generic structures make the reader understand about the text. The researcher analyzed the total of students' difficulties in generic structures of descriptive text. The result can be seen in the following table:

Table 5: Calculation the Total of Students' Difficulties in Writing Generic Structures of Descriptive Text

Students of Numbers	Generic Structures	
	Identification	Description
1	2	1

2	2	1
3	3	2
4	3	2
5	3	3
6	2	2
7	3	2
8	2	1
9	3	2
10	4	3
11	2	2
12	3	2
13	2	2
14	3	3
15	2	2
16	2	2
17	3	3
18	2	2
19	2	2
20	3	2
21	3	3
22	4	3
23	3	3
24	4	4
25	4	4
Total	69	58
Classification	Medium	Difficult

Based on the table 5 above, the researcher found that the level of the students' difficulties in writing identification of generic structures was on medium level (69). In this analysis, there were 4 students who got easy level. The identification of generic structures that they write almost complete and state the topic. The following is example of the student who got easy level of difficulties in writing identification of descriptive text.

Data 1:

The example was taken from student 24

My Family

My name is YuliYanti. My nick name Yanti. I have Two parents, and one brother and one sister. I am 14 year old. My father is farmer and my mother is farmer. My father name is Naswardi. My mother name is Marta Dewi. I am class VIII at SMPN 1 L embang Jaya. I live so much my family. I happy with family.

The example above was taken from student 24 who got easy level. It can be seen from the underline words above, the student could write identification complete about the introduce the character of the topic.

Then, there were 11 students who got medium level in writing the identification of generic structures. Their identification was almost complete about the topic, but supporting ideas were not related with the topic. The following is example of the student who got medium level in writing identification of generic structures.

SIMPULAN DAN SARAN

A. Conclusion

After the researcher took the data and analyzed them, the researcher found the students' difficulties in writing descriptive text. Related all of the research questions answered by analyzing the data, the researcher concludes that: Firstly, the classification of students' difficulties in writing generic structures of descriptive text was difficult level (63,5). It happened because most of them had difficulties in developing ideas and relating between the topic and the supporting ideas. They were lack of vocabulary and not detail in explaining about the topic. Secondly, the classification of students' difficulties in writing language features of descriptive text was difficult level (60,6). It happened because they did not understand the use of the pattern of simple present tense and the use of appropriate adjective and verb form. Thirdly, the classification of students' difficulties in writing descriptive text was difficult level (62). It happened because most of them had difficult in using sub indicators of generic structures and language features on descriptive text.

B. Suggestions

Based on the conclusion above, the researcher proposes the following suggestions. They are as follow:

1. For the English Teachers

The English teachers of SMPN 1 Lembang Jaya to pay more attention for the students in writing descriptive text, focus on generic structures and language features. Give them more explanation and exercises in teaching descriptive text.

2. For the Students

The students are suggested to pay attention on writing the generic structures and language features of descriptive text. They are suggested to do more exercises in writing the descriptive text.

3. For the next researcher

The result of this research may contribute as the professional literature for the next researchers to conduct other research about descriptive text

Jadwal penelitian disusun dengan mengisi langsung tabel berikut dengan memperbolehkan penambahan baris sesuai banyaknya kegiatan.

JADWAL

No	NamaKegiatan	Bulan											
		1	2	3	4	5	6	7	8	9	10	11	12
1	Pengusulan proposal penelitian	√	√										
2	Revisi proposal penelitian			√									
3	Observasiawalkelokasipenelitian				√								
4	Merancang instrument penelitian					√							
5	Pelaksanaan treatment penelitian						√	√					
6	Pelaksanaan post-test (pengumpulan data)								√				
7	Analisis Data									√	√		
8	Publikasihasilpenelitian											√	
9	Pelaporanhasilpenelitian												√

Daftar pustaka disusun dan ditulis berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada usulan penelitian yang dicantumkan dalam Daftar Pustaka.

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Appendix 2

INSTRUMENT OF THE RESEARCH

(TRY OUT TEST)

Name :

Class :

INSTRUCTION

- 1. You have 60 minutes to write one topic about descriptive text!**
- 2. Pay attention to write the text structure of descriptive text!**

A. Please choose one of the topics you like!

1. My Activity
2. My Family
3. My Hobby
4. My Identity
5. My Parents Job

B. Write and develop it become a good descriptive text!

Appendix 3

INSTRUMENT OF THE RESEARCH

(WRITING TEST)

Name :

Class :

INSTRUCTION

- 1. You have 60 minutes to write one topic about descriptive text!**
- 2. Pay attention to write the text structure of descriptive text!**

A. Please choose one of the topics you like!

1. My Activity
2. My Family
3. My Hobby

C. Write and develop it become a good descriptive text!

Lampiran 1. Justifikasi Anggaran

1. Honor				
Honor	Honor/Jam (Rp)	Waktu (jam/minggu)	Minggu	Honor per Tahun/ 12 bulan (Rp.)
Validator Instrument	100,000	1	2	200,000
Pengumpul Data	75,000	2	1	150,000
Analisis Data	150,000	3	1	450,000
Sub Total (Rp.)				800,000
2. Peralatan Penunjang				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Buku referensi	Referensi/ rujukan bahan penelitian	8	125,000	1,000,000
Fotocopy	Perbanyak instrument penelitian	8	35,000	280,000
Dokumentasi selama penelitian	Penelitian	4	50,000	200,000
Jumlah				1,480,000
3. Bahan Habis Pakai				
Material	Justifikasi Pemakaian	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun
Kertas HVS	Print laporan penelitian, instrument penelitian	3	55,000	165,000
Catridge Hitam Canon MP280	Print laporan penelitian, instrument penelitian	2	315,000	630,000
Catridge Warna Canon MP280	Print laporan penelitian, instrument penelitian	1	385,000	385,000
penggaris	instrument	2	5,000	10,000
Note book	Print laporan	2	30,000	60,000
Penghapus	instrument penelitian	1	5,000	5,000
Pembolong kertas	instrument penelitian	1	9,000	9,000
Tinta Printer	Print laporan penelitian, instrument penelitian	4	65,000	340,000

Buku folio	Catatan lapangan penelitian	3	20,000	60,000
Pen Correction (Tipe X)	Catatan lapangan penelitian	4	5,000	20,000
Bulpoint	Catatan lapangan penelitian	20	3,000	60,000
Map File Bening	Penyimpanan SK Pelaksanaan Kegiatan	6	6,000	36,000
Map Dokumen	Penyimpanan bahan-bahan hasil penelitian	6	20,000	120,000
Materai 10000	Kontrak Penelitian	12	10,000	120,000
Jumlah				2,020,000
4. Perjalanan				
Material	Justifikasi Perjalanan	Kuantitas	Harga Satuan (Rp)	Biaya/tahun/12 bulan (Rp)
Biaya Transportasi Observasi	Perjalanan Observasi	4	75,000	300,000
Biaya Transportasi Penelitian	Perjalanan Penelitian	3	100,000	300,000
Jumlah				600,000
5. Lain-lain				
Kegiatan	Justifikasi	Kuantitas	Harga Satuan (Rp)	Biaya per Tahun (Rp)
Publikasi di Jurnal	Luaran	2	400,000	800,000
Sub Total (Rp)				800,000
TOTAL ANGGARAN YANG DIPERLUKAN SETIAP TAHUN (RP)				5,700,000



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Kampus II Jln. Raya Koto Baru No. 7 Kec. Kubung Kab. SolokTelp. 0755-20127

Surat Tugas

No. **10-10/ST-P/LP3M-UMMY/X-2020**

Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

Nama : **Fitri Handayani, S.Pd., M.Pd.**
NIDN : 1017048602
Tempat/Tanggal Lahir : Solok/17 April 1986
Pangkat/Golongan Ruang : Lektor
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)

Untuk melaksanakan kegiatan Penelitian dengan judul **“An Analysis of Students’ Difficulties in Writing Descriptive Texts at Eight Grade of SMPN 1 Kubung on 2020/2021 Academic Year”**.

Demikian Surat Tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggungjawab.

Solok, 10 Oktober 2020
Kepala LP3M UMMY

DR. Wahyu Indah Mursalini, SE. MM.
NIDN. 1019017402