AN ANALYSIS ON STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT AT TENTH GRADE OF SMAN 2 KUOK

THESIS

Submitted as a Partial Fulfillment of the Requirements for Getting Sarjana Degree of Education in English Department

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi yang berjudul **"An Analysis on Students' Writing Skill of Descriptive Text at Tenth Grade of SMAN 2 Kuok"** ini dan seluruh isinya adalah benar-benar karya saya sendiri, dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan tersebut, saya siap menanggung resiko yang dijatuhkan kepada saya apabila dikemudian hari ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini, atau ada klaim dari pihak lain terhadap karya saya.

Bangkinang, 30 Agustus 2017

Yang membuat pernyataan,

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Bangkinang , July 2017

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ABSTRACT

Nur Halimah. 2017. An Analysis on Students' Writing Skill of Descriptive Text at Tenth Grade of SMAN 2 Kuok

The objective of the research is to describe how the students' writing skill of descriptive text at tenth grade of SMAN 2 Kuok academic year 2016 / 2017. The method is descriptive research. The subject of this research consist of 20 students of tenth grade. The researcher used two instruments, those were test and questionnaire. Based on the data analysis of the research showed that the average of the students' achievement in writing was 49. The result questionnaire is 60. In addition, the result of the test shows that the students' writing skill of descriptive text is on low level. From the data of questionnaire it showed that the students did not understand and felt difficult to wrote descriptive text. It can conclude that the students' writing skill of descriptive text is still low.

Keyword : Students' Writing Skill, Descriptive Text

ABSTRAK

Nur Halimah. 2017. Analisa Keterampilan Menulis Siswa Pada Teks Deskriptif di kelas X SMAN 2 Kuok Tahun Ajaran 2016/2017

Penelitian ini untuk menggambarkan bagaimana keterampilan menulis siswa pada teks descriptive kelas X SMAN 2 Kuok tahun ajaran 2016/2017. Metode yang di gunakan dalam penelitian ini adalah penelitian deskriptif. Subjek dari penelitian ini berjumlah 20 siswa pada kelas X. Peneliti menggunakan 2 instumen yaitu: tes dan anket. Berdasarkan analisa data dalam penelitian ini menunjukkan bahwa nilai rata-rata pada tes menulis teks deskriptif 49. Hasil dari data questionnaire dalam menulis teks deskriptif 60. Berdasarkan hasil tersebut, dapat di simpulkan bahwa kemampuan siswa dalam menulis teks descriptif sangat rendah. Dari data anket menunjukkan bahwa siwa tidak mengerti dan merasa kesulitan dalam membuat teks deskriptif. Ini dapat di simpulkan bahwa kemampuan siswa dalam menulis teks deskrif masih rendah.

Katakunci : Siswa, Keterampilan Menulis, Teks Descriptif

PREFACE

Assalamualaikum Wr. Wb

First of all, thanks to Allah SWT because of the help of Allah, the researcher can finished this thesis. The purpose in writing this thesis to a requirement on getting sarjana degree in university of Pahlawan Tuanku Tambuasi. During writing this thesis, the researcher truly get lots challenges and obstruction but with help of many individuals, those obstructions could passed.

The researcher also realized there are still many mistake in process of writing this thesis. The researcher hopefully the criticism from the reader can help the researcher in perfecting this thesis. Finally, the researcher is expect to this thesis can be benefit to reader especially to writer.

Bangkinang, July 2017

The Writer

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TABLE OF CONTENTS

COVER
HALAMAN PERSETUJUAN PEMBIMBING
HALAMAN PENGESAHAN PENGUJI
HALAMAN PERNYATAAN
ACKNOWLEDGEMENT ..... **i**
ABSTRACT ..... **iii**
ABSTRAK ..... **iv**
PREFACE ..... **v**
TABLE OF CONTENTS ..... **vi**
LIST OF TABLES ..... **viii**
LIST OF FIGURES ..... **ix**
LIST OF APPENDICES ..... **x**
CHAPTER I : INTRODUCTION
A. Background of the Problem 1
B. Identification of the Problem 3
C. Limitation of the Problem 4
D. Formulation of the Research 4
E. Purpose of the Research 4
F. Significance of the Research 4
G. Definition of the Key Terms 5
CHAPTER II : REVIEW OF RELATED LITERATURE
A. Review of Related Theories 6
1. The Nature of Writing 6
2. Descriptive Text 14
B. Review the Related finding 23
C. Conceptual Framework 24
CHAPTER III: RESEARCH METHODOLOGY
A. Setting of the Research 25
1. Time of the Research 25
2. Location of the Research 26
B. Method of the Research 26
C. Population and Sample of the Research 27
1. Population 27
2. Sample 27
D. Instrumen of the Research 28
E. Techniques of Collecting Data 29
F. Technique of Analyzing Data 30

CHAPTER IV: RESEARCH FINDING AND DISCUSSION
A. Finding of the Research 33
1. Description of Data 33

2. The Result of Questionnaire 41
B. The Data Analysis 46
1. The students' Writing Skill of Descriptive Text 46
C. Discussion 48
CHAPTER V: CONCLUSSION AND DISCUSSION
A. The Conclusion 51
B. Suggestion 51
1. Suggestion for the Students 51
2. Suggestion for the Teacher 52
BIBLIOGRAPHY 53
APPENDICES 55

LIST OF TABLES

Table 2.1 Purpose of Descriptive Text..... 16

Table 2.2 The Diagram Conceptual Framework 24

Table 3.1 Time of the Research 25

Table 3.2 The Population of The X Grade Students of SMAN 2 Kuok 28

Table 3.3 The Rubrics of Writing Asessment Test 29

Table 3.4 The Criteria of the Students'level of Mastery 32

Table 4.1 The Percentage of the Students' Writing Skill of Descriptive Text of Content 34

Table 4.3 The Percentage of the Students' Writing Skill of Descriptive Text of Vocabulary 36

Table 4.5 The Percentage of the Students' Writing Skill of Descriptive Text of Mechanism 38

Table 4.6 The Recapitulation of Mean Score of Total frequence Rang Ability in Test I..... 39

Table 4.7 The Percentage of the Students Score in Writing of Descriptive Text..... 40

LIST OF FIGURES

Figure 2.3 The Diagram Conceptual Framework of Students'writing skill of Descriptive Text 24

Figure 4.2 The percentage of the Students' Writing Skill of Descriptive Text of Grammar 35

Figure 4.4 The percentage of the Students' Writing Skill of Descriptive Text of Organization 37

Figure 4.8 The Students' Opinion like to Learn English 41

Figure 4.9 The Students' Opinion in Writing English 42

Figure 4.10 The Students' Opinion in Writing Descriptive Text using appropriate Word 43

Figure 4.11 The Students' Opinion in Writing to Develop Ideas 44

Figure 4.12 The Students' Opinion Have Good Grammar in Writing Descriptive Text 45

LIST OF APPENDICES

Appendix 1. Sheet of the Test 55

Appendix 11.Qestionnaire..... 56

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is a language that is used by almost everyone. In Indonesia, English is the first foreign language and it's a compulsory subject that is learned in the school. Nowdays, not only as a foreign language but also taught from secondary up to university. Learning English aims for mastering four basic skill of language, which include listening, speaking, reading, and writing. In this section the writer focus on writing skill.

Writing is the ability to express one's ideas in written form is a second or foreign language (Marianne C. Murcia,1991). It means that writing is an activity to express our ideas in written form On the other side. Writing is not a natural skill because one cannot acquire this ability automatically and easily. To acquire writing ability the someone should get sufficient writing practices. These practices are supposed to stimulate the someone skill in writing and expressing thoughts in a good passage. Without practice, it is impossible to write well and effectively.

However, writing in English is not easy and the students often find some difficulties while they are writing. They get difficulty in making a choice of words and putting the words together. In writing, the choice of words depends on the purpose and the particular situation that are being used in creating the text.

Based on the curriculum of senior high school which recomended by the goverment, there are some texts which have to be mastered by the students at senior high school. One of the texts is descriptive text.

Descriptive text is to create a clear picture or impression of person, place or object Similar to Diane A. Willbur (1996). In addition, descriptive text is a text which describes something, someone, situation,and etc. In writing descriptive text the students should be describe something, someone, or situation in written form or write about the way persons, places,or things appear.

In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas. Furthermore, many students get difficulties in writing a paragraph. Usually, they give an opinion in developing their ideas into the written language. It is difficult for students to arrange words into a sentence, sentences into a paragraph, paragraph into a composition in which the message understood and grammatically correct.

Based on the observation, the researcher found in SMAN 2 Kuok. There are some problems that faced by the students in learning English. Especially in writing class with the material is descriptive text. Most of students could not write descriptive text because of several reason. First, some students still do not understand the definition and generic structure of descriptive text because the students did not pay attantion to the teacher while the teacher explain about descriptive text. Second, the students get

difficulties in writing descriptive text because they have limited background knowledge of grammar. Third, some students are lack of vocabularies and they also have difficulties in developing their ideas related to their topic.

Based on the facts, the researcher conclude that the students tenth grade of SMAN 2 Kuok face serious problems in constructing and arranging sentences as well. They were still have difficulties to making descriptive text and determine words to describe something.

Based on the case above, it is important to the researcher to conduct a research entitled:"An Analysis On Students' Writing Skill Of Descriptive Text At Tenth Grade of SMAN 2 Kuok".

B. Identification of the Problem

Based on the background of the problem above,the writer identify the problem as follow:

1. The students lack of vocabularies.
2. The students could not write descriptive text correctly, because the students have limited background of grammar.
3. The students difficulties to developing their ideas related to their topic.

C. Limitation of the Problem

In this research, the researcher limit this research only focuses on describing the students' writing skill of descriptive text at tenth grade of SMAN 2 Kuok.

D. Formulation of the Research

Based on the limitation of the problem, the researcher will be formulate in the following question is : "how is the students' writing skill of descriptive text at tenth grade of SMAN 2 Kuok in academic year 2016-2017?"

E. Purpose of the Research

The purpose of this research is to describe the students' writing skill of descriptive text at tenth grade of SMAN 2 Kuok in academic year 2016/2017.

F. Significances of the Research

1. To give contribution to the related institution that is SMAN 2 Kuok about the analysis on the student's writing skill of desriptive text.
2. To enlarge the writer's knowledge on the analysis on student's writing skill of descriptive text.
3. To fulfil or requirement at the English Study Program University of Pahlawan Tuanku Tambusai.

G. Definition of the Key Terms

In order to avoid misundrestanding and misinterpretation about of the title, it is necessary to explain the definition of keyword used in this research. The definition of keyword are as follows:

1. Writing

   writing is a thinking process, a transaction with words followed by a physical act. It requires practice to communicate and make contacts from the writer to the reader. In this writing activity the writer follows the rules of grammar, spelling, punctuation and sentence structure.

2. Descriptive text

   Descriptive text is a text that describes the features of someone, something, or a certain place. Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character.

CHAPTER II

REVIEW OF THE RELATED LITERATURES

A. Review of Related Theories

1. The Nature of Writing

There are many definitions of writing proposed by some experts. Generally, writing is the most difficult skill to be learnt. This opinion is supported by Jack C. Richards and Willy A. Renandya (2002),"Writing is the most difficult skill for second languange learners to master". The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text. There are many different definitions about writing given by experts from many resources.

According to Rise B. Axelrodand Charles R.Coopers (1985) state writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage".

Writing is the ability to express one's ideas in written form is a second or foreign language (Marianne C. Murcia 1991). It means that writing is an activity to express our ideas in written form. On the other side, Barnet and Stubb's (1983) said that writing as a physical act, it requires material and energy. And like most physical acts, to be

performed fully, to bring pleasure, to both performer and audience, it requires practice".

From definitions above, it can be said that writing can be distinguished from other skills as the most difficult one. There are many factors influencing writing to be a good one such as grammatical,vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph.

From the ideas previously, the writer conclude that writing is more than a medium communication. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs a hard work. In writing we have to produce words, phrase, sentences, and paragraph at the same time. It is a way of learning. None of us can write much of interest without first thinking, probing, observing, asking question, experimenting, and reading.

From the opinion above, writing is the way of thinking or sending message from the writer to the reader which becomes the part of language or language skill and it also means communication.

a. The writing process

Writing is a process that involves several steps. At least, there are three steps in the writing process mentioned by Karen Blanchard, andChristine Root (2003) in their book; Ready to Write: A first Composition Text.

1) Prewriting

Prewriting is the thinking, talking, reading, and writing we do about our topic before we write a first draft. Prewriting is a way of warming up our brain before we write, just as we warm up our body before we exercise. There are several ways to warm up before start writing:

a) Brainstorming

Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many ideas as possible without worrying about how you will use them.To brainstorm, follow these steps

(1) Begin with a broad topic.

(2) Write down as many ideas about the topic as you can in five minutes.

(3) Add more items to your list by answering the questions *what, how, when, where, why,* and *who.*

(4) Group similar items on the list together.

(5) Cross out items that do not belong.

2) Writing

After we have spent some time thinking about our topic and doing the necessary prewriting, we are ready for the next step in the writing process: writing our paragraph. When we write the first draft of our paragraph, use the ideas

we generated from prewriting as aguide. As you write, remember to:

a) Begin with a topic sentence that states the main idea.

b) Include several sentences that support the main idea.

c) Stick to the topic.

d) Arrange the sentences so that the order of ideas makes sense.

3) Revising

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After you complete the first draft, you must look for ways to improve it. This step is called revising.When students revise, they review their text on the basis of the feedback given in the previous stage. They reexmaine what was written to see how effectively they have communicated their meanings to the reader.In another source stated that writing is a process that involves the following steps:

a) Discovering a point-often through prewriting.

b) Developing solid support for the point-often through more prewriting.

c) Organizing the supporting material and writing it out in a first draft.

d) Revising and then editing carefully to ensure an effective, error-free paper.

b. The purpose of writing

According to Penny Ur (1996) "the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect in the writing". It means that when the writers do their writing, of course they have some purposes. They have to consider the purpose of their writing since this will influence, not only the type of text they wish to produce, but including the language which they use, and the information that they choose.

In addition, there are really only four common purposes in writing they are: to inform, to explain, to persuade, and to amuseothers.

1) Writing to Inform

In much of the writing that the writers will do, they will intend simply to inform their readers about a subject. To inform is to transmit necessary information about the subject to the readers, and usually this means just telling the readers what the facts are or what happened. Although informative writing is the simplest kind of writing, it is also one of the most important, because information lays a foundation for

other writing purposes. As the writers write to inform, they will want to keep two large concerns in mind; selecting the right information and arranging it effectively.

2) Writing to Explain

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must take sure that his readers understand it as well. All of us use several common methods of explaining something to another person in our everyday conversation, and these same techniques can provide basic strategies for organizing an explanation in writing.

3) Writing to Persuade

The most important writing we ever do in our personal life, our work life, and may be our school life will probably persuasion. Complaints to the rent board about our landlord, letters of application for jobs, essay on examinations are all likely to involve writing persuasively. Your task in persuasion is to convince your readers to accept the main idea, even though it may be controversial.

4) Writing to Amuse Others

Writing to amuse requires that you focus on readers other than yourself. You may enjoy the experience and take pride in what you accomplish, but you cannot settle for amusing yourself alone.

Writing to amuse gives you an opportunity to bring pleasure to others. Seize the opportunity and make the most of it. If you find pleasure in writing to amuse, it will come from knowing that you succeed in bringing pleasure to others. When write to amuse, your primary object is to make readers enjoy themselves. You can be funny, but you should also be goodhumored.This means having sympathy for human frailty rather than a contempt for anyone or anything that seems different from what you are accustomed to.

c. Writing Assessment

The following is about the writing assessment. That assessment will be run during having this research. It comes from Cohen in Richard (1998:89). Cohen separates the writing rubrics into five component of writing skill that can be defined as follow:

1). Content : content that relates to the ideas of the students' in writing.

2). Organization : that concerns in how the students manage the ideas in writing.

3). Vocabulary : asserted, It focuses on how students elect the exact words in writing.

4). grammar : that relates to the sentences' arrangement.

5). Mechanisms : that intended in spelling and punctuation.

This is considered appropriate to assess the students' writing. It is driven by the completeness of the rubrics that asserted by Cohen. In writing also needs some points that should be seriously noticed by the teacher such as content, organization, vocabulary, grammar and mechanisms.

2. Descriptive Text

a. Definition of Descriptive Text

Artono Wardiman (2008) in Alawi (2011) Descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing.Wyrick (1987:227) states, “The writer of description creates a word-picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader.” Description in writing is the process of creating visual images and sensory impression through words.More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer’s point of view.

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion. As Barbara Fine Clouse (2004)said in her book, The Student Writer, “Description adds an important dimension to our lives because it moves our emotion and expands our experience”. Description expands our experience

by taking us to place we might not otherwise know much about, which explains the popularity of descriptive travel essay in magazines and newspapers. Traditionally, descriptions are divided into two categories: objectivesand subjective.

In objective description you records details without making any personal evaluation or reaction. In subjective description, you are free to interpret the details for your reader; your reaction and description can be emotional and value-loaded.The goal when we write subjective description is to create vivid mental images. To do that, we will use concrete sensorydetail, which consists of specific words that appeal to the sense (sight, sound, taste,smell, touch). Whether objective or subjective, descriptions can serve a variety of purposes, but in every case it is important to make that purpose clear to your reader.

From definition by experts. The researcher conclude that Descriptive text is a text that describes the features of someone, something, or a certain place. Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduces the character, and description is the part of paragraph that describes the character.

b. Purposes of descriptive text

The purpose of descriptive text is to created a vivid impression of a person, place,object, or event. The writer use description to persuade others to think or act in particular ways. As the examples in the following chart show, description enables us to entertain, express feelings, relate experience, inform, and persuade.

Table 2.1
Purpose for Description by Barbara Fine Clause(2003)

Purpose	escription
To entertain	An amusing description of a teenager's bedroom.
To express feelings	A description of your favorite Outdoor retreat so your reader understand why you enjoy it somuch.
To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in.
To in form (for a reader unfamiliar with the subject)	A description of a newborn calf fora reader who has never seen one,
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit.
To persuade (to convince the reader that some music videos degrade woman	A description of a degrading musicVideo.

Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experiences with them.

c. Kinds of descriptive text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

1) Description of a person

Every person is uniq, and therefore they are also different. In describing some one,sometime you may ask " how or what's look like''. There three different ways to describing some one depen on the situation: identification,impression, and character sketch.

a) Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars,birthmark).

b) Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.

c) Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they arelike. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks,cheerleaders, art students, religious fanatics, television devotes.

2) Description of a Place

In describing a place for example a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraphmore interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.

3) Description of a Things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

a) Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of proper nouns, which, as we know,

are the names of particular persons, places, and things. For example; Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

b) Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate,and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb chiseledalso gives the reader amore accurate picture of the wind’s action than madedoes.

d. The Structure and Example of Descriptive Text

1) The generic structures of a description are as follows:

a) Identification : identifies the phenomenon to be described

b) Description of features

This stage contains important features description, such as physical appearance, qualities, and other characteristic from thing that the writer describes.

c) The generic features of description are:

(1)Verb in the present tense

In descriptive text, the writer should use present tense as verb.

(2)Adjective

Adjective also important in descriptive text, because it use describe the features of the subject

(3)Topic sentences

It use to begin paragraphs and organize the various aspects of the description.

2) The factual description scaffold

a) A general opening statement in the first paragraph

This statement introduces the subject of the descriptionto the audience.It can give the audience brief details about the when, where, who, or what of the subject.

b) A series of paragraphs about the subject

Each paragraph usually begins with a topic sentence.The topic sentence previews the details that will be contained in the remainder of the paragraph.Each paragraph should describe one feature of the subject.These paragraphs build the description of the subject.

3) A concluding paragraph (optional)

The concluding paragraph signals the end of the text. This paragraphis optional. Some times the writer use it, and and sometime not.

4) The Example of Descriptive Text

The example of descriptive text can be seen as below:

My apartment is a very small but comfortable. It has living room,a kicthen,a bedroom,and a bathroom. At the enterance, two doors lead into the bathroom and the bedroom. The bedroom is on the far left, and the bathroom is next to it. Directly in front of the entrance is the kichent. Between the bedroom and the kichent is large stroge closet. On the right side of the enterance is the living room. The living room is a quit large,for it also serves as a dining room. in the back wall of living room, a door leads to narrow balcony. In nice weather, you can sit outside and joy the view. In summary, my appartment is a comfortable place to live.

B. Review the Related Finding

In this research, the writer takes two previous researches. The first one is the research that had been done by Adi Purnomo with his research paper entitled "Improving Descriptive Writing Skill Through Mind-Mapping Technique". In his research, he found the psychological factors of the students. They are motivation and interest. To improve motivation and interest of the students, she uses mind mapping to solve the problem and increase students' achievement.

The second study had been done by Muhammad Bagus Nawawi, the purpose of his research project is to find out students English achievement on writing skill of descriptive text using Guided Questions method in the classroom. He chooses classroom action research, *entitled "*Improving Students'Writing Skill of Descriptive Text through Guided Questions*" (Classroom Action Research at SMP PGRI 1 Ciputat –Kota Tangerang Selatan in the Academic Year of 2010/2011).*

C. Conceptual Framework

In this research, writing is one of material that must be teach in learning English at tenth grade of SMAN 2 Kuok. The researcher proposed the conceptual framework entitled "An Analysis On Students' writing Skill Of Descriptive Text at Tenth Grade of SMAN 2 Kuok'' follow.

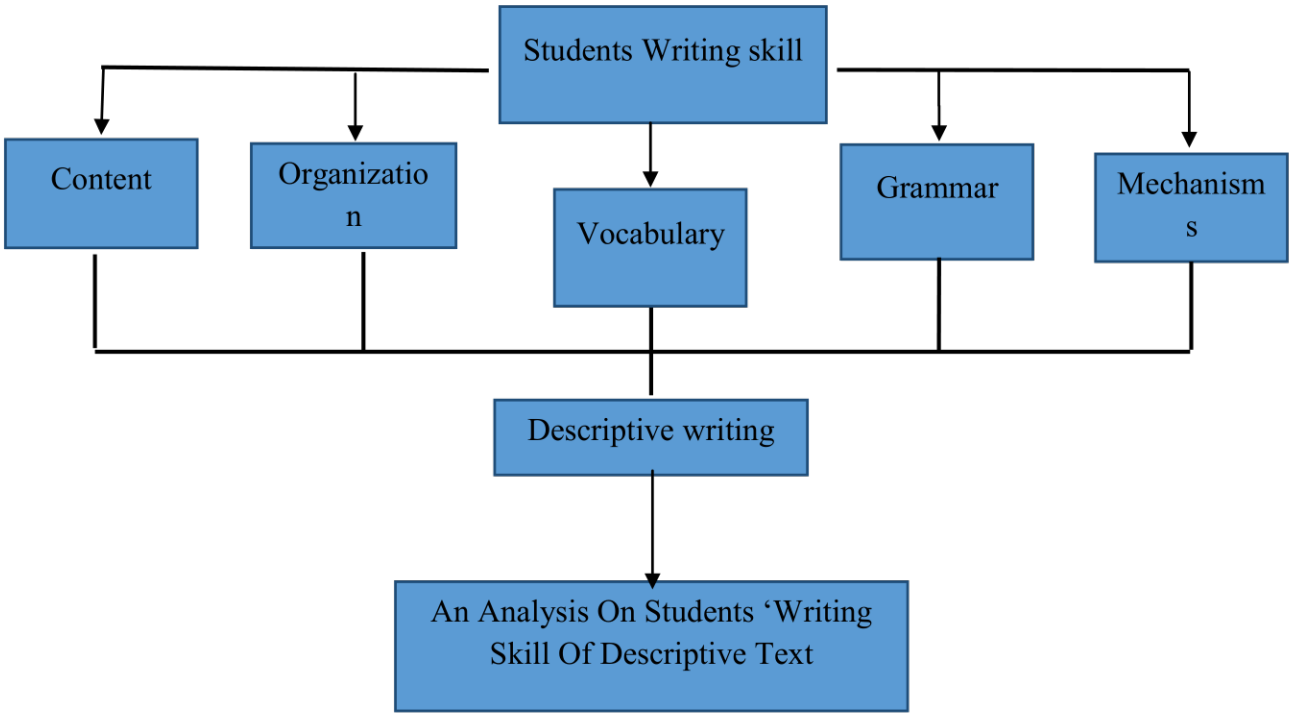

Figure 2.2
The Diagram of Conceptual Framework of The Research

CHAPTER III

RESEARCH METHODOLOGY

A. Setting of the Research

1. Time of the Research

This research was done from March to July 2017. The research was conducted in five months. The time of the the research can be seen through the table below.

Table 3.1
Time of the Research

No.	Activities	March 2017					April 2017					May 2017					June 2017					July 2017				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1	Filling title of the Research				√																					
2	Proposal Writing					√	√	√	√	√	√															
3	Seminar Proposal										√															
4	Implementation of the Research											√	√													
5	Data Processing and preparation of thesis												√	√	√	√	√	√	√	√	√					
6	Thesis defence																							√		

2. Location of the Research

Location of the research is at the tenth grade of SMAN 2 Kuok on Jl. Al- iman Kuok, Kampar Regerency.

B. Method of the Research

This reasearch is Descriptive method. According to Nazir (1988:63) said that Descriptive methode is a methode in resarching the status of a group human, an object, a set of conditions, a system of thought or a class of events in the present. The purpose of this descriptive study was to create a description, picture, or painting in a systematic, factual and accrate information on the facts, properties and relationship among phenomena investigated.

Sugiono (2005:21) says that descriptive research is a research used describe or analyze the result of the study but not used to make broader conclusions. This method is conted to determine the value of an independent variable, either one or more variables (independen) wthout making comparisons, or connect with other variable.

Based on the experts above, it can be concluded that descriptive reasearch is a research method whih systematically describe the fact and characteristics of the object and subject under study accurately where the writer tries to analyze. In this research, the researcher will describe the students'writing skill of descriptive text at tenth grade of SMAN 2 Kuok.

C. Population and Sample of the Research

1. Population

The population of this research is the tenth grade students of SMAN 2 Kuok. It consist of 2 classes and the total number of students 42 students. 20 students from class X^1 and 22 students from class X^2. The population of the research can be seen as follows:

Table 3.2

The Population of The Tenth Grade Students of SMAN 2 Kuok

No	Class	Population		
		Male	Femele	Total
1	X^1	9	11	20
2	X^2	12	10	22
Total		21	21	42

2. Sample

The sample is part of population that is expected to represent the population in the study. Kumar (1996:148) explains sampling is the process of sellecting few from bigger group to become the basis for estimeting or predicting a fact, situation or outcome regarding the bigger group. Therefore, from the population of SMAN 2 Kuok which consist of 44 students, the writer use cluster random sampling technique. Cluster random

sampling technique selecting sample randomly by individuals.In this case, X^1 was selected as sample of this reasearch which consist 20 students.

D. Instrument of the Research

In this research, the researcher used two kind of instruments to collect the data, they are: test and questinnaire.

1. Test

The researcher gave the test to all the students. The type of the test was wrote descriptive text. The students make descriptive paragraph. The purpose of the test is to know the students' writing skill of descriptive text. The researcher collecting the data with using indicator of writing. The rubrics of writing assessment can be seen as follow:

Table 3.3
The Rubrics of Writing Assessment Test

Rubrics	Considered Score	
Content	**5 = excellent**	Main idea stated clearly and accurately; change of opinion very clear.
	4 = good	Main idea state fairly and accurately; change of opinion relatively clear.
	3 = average	Main idea some unclear or inaccurate; change of opinion statement some weak.
	2 = poor	Main idea not clear or accurate; change of opinion statement weak.
	1 = very poor	Main idea not all clear or accurate; change of opinion statement very weak.
Organization	**5 = excellent**	Wall organized and perfectly coherent.
	4 = good	fairly wail organized and generally coherent.
	3 = average	loosely organized but main ideas clear, logical but incomplete sequence.
	2 = poor	Ideas disconnected; lacks logical sequencing.
	1 = very poor	No organization; incoherent.
Vocabulary	**5 = excellent**	Very effective choice of word and use of idioms and word forms.
	4 = good	Effective choice of word and use of idioms and word forms.
	3 = average	Adequate choice of word but some misuse of word, idioms, and word forms.
	2 = poor	Limited range; confused use of words, idioms, word forms.
	1 = very poor	Very limited range; very poor knowledge of word, idioms, and word forms.

Grammar	**5 = excellent**	No errors; full control of complex structure.
	4 = good	Almost no errors; good control of structure.
	3 = average	some errors; fair control of structure.
	2 = poor	Many error; poor control of structure.
	1 = very poor	Dominated by errors; no control of structure.
Mechanisms	**5 = excellent**	Mastery of the spelling and punctuation.
	4 = good	Few errors in spelling and punctuation.
	3 = average	Fair number of spelling and punctuation errors.
	2 = poor	Frequent errors in spelling and punctuation.
	1 = very poor	No control over spelling and punctuation.

2. Questionnaire

Questionnaire is set of research questions or survey questions those are arranged to ged specific informations from the respondents. It was contained about some questions for the students dealing with the students'writing skill of descriptive text.

E. Technique of Collecting Data

The researcher will use test and questionnaire to collect the data.

1. Test

The researcher will give a test to analys the students' writing skill of descriptive text at tenth grade of SMAN 2 Kuok. The researcher ask the students to write some paragraph to

describing something. So that the students need to make paragraph based on the descriptive text indicators of writing skill.

2. Questionnaire

Questionnaire contained about some questions for the students dealing with the students'writing skill of descriptive text at tenth grade of SMAN 2 Kuok. The questionnaire consisted of 5 items. Each items had two option: Yes and No. The students were ask to choosed one of options and wrote their responses. For example can be seen below :

a. Saya senang mengikuti pembelajaran bahasa Inggris.

   1) Ya 2)Tidak

   Alasan : .....

b. Saya senang menulis dalam bahasa Inggris.

   1) Ya 2)Tidak

   Alasan : .....

c. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

   1) Ya 2)Tidak

   Alasan : .....

F. Technique of Analyzing Data

In analyzing the data, this research will use descriptive analysis technique (percentage). First, the researcher identify and analyz the students' writing skill on descriptive text paragraphs. Second,the writer collect the data from the test. Third, the researcher found out the students' level of mastery in writing. The formula can be seen as follow:

1. $X : \frac{N}{n} \times 100\%$

   Note :

   X : The score of each students

   N : The number of correct answer

   n : The number of items. Agung(1988:70)

2. To find out level of the students score, the researcher will use the following classification measurement as below:

Table 3.4
The criteria of the students' level of mastery

Score	Level of Mastery
80 – 100	Excellent
70 – 79	Good
60 – 69	Fairly good
50 – 59	Weak
0 – 49	Poor

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Findings of the Research

1. The Description of Data

This research was conducted in SMAN 2 Kuok, located on Jl. Al – Iman Kuok, Kampar Regerency. Riau Province. The total of students are 20. They are consist 9 male and 11 femele. The main concern of this research was focused on Analysis on students' writing skill of descriptive text at tenth grade of SMAN 2 Kuok.

In order to obtion the data of this research., the researcher used the test and questionnaire. The test was apply to measure the students'writing skill of descriptive text at tenth grade of SMAN 2 Kuok. The researcher gave the test to the students regard to the indicators of writing skill of descriptive text. Writing skill of descriptive text was devided into five indicators. They are content, organization, vocabulary, grammar, and mechanisms.

The questionnaire was used to got specific information by the students'responses dealing with the students' writing skill of descriptive text at tenth grade of SMAN 2 Kuok. The researcher gave quetionnaire to the students which revealed in three categorized. They were the students' opinion in learning English, the students' opinion in writing english text, and the students' opinion in their writing skill of descriptive paragraph.

In calculating the mean score of the students' writing skill of descriptive text. The researcher calculated the mean score in each the indicators, the data as follow:

Table 4.1
The Percentage of the Students' Writing Skill of Descriptive Text of Content

No	Score /Rang	Ability level	Frequency	Percentage
1.	80 - 100	Excellent	-	-
2.	70 – 79	Good	10	50 %
3.	60 – 69	Fairly Good	10	50 %
4.	50 – 59	Weak	-	-
5.	0 – 49	Poor	-	-
Total			20	100 %

Based on the table above could be seen that are 10 or 50 % students obtained good level, the students got good level they were Main idea state fairly and accurately,change of opinion relatively clear. 10 or 50 % students obtained fairly good level, the students got fairly good they were Main idea somewhat unclear or inaccurate; change of opinion statement somewhat weak. In calculating of the data, the mean score of the students' writing skill of descriptive text of

content is 50. It mean the students' writing skill of descriptive text of content is weak level.

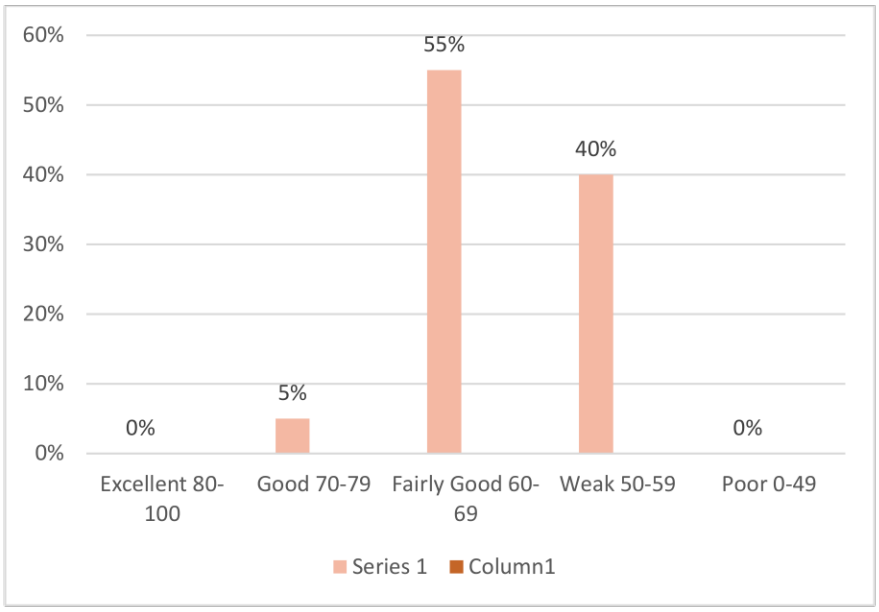

Figure4.2
The Percentage of the Students' Writing Skill of Descriptive Text of Grammar

Based on the table above, could be seen that are 1 or 5 % students were obtained get good level, the students got good level they were almost no errors; and they can understand of structure in writing. 11 or 55 % students were obtained fairly good level, the students got fairly good they were some errors like grammar; fair control of structure. 8 or 40 % obtained weak level, the students got weak level they were many error; poor control of structure. In calculating of the data, the mean score of the students' writing skill of descriptive text of grammar is 40. It mean the students' writing skill of descriptive text of grammar is poor level.

Table 4.3
The Percentage of the Students' Writing Skill of Descriptive Text of Vocabulary

No	Score /Rang	Ability level	Frequency	Percentage
1	80 – 100	Excellent	-	-
2	70 – 79	Good	2	10 %
3	60 – 69	Fairly Good	12	60 %
4	50 – 59	Weak	5	25 %
5	0 – 49	Poor	1	5 %
Total			20	100 %

Based on the table above, could be seen that are 2 or 10 % students obtained good level, the students got good level they were effective choice of word and use of idioms and word forms. 12 or 60 % students obtained fairly good level, the students got fairly good they were adequate choice of word but some misuse of word, idioms, and word forms. 5 or 25 % obtained weak level, the students got weak they were limited range; confused use of words, idioms, word forms.1 or 5 % students obtained poor level, the students got poor level they were very limited range; very poor knowledge of word, idioms, and word forms. In calculating of the data, the mean score of the students' writing

skill of descriptive text of vocabulary is 62. It mean the students' writing skill of descriptive text of vocabulary is fairly good level.

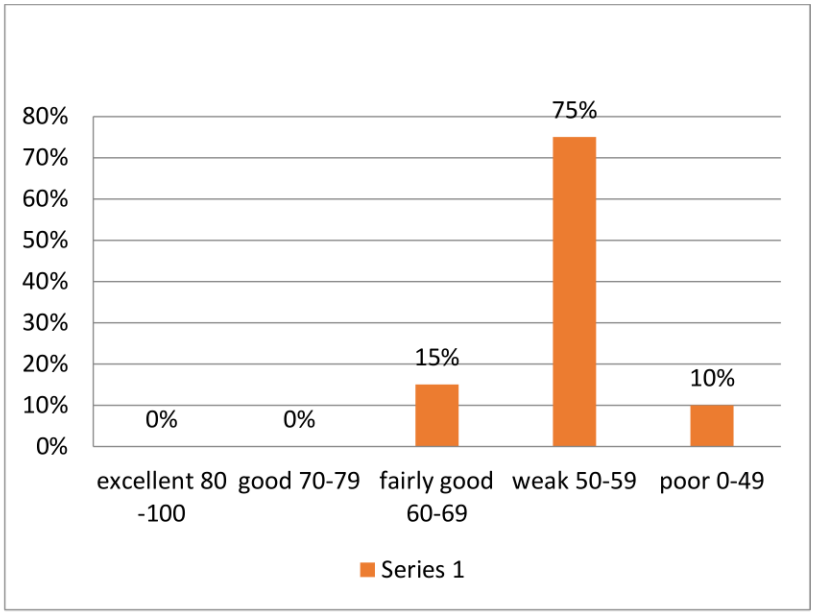

Figure4.4
The Percentage of the Students' Writing Skill of Descriptive Text of Organization

Based on the table above, could be seen that are 3 or 15 % students obtained fairly good level, the students got fairly good they were loosely organized but main ideas clear, logical but incomplete sequence. 15 or 75 % students obtained weak level, the students got weak they were ideas disconnected; lacks logical sequencing. 2 or 10 % obtained poor level, the students got poor they wereno organization; incoherent. In calculating of the data, the mean score of the students' writing skill of descriptive text of organization is 48. It mean the students' writing skill of descriptive text of organization is poor level.

Table 4.5
The Percentage of the Students' Writing Skill of Descriptive Text of Mechanism

No	Score /Rang	Ability level	Frequency	Percentage
1	80 - 100	Excellent	-	-
2	70 – 79	Good	-	-
3	60 – 69	Fairly Good	2	10 %
4	50 – 59	Weak	10	50 %
5	0 – 49	Poor	8	40 %
Total			20	100 %

Based on the table above, could be seen that are 2 or 10 % students obtained fairly good level, the students got fairly good they were fair number of spelling and punctuation errors.10 or 50 % students obtained weak level, the students got weak they were frequent errors in spelling and punctuation. 8 or 40 % obtained poor level, the students got poor level they were No control over spelling and punctuation.In calculating of the data, the mean score of the students' writing skill of descriptive text of mechanism is 45. It mean the students' writing skill of descriptive text of mechanism is poor level.

Table 4.6
The Recapitulation of Mean Score of Total Frequence Rang Ability in Test 1

No	Indicator of Writing skill of Descriptive text	Frequency	Percentage
1	Content	100	50%
2	Organization	90	48 %
3	Vocabulary	120	62 %
4	Grammar	88	40%
5	Mechanism	160	45%
Total		558	49 %

Based on the table above, the mean score result frequency range ability in test 1 is 49. The mean score of test 1 is located at category 0 – 49. It mean the categorize of the students' writing skill of descriptive text of test 1 is poor level. The students did not understood of apply link the of writing skill as: content organization, vocabulary, grammar, mechanism.

Table 4.7
The Percentage of the Students Score in Writing of Descriptive Text

No	Score /Rang	Ability level	Frequency	Percentage
1	80 - 100	Excellent	-	-
2	70 – 79	Good	2	10 %
3	60 – 69	Fairly Good	7	35%
4	50 – 59	Weak	7	35 %
5	0 – 49	Poor	4	20 %
Total			20	100 %

Based on the table above, seen that are 2 students or 10 % obtained good level, 7 students or 35 % obtained fairly good , 7 students or 35 % obtained weak level, and 4 students or 20 % obtained poor level. The mean score result of students' individual score in writing of descriptive text in test is 42. It can be conclude that the students individual score in writing of descriptive text in test 1 is categorized in poor level.

2. The Result of Questionnaire

The result of the questionnaire was analyzed to got specific information dealing with students' writing skill of descriptive text at tenth grade of SMAN 2 Kuok. To make them clear the researcher analyzed each categorize of the questionnaire as follows:

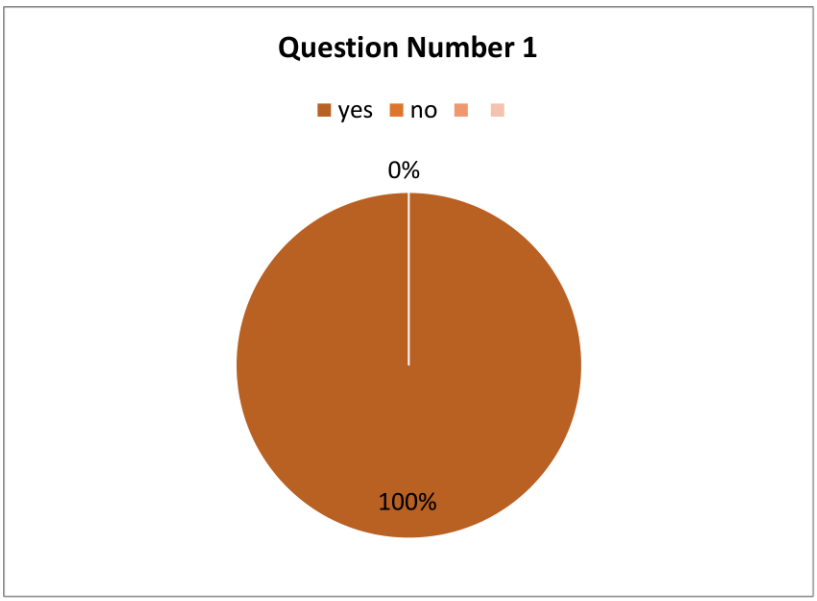

Figure 4.8
The Students' Opinion Like to Learn English

Based on the picture above, 20 or 100 % the students like learn English. They felt enjoy when learn English. And the students said that English is international language, and the students felt learn English is interesting.

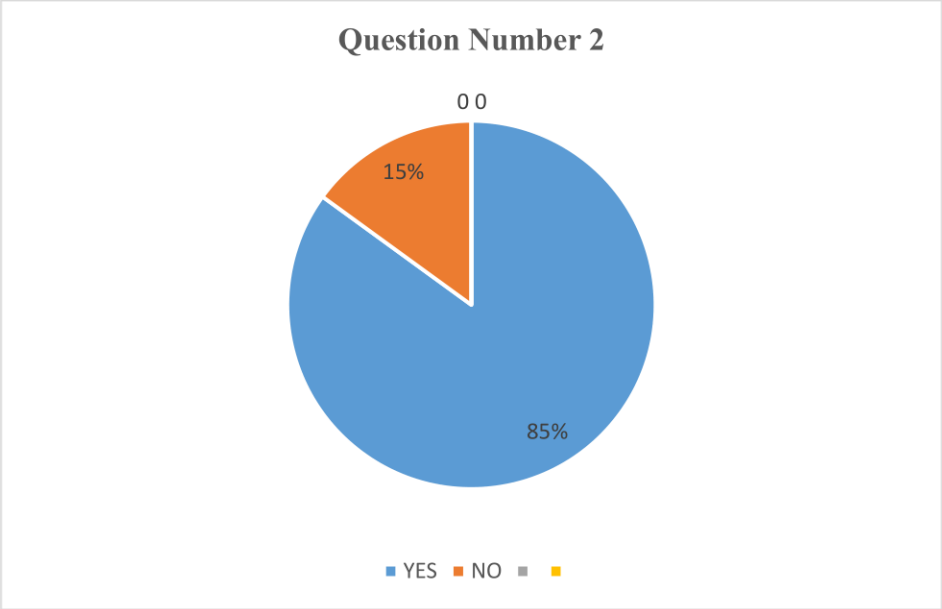

Figure 4.9

The Students' Opinion in Writing English

Basedon the figure above, 17 or 85 % the students like write English because the students can develop their ideas well. Beside that 3 or 15 % did not like writing English because writing English is difficult.

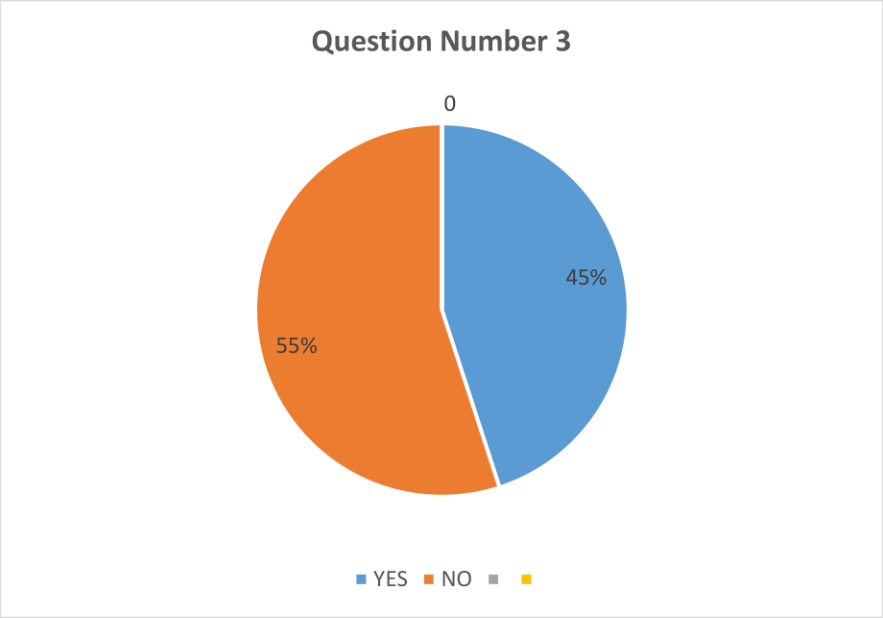

Figure 4.10

The Students' Opinion in Writing Descriptive Text using appropriate word

Based on the figure above. 9 or 45 % the students said that write descriptive text is easy level for them. The students can master vocabulary well. It mean the students would make descriptive text in using appropriate word. Beside that 11 or 55 % the students said that they had studied how to make a good descriptive text but they did not succeed in composing a good descriptive text in using appropriate word.

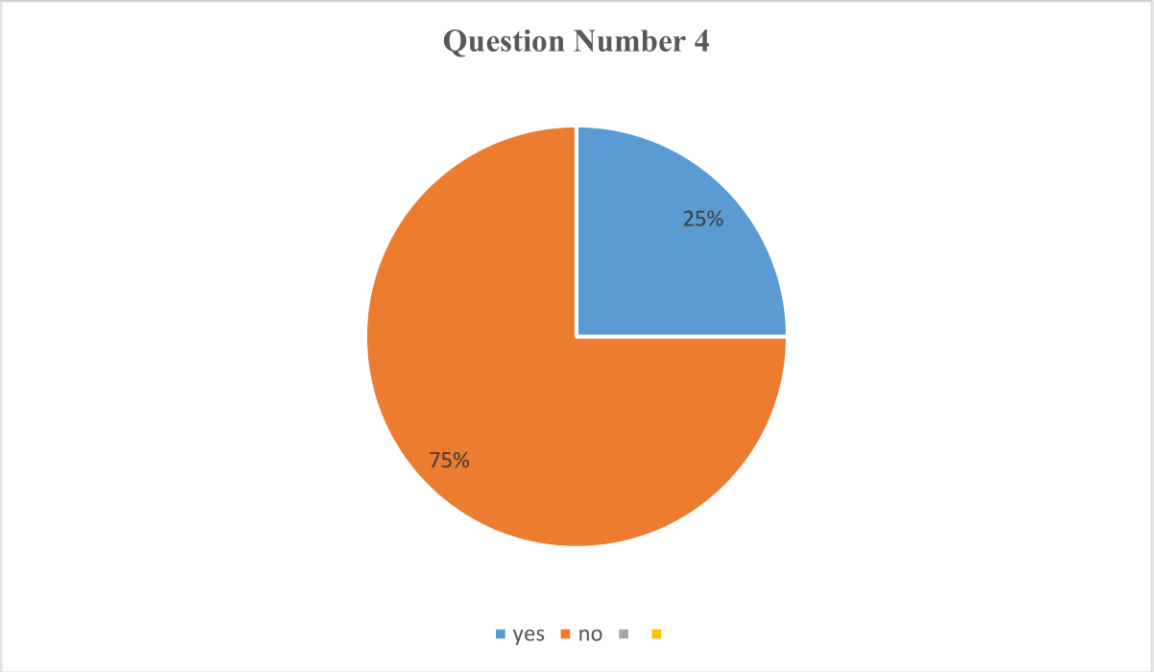

Figure 4.11

The Students' Opinion in Their Writing Skill to Develop the Ideas

Based on the figure above,5 or 25 % the students felt they can wrote a descriptive text. They said that during their writing English especially in descriptive text the students can develop their ideas well. Meanwhile, 15 or 75 % the students did not understand and feel difficult to wrote a descriptive text. They said that, they were could not rearrange the sentences as well as possible.

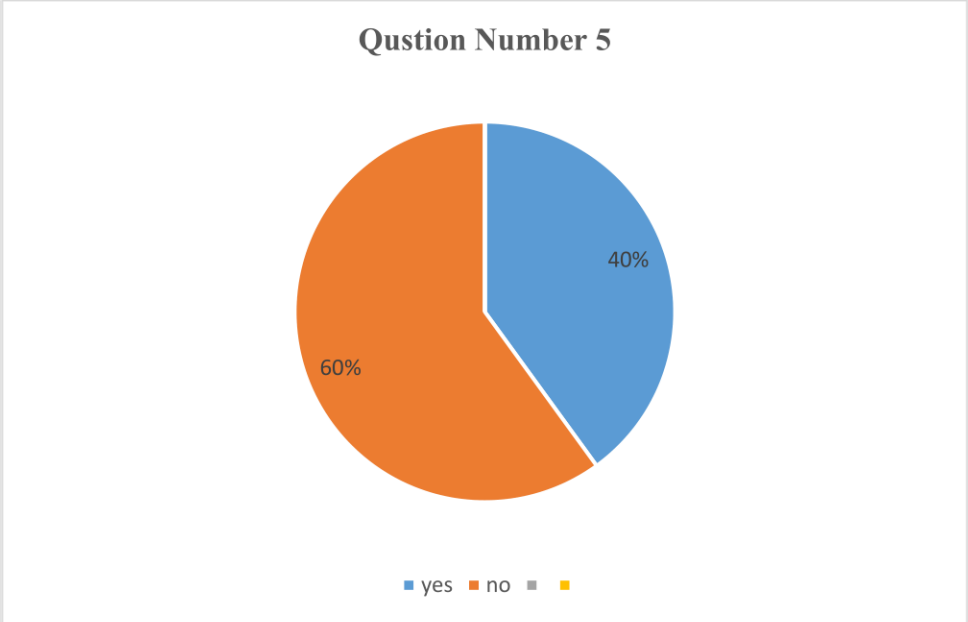

Figure 4.12

The Students' Opinion Have Good Grammar in writing Descriptive Text

Based on the figure above, 8 or 40 % the students have good grammar in writing descriptive text. write descriptive text. Meanwhile, 12 or 60 % the students could not wrote descriptive text correcly. The students said that grammar is difficult for them, because the students have limited bacground of grammar.

B. The Data Analysis

1. The Students' Writing Skill of Descriptive Text

The researcher carried out the research to the tenth grade students of SMAN 2 Kuok, the result was analyzed to make sure how the students' writing skill of descriptive text. In analyzing the students'writing skill of descriptive text, the researcher used the test. The test is the students wrote descriptive text related to the indicators of writing skill of descriptive text. The indicators are content, organization, vocabulary, grammar, and mechanisms.

From the finding of the research, the mean score of test is 49. The mean score result of test is located at category 0-49. The categorize of the students writing skill of descriptive text is poor level. It mean the students have problem in writing skill of descriptive text.

The students problem in writing skill of descriptive text are, first : The students lack of vocabulary, the mean score of students writing skill of descriptive text was 40%. Many of the students had poor choice of words. The ideas of the students were too general. It might be because the students did not know many vocabularies in English, lack of practices and faced difficulties in learning English.

few of students put the words which were contextually unsuitable. It makes the reader should re-read the text in order to comprehend the idea. Even, the students also use some Indonesian language if they did not know how to say the words in English. It

means that the students have to enrich their vocabularies. The Students only got the vocabulary input when the teacher explains the material not down for them.

It is related with the result of questionnaire, 55 % of the students have problem in vocabulary. The students said that they had studied how to make a good descriptive text but they did not succeed in composing a good descriptive text in using appropriate word. Meanwhile 45 % the students could master of vocabulary to make descriptive text in using appropriate word.

Second, the students skill in using appropriate grammar in writing descriptive text is poor. The mean score of the students writing skill of grammar is 40 %. It is located at 0 - 49. The categorized of the students writing skill of grammar is poor level. It means the students grammar understanding is bad in writing skill of descriptive text. It is related with the result of questionnaire, 60 % the students could not wrote descriptive text correctly. The students said that grammar is difficult for them, because the students had limited background of grammar. Meanwhile 40 % the students had good grammar, it would make the students easy to wrote descriptive text with correct grammar.

Third, the students difficult to develop the ideas when wrote descriptive text. The students who unable develop their ideas well. It might be because they do not understand how to develop the ideas. The students said that they had studied how to make a good wrote

descriptive text. But they did not succeed in composing a good descriptive text. Based on the result of questionnaire, 75 % the students did not understood and feel difficult to wrote descriptive text. Meanwhile, 25 % the students felt could wrote descriptive text. The students said that during their writing English especially in descriptive text the students could developing their ideas well.

It can be the researcher conclude that, the students writing skill of descriptive text is low. Especially in understanding of grammar, vocabulary and the last is the students were difficult to develop ideas in writing descriptive text.

C. Discussion

in this discussion of the result of students score and questionnaire of writing skill of descriptive text. The result of the test was low. Score the range showed that the mean score of the test 1. The test 1 of the students are categories excellent both poor. It mean the level of excellent is no students or 0 % students. The level good is 2 or 10 % students. The fairly good level is 7 or 35 % students. The weak level is 7 or 35 % students. The poor level is 4 or 20 % students.

From the discussion above the level of students in the test are low or poor. The students problem in writing skill of descriptive text are: the students were lack of vocabulary, it is indicate the students did not brought a dictionary when learning process, and the students think that

English vocabulary hard to be learned. The students should be always bring dictionary when English learning.

Then the students could not wrote descriptive text correctly, because the students have limited background of grammar. The students should be learn more about grammar and ask the teacher if did not understood about the formula, simple present tense should be used in descriptive text.

And the last, the students difficult to developing their ideas related to their topic. The students should be learn and always practice to writing English.

The students low score in writing skill because the students did not seriously to study especially in study writing skill of descriptive text .as we know that some students in the level of English in senior high school is lower that are the students did not like to study English. It is relationship with the result of questionnaire. The researcher saw that the students was bored when study English. The students dislike to wrote because writing is difficult.

Connected with the research, Nunan (1999) maintains that producing a coherent, fluent, extended writing piece is likely the most difficult thing in language since the reader has to comprehend what has been written without asking for clarification or relying on the writer's tone of voice or expression.

Chanderasegaran (2002: 14) indicates, “A problem to be expected in the writing classroom is that some students take much longer than others to write the required parts of the essay. Many never finish their writing in the class."

Based on some expert above, the researcher conclude that in learning writing skill is difficult. and need study hard for writing skill . the students need motivate from the teacher, and the teacher also need to be creative in teaching learning process .

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

This chapter deals with the conclusions concerning the result. The researcher focused on the students writing skill of descriptive text at tenth grade of SMAN 2 Kuok.

Based on the data presentation and the previous chapter, the researcher get conclusion from the research. The students writing skill of descriptive text is low. The result show the mean score of test is 49 %. It is classified that the students writing skill of descriptive text of test is poor level.

The result questionnaire 12 or 60% the students could learning descriptive text well. Meanwhile, 8 or 40% could not understand of writing descriptive text. It is supported the result of the students writing skill of descriptive text is low.

B. The Suggestion

1. Suggestion for the Students

The students should have write more about English, it will make the students easy when do exercise from teacher. And the students should study hard in learning English, especially for writing skill.

2. Suggestion for the Teacher

The teacher should find out why the students low in writing descriptive text, then teacher must find the solusion for students. A nd teacher should give more motivation for the students to be professional in English**.**

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Appendix 1

Sheet of the Test

Name : ADI Putra

Class : X1

Petunjuk :

1. Sebelum anda menulis, pilihlah judul yang sudah di tentukan.
2. Tulislah teks deskriptif sesuai dengan judul yang telah anda pilih.
   a. My Best Friend
   b. My School
   c. My Cat

my best Friend

I have a name Jodi Prayama. He is Life in Kuok City. Age 17 Old. He is the best my Friend. Jodi From to Jambi He is a nice

He is school SMAN 2 Kuok City, He is very good, clen, clever, and smart. He is hobby Football.

65

Content : 1
Grammar : 2
Vocabulary : 2
Organisation : 2
Mechanism : 2

Appendix 1

Sheet of the Test

Name : AHMAD FADLI

Class : X.1

Petunjuk :

1. Sebelum anda menulis, pilihlah judul yang sudah di tentukan.
2. Tulislah teks deskriptif sesuai dengan judul yang telah anda pilih.

   a. My Best Friend

   b. My School

   c. My Cat

My BEST FRIEND

I have friend name is Jodi, she is a student. His like girl and Read a Book in the library.

Father name is Sucipto and the Jab Farmer His school in Senior high school two kuok

His a good Friend Because His not Frendship

and hobbies Fishing

70

thanks you and Finish

Content : 4

Grammar : 2

vocabulary : 3

Organisation : 2

Mechanism : 2

Appendix 1

Sheet of the Test

Name : ANDREAN FEBRIAN

Class : X I

Petunjuk :

1. Sebelum anda menulis, pilihlah judul yang sudah di tentukan.
2. Tulislah teks deskriptif sesuai dengan judul yang telah anda pilih.
   a. My Best Friend
   b. My School
   c. My Cat

My Best Friend.

I have a friend. His name is ZUKRI, he is a student. He likes girl and read a book in the library.

His father name is subroto and the his job ~~pa~~ farmer. His school in senior high school ~~too~~ AMERIKA

His a good friend because his not friends hip.

and is Hobis

80

Content : 4

grammar : 3

vocabulary : 3

organisation : 3

Mechanism : 3

Appendix 1

Sheet of the Test

Name : Berti klaras Enjelika

Class : X 1

Petunjuk :

1. Sebelum anda menulis, pilihlah judul yang sudah di tentukan.
2. Tulislah teks deskriptif sesuai dengan judul yang telah anda pilih.
   a. My Best Friend
   b. My School
   c. My Cat

I have 1 fine hear name lili. Is live is Pulau empat dia berumur 17 lili orang nya cerewet dan dia suka Penggangu orang lain.

50

Content : 3
Grammar : 2
Vocabulary : 2
Organisation : 2
Mechanism : 2

Appendix 1

Sheet of the Test

Name : DELVY diyandra

Class : X. I.

Petunjuk :

1. Sebelum anda menulis, pilihlah judul yang sudah di tentukan.
2. Tulislah teks deskriptif sesuai dengan judul yang telah anda pilih.

a. My Best Friend

b. My School

c. My Cat

I have I fine Hear. name Nurul Izzati. Is live in Sei emas. I like Friend. She is Seventy. She Family there. my Friend ~~is~~ like Playing Volly ball

5.5

Content : 3
Grammar : 2
Vocabulary : 3
Organisation : 2
Mechanism : 1

Appendix 1

Sheet of the Test

Name : Emelya Anugerah Lukyta

Class : X.1.

Petunjuk :

1. Sebelum anda menulis, pilihlah judul yang sudah di tentukan.
2. Tulislah teks deskriptif sesuai dengan judul yang telah anda pilih.
   a. My Best Friend
   b. My School
   c. My Cat

My Best Friend

I have a best friend, her name is Ulfi Fatiatul Rahmi. She is 16 years old. She ~~is~~ lives in Pulau terap tengah. She brother 3 People. She likes traveling.

She is beutifull, and loyal. She is fat, her skin black Sweet, She is thin.

85

Content : 4
grammar : 4
Vocabulary : 3
Organisation : 3
Mechanism : 3

Appendix 1

Sheet of the Test

Name : INSYA ARFANI

Class : X^{1}

Petunjuk :

1. Sebelum anda menulis, pilihlah judul yang sudah di tentukan.
2. Tulislah teks deskriptif sesuai dengan judul yang telah anda pilih.
   a. My Best Friend
   b. My School
   c. My Cat

My cat

I have ~~my~~ cat name is Tom.
~~my~~ cat old 1 years. ~~my~~ cat
color is ~~back~~ black.

55

Content : 3
grammar : 2
vocabulary : 2
organisation : 2
Mechanism : 2

Appendix 1

Sheet of the Test

Name : Jodi prakama

Class : x 1

Petunjuk :

1. Sebelum anda menulis, pilihlah judul yang sudah di tentukan.
2. Tulislah teks deskriptif sesuai dengan judul yang telah anda pilih.

X My Best Friend

b. My School

c. My Cat

-Zayni Sang gitaris,

I have a ~~my~~ Frend his name is Zayni Siregar, ~~old teen~~. He is 16 years old age 16 old, he is The best my Frends. He can playing gitar, in fact, He is my teacher. interior playing gitar.

Zayni from ~~Fo~~ medan. He is a nice. my Friend. and I always happy playing with Him!.

70

1. Content : 4
2. Organization: 2
3. Vocabulary : 3
4. Grammar : 3
5. Mechanism: 2

Appendix 1

Sheet of the Test

Name : LILI KUSMAWATI PUTRI

Class : X1

Petunjuk :

1. Sebelum anda menulis, pilihlah judul yang sudah di tentukan.
2. Tulislah teks deskriptif sesuai dengan judul yang telah anda pilih.
   a. My Best Friend
   b. My School
   c. My Cat

MY Best friend

I have best friend, Her name is Sri anjanis old 16 year. her very censorious..
Sri live in Pi. empat. livo to gether Me
She is very good. pretty and very censorious she like eat

65

Content : 4
Grammar : 3
Vocabulary : 3
Organisation : 2
Mechanism : 1

Appendix 1

Sheet of the Test

Name : MUHAMMAD SYAHRONI

Class : XI

Petunjuk :

1. Sebelum anda menulis, pilihlah judul yang sudah di tentukan.
2. Tulislah teks deskriptif sesuai dengan judul yang telah anda pilih.

   a. My Best Friend

   b. My School

   c. My Cat

my Best Friend

I have 1 Fine Her name is DIO ARDHANSYAH Putra. He is life in kuok city. He is 1 age 17 old He is very long. He is Hobby is Calem Pung, Playing Football. His skin black sweet.

He is school in SMAN 2 kuok. He is very good, Clen, clever, and smart. ~~DIO is my~~ Best Frien

70

Content : 4
Grammar : 3
Vocabulary : 3
organisation : 2
Mechanism : 2

Appendix 1

Sheet of the Test

Name : M. ADIF NOR HAIZAT

Class : X 1

Petunjuk :

1. Sebelum anda menulis, pilihlah judul yang sudah di tentukan.
2. Tulislah teks deskriptif sesuai dengan judul yang telah anda pilih.
   a. My Best Friend
   b. My School
   c. My Cat

My cat

I have a cat. My cat colour white. I'm very happy have cat, every day playing together my cat

40

Content : 3
grammar : 2
Vocabulary : 1
Organisation : 1
Mechanism : 1

Appendix 1

Sheet of the Test

Name : Naaira

Class : x1

Petunjuk :

1. Sebelum anda menulis, pilihlah judul yang sudah di tentukan.
2. Tulislah teks deskriptif sesuai dengan judul yang telah anda pilih.
   a. My Best Friend
   b. My School
   c. My Cat

a. My Best Friend

~~I have a Best friend~~ her name ~~is emeliya, ulfi and bella. she is~~

I have a Best friend her name is Emeliya, she is ~~old~~ is old ~~is~~ years. she ~~is~~ Lives in pulau terep ~~teheng~~. tengah. she is nice person. and very beutifull and very good

7.5

Content : 4
grammar : 3
vocabulary : 4
Organisation : 2
Mechanism : 2

Appendix 1

Sheet of the Test

Name : Nora Fitri yani

Class : X.1

Petunjuk :

1. Sebelum anda menulis, pilihlah judul yang sudah di tentukan.
2. Tulislah teks deskriptif sesuai dengan judul yang telah anda pilih.
   a. My Best Friend
   b. My School
   c. My Cat

My Best Friend

I ~~have~~ Best Friend ~~his~~ name ikal belia safitri. he is people long, Beautiful, he kind ness. he From Pulau empat. we are like together. he Pleasure sullen, he people prohibition go back ~~with~~ when there is problem.

60

Content : 3
grammar : 3
Vocabulary : 3
organisation : 2
Mechanism : 1

Appendix 1

Sheet of the Test

Name : NURUL IZZATI

Class : X. I

Petunjuk :

1. Sebelum anda menulis, pilihlah judul yang sudah di tentukan.
2. Tulislah teks deskriptif sesuai dengan judul yang telah anda pilih.
   a. My Best Friend
   b. My School
   c. My Cat

My Best FRIend.

I Have a Delvy. She is Sixteen.
~~She from is Radiator~~. is Live in Radiator
I Like friend.
She family two ~~pe~~ peaple.
My friend it like playing Badminton.

4,5

content : 3
grammar : 2
vocabulary : 2
organisation : 1
mechanism : 1

Appendix 1

Sheet of the Test

Name : Rio Persal anugrah

Class : X,

Petunjuk :

1. Sebelum anda menulis, pilihlah judul yang sudah di tentukan.
2. Tulislah teks deskriptif sesuai dengan judul yang telah anda pilih.

(a.) My Best Friend

b. My School

c. My Cat

I have a best ~~fried~~ friend, His name is Abdul Sholeh. He is life in Pekawang city. He is 16 years old. He is good boy, smart, and handsome.

I and my best friend in friendship since I ~~school~~ in class 2 elementary school.

we ~~always~~ always play game ~~together~~. every thing together

85

Content : 4
Grammar : 3
Vocabulary : 5
Organisation : 3
Mechanism : 2

Appendix 1

Sheet of the Test

Name : SR I Organis

Class : X.1

Petunjuk :

1. Sebelum anda menulis, pilihlah judul yang sudah di tentukan.
2. Tulislah teks deskriptif sesuai dengan judul yang telah anda pilih.
   a. My Best Friend
   b. My School
   c. My Cat

My best Friend.

I have a best friend, her Name is. Lili Kusmawati putri. He is old 17 years. ~~her house is Kuok~~.
She is lives in Kuok, pulau Empat.
Lili is has 2 brother ~~2~~ people. She like eat and traveling.
She is beautiful, and censorious.

65

Content : 4
Grammar : 3
Vocabulary : 3
Organisation : 2
Mechanism : 1

Appendix 1

Sheet of the Test

Name : Syaifullizan Berkah

Class : X1

Petunjuk :

1. Sebelum anda menulis, pilihlah judul yang sudah di tentukan.
2. Tulislah teks deskriptif sesuai dengan judul yang telah anda pilih.
   a. My Best Friend
   b. My School
   c. My Cat

my school is beautiful, he student is smart my school very clear, head school name is mr. Marhawi Saleh he is head school very nice he make SMA 2 look very beautiful and clear. my school in lereng

65

Content : 3
grammar : 3
vocabulary : 3
organisation : 2
Mechanism : 2

Appendix 1

Sheet of the Test

Name : Wahyudi

Class : X.

Petunjuk :

1. Sebelum anda menulis, pilihlah judul yang sudah di tentukan.
2. Tulislah teks deskriptif sesuai dengan judul yang telah anda pilih.
   a. My Best Friend
   b. My School
   c. My Cat

My Best Friend

I have best friend is. Engkok
She from to Sungai durian, old 18 years
her house in Lerang, he high school to SMAN
2 kuok.
Father name is yono and mother is
name is Sudiya, he Job farmer, he student
Clever

70

1. Content = 4
2. Grammar = 3
3. Vocabulary = 3
4. Organization = 2
5. Mechanism = 2

Name : Ulfi

Class : X.1

Petunjuk :

1. Sebelum anda men
2. Tulislah teks deskr
   a. My Best Friend
   b. My School
   c. My Cat

~~I have~~ I
~~Sri ar~~
~~I ha~~
~~name is~~

I hav
is Sri arja
Live in Pu
~~Sh~~ Sri
She Like
is beutifu

Content : 3
Grammar : 2
Vocabulary : 2
Organisation : 2
Mechanism :

Appendix 1

Sheet of the Test

Name : Wahyudi

Class : X,

Petunjuk :

1. Sebelum anda menulis, pilihlah judul yang sudah di tentukan.
2. Tulislah teks deskriptif sesuai dengan judul yang telah anda pilih.
   a. My Best Friend
   b. My School
   c. My Cat

My Best Friend

I have best friend is. Engkok
She from to Sungai durian, old 18 years
her house lerang, he high school to SMA N
2 kuok.
Father name is yono and mother is
name Sudiya, he Job farmer, he student
Clever

70

1. Content = 4
2. Grammar = 3
3. Vocabulary = 3
4. Organization = 2
5. Mechanism = 2

Widya Warman.
X.1
B. Inggris.

Appendix 1

Sheet of the Test

Name : Widya Warman.

Class : X.1

Petunjuk :

1. Sebelum anda menulis, pilihlah judul yang sudah di tentukan.
2. Tulislah teks deskriptif sesuai dengan judul yang telah anda pilih.
   a. My Best Friend
   b. My School
   ~~x~~ My Cat

"My Cat"

I have a cat. my cat 1. years old. my cat colour ~~blon~~ brown. I named my cat is Chi mueruk. She is have 3 family.

55

Content : 3
Grammar : 3
Vocabulary : 2
Organization : 2
Mechanism : 1

APPENDIX II

QUESTIONNAIRE

Nama : ADI PUTRA

Kelas : XI

Petunjuk :

1. Tulis nama dan kelas di tempat yang telah di sediakan.
2. Berilah tanda silang (x) pada salah satu jawaban yang di pilih 'A' atau 'B' kemudian berikan alasannya.
3. Jawablah dengan jujur sesuai keadaan yang sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak di perkenankan bekerja sama dangan siswa lain dalam menjawab pertanyaan di bawah ini.
5. Terima kasih atas bantuan dan kerja samanya.

Pernyataan :

1. Saya senang mengikuti pembelajaran bahasa Inggris.

   A. Ya B. Tidak

   Alasan :
   Karena belajar bahasa inggris mudah di pelajari

2. Saya senang menulis dalam bahasa Inggris.

   A. Ya B. Tidak

   Alasan :
   Karena Penulisan kalimat sangat mudah diingat

3. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

A. Ya B. Tidak

Alasan :

4. Saya dapat mengembangkan ide pokok dalam menulis teks deskriptif.

A. Ya B. Tidak

Alasan :

5. Saya dapat menulis teks deskriptif dengan tata cara penulisan yang benar.

A. Ya B. Tidak

Alasan :

APPENDIX II

QUESTIONNAIRE

Nama : AHMAD FADLI

Kelas : X.1

Petunjuk :

1. Tulis nama dan kelas di tempat yang telah di sediakan.
2. Berilah tanda silang (x) pada salah satu jawaban yang di pilih 'A' atau 'B' kemudian berikan alasannya.
3. Jawablah dengan jujur sesuai keadaan yang sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak di perkenankan bekerja sama dangan siswa lain dalam menjawab pertanyaan di bawah ini.
5. Terima kasih atas bantuan dan kerja samanya.

Pernyataan :

1. Saya senang mengikuti pembelajaran bahasa Inggris.

   X. Ya B. Tidak

   Alasan :

   karena Bahasa Inggris itu mudah kecuali menulis

2. Saya senang menulis dalam bahasa Inggris.

   A.Ya X. Tidak

   Alasan :

   karena menulis nya Rumit

3. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

X A. Ya B. Tidak

Alasan :
karna saya tau sedikit kosa kata.

4. Saya dapat mengembangkan ide pokok dalam menulis teks deskriptif.

A. Ya X B. Tidak

Alasan :
karna saya tdak paham.

5. Saya dapat menulis teks deskriptif dengan tata cara penulisan yang benar.

X A. Ya B. Tidak

Alasan :
terkadang benar tetapi lbh banyak salah

APPENDIX II

QUESTIONNAIRE

Nama : ANDREAN PEBRIAN

Kelas : X I

Petunjuk :

1. Tulis nama dan kelas di tempat yang telah di sediakan.
2. Berilah tanda silang (x) pada salah satu jawaban yang di pilih 'A' atau 'B' kemudian berikan alasannya.
3. Jawablah dengan jujur sesuai keadaan yang sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak di perkenankan bekerja sama dangan siswa lain dalam menjawab pertanyaan di bawah ini.
5. Terima kasih atas bantuan dan kerja samanya.

Pernyataan :

1. Saya senang mengikuti pembelajaran bahasa Inggris.

   (A) Ya B. Tidak

   Alasan : SUPAYA SAYA DAPAT BERBICARA BAHASA INGGRIS.

2. Saya senang menulis dalam bahasa Inggris.

   (A) Ya B. Tidak

   Alasan : BIAR LEBIH MUDAH MENGINGAT KATA BAHASA INGGRIS.

3. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

A. Ya (B.) Tidak

Alasan : karna tidak mengerti

4. Saya dapat mengembangkan ide pokok dalam menulis teks deskriptif.

A. Ya (B.) Tidak

Alasan : karna. Tidak mengerti.

5. Saya dapat menulis teks deskriptif dengan tata cara penulisan yang benar.

A. Ya (B.) Tidak

Alasan : karna tidak mengerti

APPENDIX II

QUESTIONNAIRE

Nama : Emelya Anugerah Lukyta

Kelas : X-1.

Petunjuk :

1. Tulis nama dan kelas di tempat yang telah di sediakan.
2. Berilah tanda silang (x) pada salah satu jawaban yang di pilih 'A' atau 'B' kemudian berikan alasannya.
3. Jawablah dengan jujur sesuai keadaan yang sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak di perkenankan bekerja sama dangan siswa lain dalam menjawab pertanyaan di bawah ini.
5. Terima kasih atas bantuan dan kerja samanya.

Pernyataan :

1. Saya senang mengikuti pembelajaran bahasa Inggris.

   X Ya B. Tidak

   Alasan : karena bahasa inggris itu sangat menyenangkan. Ada susah2, suitnya - tapi b.inggris membuat saya happy

2. Saya senang menulis dalam bahasa Inggris.

   XYa B. Tidak

   Alasan :

3. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

A. Ya B. Tidak

Alasan :

4. Saya dapat mengembangkan ide pokok dalam menulis teks deskriptif.

A. Ya B. Tidak

Alasan :

5. Saya dapat menulis teks deskriptif dengan tata cara penulisan yang benar.

A. Ya B. Tidak

Alasan :

APPENDIX II

QUESTIONNAIRE

Nama : Bella klaras Enjelika

Kelas : X I

Petunjuk :

1. Tulis nama dan kelas di tempat yang telah di sediakan.
2. Berilah tanda silang (x) pada salah satu jawaban yang di pilih 'A' atau 'B' kemudian berikan alasannya.
3. Jawablah dengan jujur sesuai keadaan yang sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak di perkenankan bekerja sama dangan siswa lain dalam menjawab pertanyaan di bawah ini.
5. Terima kasih atas bantuan dan kerja samanya.

Pernyataan :

1. Saya senang mengikuti pembelajaran bahasa Inggris.

   (A.) Ya B. Tidak

   Alasan :
   karna guru nya bisa membuat aku mengerti tentang pelajaran berbahasa inggris

2. Saya senang menulis dalam bahasa Inggris.

   A.Ya (X) B. Tidak

   Alasan :
   karna ~~ber~~ tulisan bahasa inggris sangat susah harus melihat nya dengan benar xx

3. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

A. Ya (B) Tidak

Alasan : karna bagi saya sulit

4. Saya dapat mengembangkan ide pokok dalam menulis teks deskriptif.

A. Ya ~~B.~~ Tidak

Alasan : karna susah

5. Saya dapat menulis teks deskriptif dengan tata cara penulisan yang benar.

A. Ya ~~B.~~ Tidak

Alasan : karna saya tidak tau

APPENDIX II

QUESTIONNAIRE

Nama : Dewy Dyandita.

Kelas : X I

Petunjuk :

1. Tulis nama dan kelas di tempat yang telah di sediakan.
2. Berilah tanda silang (x) pada salah satu jawaban yang di pilih 'A' atau 'B' kemudian berikan alasannya.
3. Jawablah dengan jujur sesuai keadaan yang sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak di perkenankan bekerja sama dangan siswa lain dalam menjawab pertanyaan di bawah ini.
5. Terima kasih atas bantuan dan kerja samanya.

Pernyataan :

1. Saya senang mengikuti pembelajaran bahasa Inggris.

   X A. Ya B. Tidak

   Alasan :
   Karna belajar bahasa Inggris itu asik

2. Saya senang menulis dalam bahasa Inggris.

   A.Ya X B. Tidak

   Alasan :
   Karna Saya tidak bisa menulis dalam menggunakan bahasa Inggris dan sulit

3. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

A. Ya B. Tidak

Alasan :
Karna bagi saya Rajah

4. Saya dapat mengembangkan ide pokok dalam menulis teks deskriptif.

A. Ya B. Tidak

Alasan :
di karnakan saya tidak mampu untuk berfikir dalam dalam berbahasa inggris

5. Saya dapat menulis teks deskriptif dengan tata cara penulisan yang benar.

A. Ya B. Tidak

Alasan :
karna menulis dengan benar / gremer iku sangat sulit bagi saya

APPENDIX II

QUESTIONNAIRE

Nama : INSYA ARFANI

Kelas : X

Petunjuk :

1. Tulis nama dan kelas di tempat yang telah di sediakan.
2. Berilah tanda silang (x) pada salah satu jawaban yang di pilih 'A' atau 'B' kemudian berikan alasannya.
3. Jawablah dengan jujur sesuai keadaan yang sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak di perkenankan bekerja sama dangan siswa lain dalam menjawab pertanyaan di bawah ini.
5. Terima kasih atas bantuan dan kerja samanya.

Pernyataan :

1. Saya senang mengikuti pembelajaran bahasa Inggris.

   X A. Ya B. Tidak

   Alasan : karna saya suka plajaran bhasa Inggris

2. Saya senang menulis dalam bahasa Inggris.

   X A. Ya B. Tidak

   Alasan : karna belajar berbahasa inggris perlu tantangan dan saya suka tantangan

3. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

X A. Ya B. Tidak

Alasan : karna tlah di ajarkan

4. Saya dapat mengembangkan ide pokok dalam menulis teks deskriptif.

A. Ya X B. Tidak

Alasan : karna blum paham.

5. Saya dapat menulis teks deskriptif dengan tata cara penulisan yang benar.

X A. Ya B. Tidak

Alasan : A karna sudah di ajarkan

APPENDIX II

QUESTIONNAIRE

Nama : Jodi pratama

Kelas : x1

Petunjuk :

1. Tulis nama dan kelas di tempat yang telah di sediakan.
2. Berilah tanda silang (x) pada salah satu jawaban yang di pilih 'A' atau 'B' kemudian berikan alasannya.
3. Jawablah dengan jujur sesuai keadaan yang sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak di perkenankan bekerja sama dangan siswa lain dalam menjawab pertanyaan di bawah ini.
5. Terima kasih atas bantuan dan kerja samanya.

Pernyataan :

1. Saya senang mengikuti pembelajaran bahasa Inggris.

   A. Ya B. Tidak

   Alasan : karna bahasa inggris itu menyenangkan dan bahasa global

2. Saya senang menulis dalam bahasa Inggris.

   A. Ya B. Tidak

   Alasan : karna saya ~~tidak~~ menyukai bahasa inggris.

3. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

A. Ya B. Tidak

Alasan :
karna saya sudah belajar

4. Saya dapat mengembangkan ide pokok dalam menulis teks deskriptif.

A. Ya B. Tidak

Alasan : karna saya sudah memahami materi ini

5. Saya dapat menulis teks deskriptif dengan tata cara penulisan yang benar.

X Ya B. Tidak

Alasan : karna sudah terbiasa.

APPENDIX II

QUESTIONNAIRE

Nama : LILI KUSMAWATI PUTRI

Kelas : XI

Petunjuk :

1. Tulis nama dan kelas di tempat yang telah di sediakan.
2. Berilah tanda silang (x) pada salah satu jawaban yang di pilih 'A' atau 'B' kemudian berikan alasannya.
3. Jawablah dengan jujur sesuai keadaan yang sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak di perkenankan bekerja sama dangan siswa lain dalam menjawab pertanyaan di bawah ini.
5. Terima kasih atas bantuan dan kerja samanya.

Pernyataan :

1. Saya senang mengikuti pembelajaran bahasa Inggris.

   X A. Ya B. Tidak

   Alasan : karna menyenangkan

2. Saya senang menulis dalam bahasa Inggris.

   X A. Ya B. Tidak

   Alasan :

3. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

A. Ya B. Tidak

Alasan : karna agak menyulitkan

4. Saya dapat mengembangkan ide pokok dalam menulis teks deskriptif.

A. Ya B. Tidak

Alasan :

5. Saya dapat menulis teks deskriptif dengan tata cara penulisan yang benar.

A. Ya B. Tidak

Alasan :

APPENDIX II

QUESTIONNAIRE

Nama : M. ADIE NOR HAIZAT

Kelas : X 1

Petunjuk :

1. Tulis nama dan kelas di tempat yang telah di sediakan.
2. Berilah tanda silang (x) pada salah satu jawaban yang di pilih 'A' atau 'B' kemudian berikan alasannya.
3. Jawablah dengan jujur sesuai keadaan yang sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak di perkenankan bekerja sama dangan siswa lain dalam menjawab pertanyaan di bawah ini.
5. Terima kasih atas bantuan dan kerja samanya.

Pernyataan :

1. Saya senang mengikuti pembelajaran bahasa Inggris.

   X. Ya B. Tidak

   Alasan :

   karna belajar bahasa inggris ~~bisa~~ ~~bisa~~ sangat mudah dan menyenangkan.

2. Saya senang menulis dalam bahasa Inggris.

   X. Ya B. Tidak

   Alasan : karna menulis dalam bahasa inggris bisa tahu tulisannya.

3. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

A. Ya B. Tidak

Alasan :
karna saya tau.

4. Saya dapat mengembangkan ide pokok dalam menulis teks deskriptif.

A. Ya B. Tidak

Alasan :
karna saya bisa.

5. Saya dapat menulis teks deskriptif dengan tata cara penulisan yang benar.

A. Ya B. Tidak

Alasan :
karna saya tidak paham.

APPENDIX II

QUESTIONNAIRE

Nama : MUHAMMAD SYAHROMI

Kelas : XI

Petunjuk :

1. Tulis nama dan kelas di tempat yang telah di sediakan.
2. Berilah tanda silang (x) pada salah satu jawaban yang di pilih 'A' atau 'B' kemudian berikan alasannya.
3. Jawablah dengan jujur sesuai keadaan yang sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak di perkenankan bekerja sama dangan siswa lain dalam menjawab pertanyaan di bawah ini.
5. Terima kasih atas bantuan dan kerja samanya.

Pernyataan :

1. Saya senang mengikuti pembelajaran bahasa Inggris.

   X. Ya B. Tidak

   Alasan :
   karna gurunya baik, tidak pernah marah**, dan blajar dgn gurunya cepat mengerti

2. Saya senang menulis dalam bahasa Inggris.

   X.Ya B. Tidak

   Alasan :
   karna saya bisa menulis paling tidak sedikit, dan saya bisa menghapalnya, karna bahasa ini sangat perlu untuk saya nanti

3. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

A. Ya B. Tidak

Alasan :
Karna Saya Suka menulis dan saya tau kosa kata yang baru

4. Saya dapat mengembangkan ide pokok dalam menulis teks deskriptif.

A. Ya B. Tidak

Alasan :
Karna otak saya belum sampai / bisa menjangkau

5. Saya dapat menulis teks deskriptif dengan tata cara penulisan yang benar.

A. Ya B. Tidak

Alasan :
Karna Saya Suda Pernah belajar

APPENDIX II

QUESTIONNAIRE

Nama : NAZIRA.

Kelas : X-1

Petunjuk :

1. Tulis nama dan kelas di tempat yang telah di sediakan.
2. Berilah tanda silang (x) pada salah satu jawaban yang di pilih 'A' atau 'B' kemudian berikan alasannya.
3. Jawablah dengan jujur sesuai keadaan yang sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak di perkenankan bekerja sama dangan siswa lain dalam menjawab pertanyaan di bawah ini.
5. Terima kasih atas bantuan dan kerja samanya.

Pernyataan :

1. Saya senang mengikuti pembelajaran bahasa Inggris.

   X A. Ya B. Tidak

   Alasan :
   karna miss yang mengajari kami orangnya sopan dan baik maka kami akan senang mengikuti mata pelajaran itu

2. Saya senang menulis dalam bahasa Inggris.

   X A. Ya B. Tidak

   Alasan :
   karna saya senang menulis

3. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

A. Ya B. Tidak

Alasan :
karna saya tidak hafal kosa katanya

4. Saya dapat mengembangkan ide pokok dalam menulis teks deskriptif.

A. Ya B. Tidak

Alasan :
karna saya tidak bisa.

5. Saya dapat menulis teks deskriptif dengan tata cara penulisan yang benar.

A. Ya B. Tidak

Alasan :
karna saya tidak bohi menulis.

APPENDIX II

QUESTIONNAIRE

Nama : Nora fitri yani

Kelas : X.1

Petunjuk :

1. Tulis nama dan kelas di tempat yang telah di sediakan.
2. Berilah tanda silang (x) pada salah satu jawaban yang di pilih 'A' atau 'B' kemudian berikan alasannya.
3. Jawablah dengan jujur sesuai keadaan yang sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak di perkenankan bekerja sama dangan siswa lain dalam menjawab pertanyaan di bawah ini.
5. Terima kasih atas bantuan dan kerja samanya.

Pernyataan :

1. Saya senang mengikuti pembelajaran bahasa Inggris.

   A. Ya B. Tidak

   Alasan : karna saya suka b inggris

2. Saya senang menulis dalam bahasa Inggris.

   A.Ya B. Tidak

   Alasan : karna saya suka menulis

3. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

A. Ya B. Tidak

Alasan : karna pelajaran ini susah di pahami

4. Saya dapat mengembangkan ide pokok dalam menulis teks deskriptif.

A. Ya B. Tidak

Alasan : karna sulit bagi saya

5. Saya dapat menulis teks deskriptif dengan tata cara penulisan yang benar.

A. Ya B. Tidak

Alasan : karna susah dan saya tidak mengerti .

APPENDIX II

QUESTIONNAIRE

Nama : NURUL IZZATI

Kelas : X I

Petunjuk :

1. Tulis nama dan kelas di tempat yang telah di sediakan.
2. Berilah tanda silang (x) pada salah satu jawaban yang di pilih 'A' atau 'B' kemudian berikan alasannya.
3. Jawablah dengan jujur sesuai keadaan yang sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak di perkenankan bekerja sama dangan siswa lain dalam menjawab pertanyaan di bawah ini.
5. Terima kasih atas bantuan dan kerja samanya.

Pernyataan :

1. Saya senang mengikuti pembelajaran bahasa Inggris.

   X A. Ya B. Tidak

   Alasan : Karna saya senang dengan guru nya

   Alasannya : karena pelajarannya

2. Saya senang menulis dalam bahasa Inggris.

   X A. Ya B. Tidak

   Alasan : Karna saya hobi menulis

3. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

A. Ya B. Tidak

Alasan : Karna saya senang dan tau kosa kata

4. Saya dapat mengembangkan ide pokok dalam menulis teks deskriptif.

A. Ya B. Tidak

Alasan : karna sulit

5. Saya dapat menulis teks deskriptif dengan tata cara penulisan yang benar.

A. Ya B. Tidak

Alasan : karna saya bisa tau Penulisan yang benar

APPENDIX II

QUESTIONNAIRE

Nama : Rio Persal Anugrah

Kelas : X1

Petunjuk :

1. Tulis nama dan kelas di tempat yang telah di sediakan.
2. Berilah tanda silang (x) pada salah satu jawaban yang di pilih 'A' atau 'B' kemudian berikan alasannya.
3. Jawablah dengan jujur sesuai keadaan yang sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak di perkenankan bekerja sama dangan siswa lain dalam menjawab pertanyaan di bawah ini.
5. Terima kasih atas bantuan dan kerja samanya.

Pernyataan :

1. Saya senang mengikuti pembelajaran bahasa Inggris.

   X A. Ya B. Tidak

   Alasan :
   Karena B. inggris dapat menambah ilmu saya ddlam brdang Bahasa asing

2. Saya senang menulis dalam bahasa Inggris.

   X A. Ya B. Tidak

   Alasan :
   Untuk meldih keterampilan Berbahasa inggris saya. Saya selalu mencoba** membuat kalimat pada selembar kertas dengan menggunakan B. inggris

3. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

A. Ya B. Tidak

Alasan :
insya allah saya bisa

4. Saya dapat mengembangkan ide pokok dalam menulis teks deskriptif.

A. Ya B. Tidak

Alasan :

5. Saya dapat menulis teks deskriptif dengan tata cara penulisan yang benar.

A. Ya B. Tidak

Alasan :

SMAN 2 KUOK.

APPENDIX II

QUESTIONNAIRE

Nama : [signature] arJanis.

Kelas : X.1

Petunjuk :

1. Tulis nama dan kelas di tempat yang telah di sediakan.
2. Berilah tanda silang (x) pada salah satu jawaban yang di pilih 'A' atau 'B' kemudian berikan alasannya.
3. Jawablah dengan jujur sesuai keadaan yang sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak di perkenankan bekerja sama dangan siswa lain dalam menjawab pertanyaan di bawah ini.
5. Terima kasih atas bantuan dan kerja samanya.

Pernyataan :

1. Saya senang mengikuti pembelajaran bahasa Inggris.

   ~~A.~~ Ya B. Tidak

   Alasan : karna b. inggris itu asyik.

2. Saya senang menulis dalam bahasa Inggris.

   ~~A.~~ Ya ~~B.~~ Tidak

   Alasan : karna saya hobi menulis.

3. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

A. Ya B. Tidak

Alasan : karna saya tidak hapal kosa katanya .

4. Saya dapat mengembangkan ide pokok dalam menulis teks deskriptif.

A. Ya B. Tidak

Alasan : karna saya tidak suka ~~me~~ & saya tidak pandai .

5. Saya dapat menulis teks deskriptif dengan tata cara penulisan yang benar.

A. Ya B. Tidak

Alasan : karna ~~saya~~ saya tidak tau penulisan b.inggris yang benar itu .

APPENDIX II

QUESTIONNAIRE

Nama : Syaifullizan Berkah

Kelas : X 1

Petunjuk :

1. Tulis nama dan kelas di tempat yang telah di sediakan.
2. Berilah tanda silang (x) pada salah satu jawaban yang di pilih 'A' atau 'B' kemudian berikan alasannya.
3. Jawablah dengan jujur sesuai keadaan yang sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak di perkenankan bekerja sama dangan siswa lain dalam menjawab pertanyaan di bawah ini.
5. Terima kasih atas bantuan dan kerja samanya.

Pernyataan :

1. Saya senang mengikuti pembelajaran bahasa Inggris.

   X Ya B. Tidak

   Alasan : Saya dapat menambah ilmu pengetahuan dalam berbahasa asing.

2. Saya senang menulis dalam bahasa Inggris.

   X Ya B. Tidak

   Alasan : supaya Saya bisa menulis dalam bahasa asing.

3. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

A. Ya B. Tidak

Alasan :

4. Saya dapat mengembangkan ide pokok dalam menulis teks deskriptif.

A. Ya B. Tidak

Alasan :

5. Saya dapat menulis teks deskriptif dengan tata cara penulisan yang benar.

A. Ya B. Tidak

Alasan :

APPENDIX II

QUESTIONNAIRE

Nama : Alfi Fatiatul Rahmi

Kelas : X-1

Petunjuk :

1. Tulis nama dan kelas di tempat yang telah di sediakan.
2. Berilah tanda silang (x) pada salah satu jawaban yang di pilih 'A' atau 'B' kemudian berikan alasannya.
3. Jawablah dengan jujur sesuai keadaan yang sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak di perkenankan bekerja sama dangan siswa lain dalam menjawab pertanyaan di bawah ini.
5. Terima kasih atas bantuan dan kerja samanya.

Pernyataan :

1. Saya senang mengikuti pembelajaran bahasa Inggris.

   X A. Ya B. Tidak

   Alasan : karena bahasa inggris itu mudah di mengerti.

2. Saya senang menulis dalam bahasa Inggris.

   X A. Ya B. Tidak

   Alasan : karna menulis b.inggris itu sangat asyik.

3. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

A. Ya B. Tidak

Alasan : karna saya tidak hapal vocabuleri

4. Saya dapat mengembangkan ide pokok dalam menulis teks deskriptif.

A. Ya B. Tidak

Alasan : karna susah.

5. Saya dapat menulis teks deskriptif dengan tata cara penulisan yang benar.

A. Ya B. Tidak

Alasan : karna susah & saya tidak Paham.

APPENDIX II

QUESTIONNAIRE

Nama : WAHYUDI

Kelas : X1

Petunjuk :

1. Tulis nama dan kelas di tempat yang telah di sediakan.
2. Berilah tanda silang (x) pada salah satu jawaban yang di pilih 'A' atau 'B' kemudian berikan alasannya.
3. Jawablah dengan jujur sesuai keadaan yang sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak di perkenankan bekerja sama dangan siswa lain dalam menjawab pertanyaan di bawah ini.
5. Terima kasih atas bantuan dan kerja samanya.

Pernyataan :

1. Saya senang mengikuti pembelajaran bahasa Inggris.

   X A. Ya B. Tidak

   Alasan :
   krna Saya Suka Mempraktek kan bahasa inggris di rumah

2. Saya senang menulis dalam bahasa Inggris.

   X A. Ya B. Tidak

   Alasan :
   krna menulis bahasa inggris itu mudah

3. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

~~A~~. Ya B. Tidak

Alasan :
krna saya hapal vokabulari yg baru

4. Saya dapat mengembangkan ide pokok dalam menulis teks deskriptif.

~~A~~. Ya B. Tidak

Alasan :
krna Ide Pokok Suatu text itu Mudah di tentukan

5. Saya dapat menulis teks deskriptif dengan tata cara penulisan yang benar.

A. Ya ~~B~~ Tidak

Alasan :
krna Saya Sulit dalam menulis Para grafnya

Widya Warman.
X.1
B.inggris.

APPENDIX II

QUESTIONNAIRE

Nama :

Kelas :

Petunjuk :

1. Tulis nama dan kelas di tempat yang telah di sediakan.
2. Berilah tanda silang (x) pada salah satu jawaban yang di pilih 'A' atau 'B' kemudian berikan alasannya.
3. Jawablah dengan jujur sesuai keadaan yang sebenarnya.
4. Jawaban tidak akan mempengaruhi nilai mata pelajaran bahasa Inggris dan tidak di perkenankan bekerja sama dangan siswa lain dalam menjawab pertanyaan di bawah ini.
5. Terima kasih atas bantuan dan kerja samanya.

Pernyataan :

1. Saya senang mengikuti pembelajaran bahasa Inggris.

   X Ya B. Tidak

   Alasan : karna saya suka.

2. Saya senang menulis dalam bahasa Inggris.

   X Ya B. Tidak

   Alasan : karna saya hobi menulis

3. Saya dapat menulis teks deskriptif dalam bahasa Inggris menggunakan kosa kata sesuai dengan conteks.

A. Ya B. Tidak

Alasan :
karna saya tidak tau -

4. Saya dapat mengembangkan ide pokok dalam menulis teks deskriptif.

A. Ya B. Tidak

Alasan :
karna saya tidak pandai dan kurang mengerti

5. Saya dapat menulis teks deskriptif dengan tata cara penulisan yang benar.

A. Ya B. Tidak

Alasan :
karna saya tidak paham.

APENDIX 3

THE STUDENTS' SCORE OF TEST

NO	STUDENTS	C	G	V	O	M	SCORE	LEVEL
1	ADI PUTRA	4	2	3	2	2	65	FAIRLY GOOD
2	AHMAD FADLI	4	2	3	2	2	70	FAIRLY GOOD
3	ANDREAN FEBRIAN	4	3	3	3	3	80	EXCELLENT
4	BELLA KLARAS ANJELIKA	3	2	2	2	1	50	WEAK
5	DELVY DIYANDRA	3	2	3	2	1	55	WEAK
6	EMELYA ANUGARAH LUKYTA	4	4	3	3	3	85	EXCELLENT
7	INSYA ARFANI	3	2	2	2	2	55	WEAK
8	JODI PRATAMA	4	3	3	2	2	70	GOOD
9	LILI KUSMAWATI PUTRI	4	3	3	2	1	65	FAIRLY GOOD
10	M.SYAHRONI	4	3	3	2	2	70	GOOD
11	M. ADIF NOR HAIZAT	3	2	1	1	1	40	POOR
12	NAZIRA	4	3	4	2	2	75	GOOD
13	NORA FITRIYANI	3	3	3	2	1	60	FAIRLY GOOD
14	NURUL IZZATI	3	2	2	1	1	45	POOR
15	RIO PERSAL ANUGARAH	4	3	5	3	2	85	EXCELLENT
16	SRI ARJANIS	4	3	3	2	1	65	FAIRLY GOOD
17	SYAIFUL LIZAN BERKAH	3	3	3	2	2	65	FAIRLY GOOD
18	ULFI FATIYATUL RAHMI	3	2	2	2	2	55	WEAK
19	WAHYUDI	4	3	3	2	2	70	GOOD
20	WIDYA WARMAN	3	3	2	2	1	55	WEAK
	TOTAL						1090	

APPENDIX IV

THE RESULT OF QUESTIONNAIRE

NO	NAME	NUMBER OF QUETIONNAIRE					TOTAL
		1	**2**	**3**	**4**	**5**	
1	ADI PUTRA	1	1	0	0	1	3
2	AHMAD FADLI	1	0	1	0	1	3
3	ANDREAN FEBRIAN	1	1	0	0	0	2
4	BELLA KLARAS ANJELIKA	1	0	0	0	0	1
5	DELVY DIYANDRA	1	0	0	0	0	1
6	EMELIYA ANUGARAH L	1	1	0	0	0	2
7	INSYA ARFANI	1	1	1	0	1	4
8	JODI PRATAMA	1	1	1	1	1	5
9	LILI KUSMAWATI PUTRI	1	1	0	1	1	4
10	M. ADIF NOR HAIZAT	1	1	1	1	0	4
11	M.SYAHRONI	1	1	1	0	1	4
12	NAZIRA	1	1	0	0	0	2
13	NORA FITRIYANI	1	1	0	0	0	2
14	NURUL IZZATI	1	1	1	0	1	4
15	RIO PERSAL ANUGARAH	1	1	1	1	0	4
16	SRI ARJANIS	1	1	0	0	0	2
17	SYAIFUL LIZAN BERKAH	1	1	1	1	0	4
18	ULFI FATIYATUL RAHMI	1	1	0	0	0	2
19	WAHYUDI	1	1	1	1	0	4
20	WIDYA WARMAN	1	1	0	0	0	2
	TOTAL	20	17	9	6	7	59
	MEAN %	100	85	45	30	35	295

APPENDIX V

THE STUDENTS' SCORE IN WRITING SKILL OF DESCRIPTIVE TEXT

No	Name	Content					Organization					vocabulary					Grammar					Mechanism				
		Excelle	Good	Fairly Good	weak	Poor	Excellent	Good	Fairly Good	weak	Poor	Excellent	Good	Fairly Good	weak	Poor	Excellent	Good	Fairly Good	weak	Poor	Excellent	Good	Fairly Good	weak	Poor
1	ADI PUTRA	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0
2	AHMAD FADLI	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0
3	ANDREAN FEBRIAN	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0
4	BELLA KLARAS ANJELIKA	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1
5	DELVY DIYANDRA	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1
6	EMELYA ANUGARAH LUKYTA	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0
7	INSYA ARFANI	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0
8	JODI PRATAMA	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0
9	LILI KUSMAWATI PUTRI	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1
10	M.SYAHRONI	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0
11	M. ADIF NOR HAIZAT	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1
12	NAZIRA	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0
13	NORA FITRIYANI	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1
14	NURUL IZZATI	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1
15	RIO PERSAL ANUGARAH	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0
16	SRI ARJANIS	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1
17	SYAIFUL LIZAN BERKAH	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0
18	ULFI FATIYATUL RAHMI	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0
19	WAHYUDI	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0
20	WIDYA WARMAN	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1
	TOTAL	**0**	**11**	**9**	**0**	**0**	**0**	**0**	**3**	**14**	**3**	**1**	**1**	**12**	**5**	**1**	**0**	**1**	**11**	**8**	**0**	**0**	**0**	**2**	**10**	**8**
	MEAN	**0**	**55**	**45**	**0**	**0**	**0**	**0**	**15**	**70**	**15**	**5**	**5**	**60**	**25**	**5**	**0**	**5**	**55**	**40**	**0**	**0**	**0**	**10**	**50**	**40**

CURRICULUM VITAE

The writer's name is Nur Halimah. I was born in Batu Bersurat on September 24th, 1993. I am the fourth child of Mr. Marjilis and Mrs. Rosdiana. I have 3 sister and 3 brothers. I live at Ranahsungkai, Kampar Regency, Riau Province.

The writer was began studied in Elementary School at SDI Al-Hasanah in 2001 and graduated in 2007. I was continued my studied in MTs Syekh Yusuf Zahidi Ranahsungkai and graduted in 2010. After that, I was continued my studied to MAS Islamic Centere Al-Hidayah Kampar and graduated in 2013. After finished my studied in MAS Islamic Center decided to studied in English Study Program of Faculty of Education University of Pahlawan Tuanku Tambusai.

DOCUMENTATION

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SURAT KETERANGAN
NOMOR : 422/SMAN2K/2017/790

Yang bertanda tangan dibawah ini Kepala Sekolah SMA Negeri 2 Kuok :

Nama	**: Drs. MARDAWI SALEH**
NIP	**: 19680314 199403 1 017**
Pangkat/Golongan	**: Pembina/IVa**
Jabatan	**: Kepala Sekolah**

Dengan ini menyatakan bahwa nama-nama tersebut dibawah ini :

Nama	: NUR HALIMAH
NIM	: 1588203011
Universitas	: Universitas Pahlawan Tuanku Tambusai
Program Studi	: Pendidikan B. Inggris
Jenjang	: S.1
Alamat	: Kuok
Judul Penelitian	: AN ANALYSIS ON STUDENT'S WRITING SKILL OF DESCRIPTIVE TEXT AT TENTH GRADE OF SMAN 2 KUOK
Lokasi	: SMA NEGERI 2 KUOK KABUPATEN KAMPAR

Nama tersebut diatas benar telah melakukan kegiatan Riset dan Pengumpulan data (Survey) di SMA Negeri 2 Kuok terhitung 29 April s/d 04 Mei 2017.

Demikianlah surat keterangan ini dibuat untuk dipergunakan seperlunya.

Kuok, 09 Mei 2017
K e p a l a ,

Drs. MARDAWI SALEH
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