

CHAPTER I

INTRODUCTION

This chapter discusses some of dealing with introduction of this study. It consists of background of the study, problems of the study, objectives of the study, significances of the study, scope of the study, framework of the discussion, each point is presented as follows.

A. Background of the Study

Language has function as instrument that is used in communication. It means that to communicate, we need a language which can be understood. In indonesia, English is the first foreign language that is considered important to be taught because it is aimed at developing of science, technology, art as well as cultivating relationship with other nations in the world. Moreover, the mass media, radio and television make English become the common language.

Language is very important in social life, because language has a tight position to every part of life. That is why nobody lives perfectly without language as an instrument. The main function of language is to communicate and interact among human beings, without language human beings cannot express their feeling and communicate with other people.

English as a foreign language has been taught from elementary school up to university. In Senior High School, it is aimed to reach functional level².

²Depdiknas, *Pembelajaran Bahasa* , Jakarta: Depdiknas, 2006: 227.

It means that the students are demanded to be able to use English to fulfill their daily needs such as reading the newspaper and communicating both spoken and written for solving their life problem. In other word, the purpose of English teaching in Senior High School is to reach communication target. It refers to discourse competence including comprehension and production competence both of written and spoken text realized into four language skills and it will be used to respond and produce the discourse in their society.

For most Indonesian learners, English is considered as a difficult language. Most senior high school students have studied English since they are in elementary school, but after finishing their elementary school, their competence in English is still poor and the students often make mistakes in studying foreign language. Besides that, the students often face difficulties in mastering English because of the differences between mother tongue and foreign language they are learning. The differences may be in phonology, grammar, vocabulary, and diction.

The subject of English given to the Indonesian students involves vocabulary, listening, structure, reading and writing. In vocabulary, the students develop their memory in the English vocabulary; in structure the students learn how to construct the sentences; and in listening and reading, they learn how to use their ears and mouth to communicate in English. Writing is the productive skill in the written mode. It is more complicated than it seems at first, and often seems to be hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

Writing as one of the four language skills is regarded to be the most complex ability to be acquired by the EFL learner. In “English Teaching Forum” also admits that writing is clearly a complex process, and competence writing is frequently accepted as being the last language skill to be acquired. This becomes problematic in English Curriculum as all the four language skills must be taught to the learner from the early stage of their writing. It means that writing skill is practiced at the same time the students have to acquire the other skills³.

In School-based Curriculum (KTSP), writing is essential for the students to develop their English in Written media conveying their idea. There are several genres taught in Senior High School in this research, namely; recount, report, narration, description, explanation, exposition, procedure, news item, etc. One of the genres that are descriptive text is a kind of text that tells the description of the thing or activity without any influence of the author. The students who write the descriptive text will dig up all their vocabulary and grammar competence. It can be seen the actual strategies of the students in English, because the writing descriptive text is important to improve the student’s comprehension in English. So, the students strategies in writing descriptive text needs to be analyzed and the writer chooses descriptive text.

Descriptive writing is intended to make the readers see, feel, hear, smell, taste like the writer wants. Each item must be described clearly so that the reader can see the subject completely. The writer thinks that descriptive is important for the students, because it makes the students develop their imagination in written

³Sri Mulatsih, *Message Ideational Meaning Organization in the Students’ Personal Recounts A Case Study of English Department Students’ of Faculty of Languages and Letters Dian Nuswantoro University*, Semarang, Asean EFL Journal Volume 138, 2008, p.2.

English. In this study, the writer observes the strategies in writing descriptive text at the tenth grade students of *SMA N 1 Mentaya Hilir Selatan* as one of the popular school in samuda, surely most of the students are intelligent in mastering the subject given by the teacher. Based on the observation and interview all of the English teachers at *SMA N 1 Mentaya Hilir Selatan Samuda* the phenomenon of the tenth grade students' in English achievement, especially in their writing skill are not satisfying. In teaching writing, the students' still have many difficulties. There are various aspects in the descriptive text that become the most difficult face for the students to be mastered⁴. The Phenomenon above makes the writer interested to analyze their writing in descriptive text and the writer wants to know the strategies in writing descriptive text that become the students used. Based on the description above, the writer is interested in having *The Students' Strategies in Writing Descriptive Text at the Tenth Grade of SMA N 1 Mentaya Hilir Selatan Samuda in 2012-2013 Academic Year*.

There are some reasons why the writer chooses the topic above. The first is as on learning text monolog at SMA level. The Second, the use of simple present tense easy by the teachers of SMA, but at the fact very difficult for the students in writing descriptive text. The third, the material in learning at SMA level describe the people, something, animals and the others easy to understand, to except but difficult to the students for develop in writing descriptive text. The four, one of the english teacher give the writer suggestion to know what are the strategies used by the students' in writing descriptive text. The last, the writer

⁴Observation and Interview Conducted on November 12th Monday, 2012.

saw the writing syllabus related the writing subject, there is writing descriptive text.

Based on priliminary study the writer, and interview one of english teacher trough phoncell, the writer gets point related the problem face by the students' is less understanding about the simple present tense in writing descriptive text, the fact that is especially at the tenth grade by the students of SMA N 1 Mentaya Hilir Selatan Samuda.

Why the writer take place of *SMA N 1 Mentaya Hilir Selatan Samuda*? Because, based on the writer priliminary of the study, interview some students' and an english teacher especially, that school never some one of researcher, to research about writing subject especially in writing descriptrive text.

B. Problems of the Study

Based on the background of the study, the problems of the study can be formulated, as follows:

1. What are strategies used by the proficient students' at the tenth grade of *SMA N 1 Mentaya Hilir Selatan Samuda* in writing descriptive text?
2. What are strategies used by the less proficient students' at the tenth grade of *SMA N 1 Mentaya Hilir Selatan Samuda* in writing descriptive text?

C. Objectives of the Study

Based on the problems of the study, the objectives of the research are:

1. To describe the strategies proficient used by the tenth grade students' of *SMA N 1 Mentaya Hilir Selatan Samuda* especially in writing descriptive texts.

2. To describe the strategies less proficient used by the tenth grade students' of *SMA N 1 Mentaya Hilir Selatan Samuda* especially in writing descriptive texts.

D. Significances of the Study

This study has two major benefits, they are: Practical benefit and theoretical benefit. Practical Benefit, it gives consideration for English teacher at *SMA N 1 Mentaya Hilir Selatan Samuda* and the other English teacher especially in increasing the students writing skill. The students' of *SMA N 1 Mentaya Hilir Selatan Samuda* can increase their strategies in writing, especially in writing descriptive text. The result of this research will be helpful both for the students' and teachers to reduce the strategy in teaching and learning English in teaching writing.

Theoretical benefit, The result of this research can be used as the reference for those who want to conduct a research in English teaching learning process, especially in writing descriptive text.

E. Scope of the Study

The study belongs to Descriptive Qualitative Study. It limits on the strategies used by the proficient and less proficient students' in writing descriptive text at the tenth grade of *SMA N 1 Mentaya Hilir Selatan Samuda*. The number of subject are 36 students.

F. Definition of Key Terms

1. Strategy is procedures used in learning, thinking, etc., which serve as a way of reaching a goal. In language learning, learning strategies and

communication strategies are those conscious or unconscious processes which language learners make use of in learning and using a language. In the present study strategy mean, some accurate planning of doing or performing something to chieve a particular goal.

2. Proficient students' is the students who got the minimum score 60 or more than it⁵. In the present study, the successful students gets score 70.
3. Less Proficient students' is the students who got the score less than the minimum score 60⁶. In the present study, the unsuccessful students get score less than 70.
4. Writing is essential for the students to develop their English in Written media conveying their idea⁷.

Writing is considered the most difficult of the four basic language skill to master, both for first and for second language writer's⁸. Writing is extremely complex activities requires the writier to control a wide variety of complex information, ranging from letter formation and spelling to rethorical patterns. While virtually all children learn to speak and comprehend their native language, not all of them to write. Learn to speak and comprehend spoken language are naturally occuring processes. Writing, whoever, must be taught.

⁵Tim Penyusun, *Pedoman Akademik*, Palangka Raya, Publisher: STAIN Palangka Raya: 2008, p.18.

⁶*Ibid*, p.18.

⁷A. S Hornby, *Oxford Advanced Learners Dictionary*, New York: Oxford University Press, 1995, p.592

⁸S. Kathlen Kitau Namie Saeki, *Process and Sosial Aspect of Writing Theory Classroom and Aplication*, Japan, Publishers: Annual Report of Studies, Volume 33, 1992, p.3.

5. Descriptive is text that figure something clearly and specifically. Description text aims to figure or giving figures to something with one clear, so pretend readers get to see, hear, read or feels that thing described⁹.

G. Framework of the Discussion

To get understand more about this thesis especially in the whole content, therefore this study will be divided into five chapters, as follows:

Chapter I : Introduction consists of background of the study , problems of the study, objectives of the study, significanes of the study, scope of the study, definition of key terms, and framework of the discussions.

Chapter II : Review of related literature consists of previous studies, writing, nature of writing, writing skill, process of writing, the element of writing, descriptive text, teaching writing at SMA level, and frame of thinking.

Chapter III : Research Method consists of the research design, subject of the study, instrument of the study, data collection technique, data analysis procedure, and data endorsement.

Chapter IV : Research Finding and Discussion.

Chapter V : Closing.

⁹Erlangga, *Kompetensi Berbahasa Indonesia untuk SMA kelas X*, Surabaya, Publisher: Gadjah Mada , 2007, p.23

CHAPTER II

REVIEW RELATED LITERATURE

In a research, it is important to describe the theories related to the problems of this study, which are used as foundation and reference in order to give relevant knowledge in the field.

A. Related of the Study

The writer takes some previous study. The first study was conducted by Alhademi, He found that there were twelve strategies used by the students, were practicing naturalistically, summarizing, using keywords, taking note, relaxation, cooperating with peers, structured reviewing, setting the topic strategies. The strength of the students strategies, they were easy looking for the exact word, improved their ability in writing a paragraph, increased their knowledge about grammar, made them easy in developing a topic, vocabulary increased, paragraph more directed, easy for setting goal and objective. The weakness of the students' strategies, they needed lot of time, needed more knowledge about grammar, should make the outline first, sometime they less idea, must be careful in choosing the best topic, difficult for them in setting between topic and goal, they had to reopen note or guidance, needed accuracy in writing, they had to more careful with the grammar, and they had to require high concentration¹⁰.

¹⁰Alhademi in Eka Sri Utami, *The Eleventh Grade Students' Language Learning Strategies In Writing Descriptive Paragraph Using The Pictures at SMA Muhammadiyah Palangka Raya 2006/2007*, Unpublished Thesis, STAIN Palangka Raya, 2007, p.13.

It was different to this study. His study was conducted the students strategies in composing descriptive writing, focus on the weakness of the students strategies in composing descriptive writing. But, on this study the writer focus on the strategies proficient and less proficient students in writing descriptive text.

The last study was conducted by Utami, She found that the students who obtained successful scored did not take much time in writing descriptive paragraph using the picture¹¹. The succesful students concerned with the meaning all the sentences that had been made by them.

It was different to this study, Her study is about students' language learning strategies in writing descriptive paragraph using the pictures, focused on language learning strategies using pictures applied by the eleventh grade students' in writing descriptive text. But, on this study the writer purpose the strategies used by proficient and less proficient students' in writing descriptive text.

Based on the previous studies above, the writer conduct different study, in this case the writer has different subject and object of the study. The subject is students' of SMAN 1 Mentaya Hilir Selatan Samuda. The object of the study is the tenth grade who are 36 students'. In this study the writer wants to describe the focus on the strategies used by proficient and less proficient students' in writing descriptive text.

¹¹*Ibid*, p.59

B. Proficient and Less Proficient Strategies in Writing

Gebhard state the proficient and less proficient strategies in writing, could be seen in the table below:

Table 2.1
Proficient and Less Proficient Strategies in Writing

a. Think about the task, Use a variety of prewriting strategies	a. Start off confused without using prewriting strategies.
b. Once organized, get idea into paper quickly.	b. Take much time to get ideas into paper.
c. At drafting stage, pay attention to meaning over form	c. Work primarily at the sentence level, struggling with form.
d. Will revise at all level: word, sentence, paragraph, and entire text.	d. Will revise primarily at the word and sentence level.
e. Will revise by adding, reordering ideas.	e. Revise surface level items (spelling, grammar, punctuation).
f. Generate several drafts, each with some revision.	f. Are bothered by confusion over revision, and reordering.

C. Writing

1. The Nature of Writing

Writing is one of four language skills, (reading, listening, speaking and writing) which has to be mastered in learning English. In academic task of students as second language learning, learners are required not only to be able to speak, to listen, and to read but also to be able to write. Writing is important for them to communicate the knowledge and thought process like to make essay, examination, term papers and a job application.

Writing becomes a tool for international communication for people. The development of computer technology, writing is very useful to understand and use internet, as well as for workers in a wide variety of fields. It is also important for us to understand and involve ourselves for the modern communication in mass

media like in newspaper, magazine, books, and another paper form. Through writing we can tell about people, remember the facts and ideas.

Writing is a process of thinking in written form. In this form, the writer expresses his/her ideas, experiences, thought, and feeling¹². Writing shapes someone's perceptions of themselves and the world. The sentences are sequenced into particular order and linked together in a certain way to form a coherent whole, which are called by text.

The students' can understand how language is used through using, selecting, rejecting, arranging and rearranging language. Written communication is less of ambiguities, because the language that is used by the writer is always acceptable and understandable. The writer does not use certain features of spoken language, which usually create in several comprehension of speakers' intended meaning.

Learning to write a foreign language is learning to put down at a speed greater than that of drawing the conventional symbols of the writing system that represent the utterances which goes in mind. Writing allows some one to take and understand the writer's ideas out of the realm of thought then give them a form that other people can read and consider what they read.

The activity of writing begins by brainstorming to get the ideas in writing. These should be explained in written form. For some people, writing is an interesting activity. Besides as a hobby, writing can also be used as a means of communication. Through writing, the meaning conveyed in written form, and

¹²Robert Lado, *Language Teaching*, Bombay: Mc Graw-Hill Publishing, 1964, p.143.

furthermore it is a process of organizing thought on written form to share the idea.

So, writing is an important thing for someone to give the reader some information and also to entertain the reader. If someone writes well, their writing is easy to understand by the readers then the reader will enjoy their writing. The reader will be curious the content of the writing then they will continue to read more. The reader also may get the messages of the writing from the author or writer.

D. Writing Skill

Skill refer to the ability to perform a task or activity consistently over period time¹³. Skills can not be aquired instanly. It is aquired trough training a lot. Writing skill is an ability to express the idea, opinion or feeling in the written form beginning from the simple one to the advanced level on a certain medium consistenly over period of time. It is one of language skills which is consedered important, because it is one of means for communication with other people in addition to listening, speaking and reading. According to Brown, there are two categories of writing skills. They are micro and macro skills. The following are the list of micro and macro for writing.

1. Micro skills

- a. Produce grapheme and orthographic patterns of english.
- b. Produce writing at an efficient rate of speed to suit the purpose.

¹³Jenny Hammond, *English for Special Purposes*, National Centre for English Language Teaching and Reseach, Macquarie, Publishers: University Sydney, 1992. Accessed on January 04th, 2013, p.155.

- c. Produce an acceptable core of words and use appropriate word order patterns.
- d. Use acceptable grammatical systems (eg tense, agreement, pluralization patterns and rules).
- e. Express a particular in different grammatical forms.
- f. Use cohesive devices in written discourse.

2. Macro skills

- a. Use the rhetorical forms and conventions of written discourse.
- b. Appropriately accomplish the communicative function of written texts according to form and purpose.
- c. Convey links and connection between events, and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d. Distinguish between literal and implied meanings when writing.
- e. Correctly convey culturally specific references in the context of the written text.

Develop and use of writing strategies, such accurately assessing the audiences' interpretation, using pre-writing devices, writing the fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing. Micro skills of writing are appropriately applied to imitative and intensive types of writing task, while macro skill writing are essential for the successful mastery of responsive and extensive writing.

E. The Element of Writing

Every written text has different situation. It depends on several elements. Carol Carter in Arifah conducted, There are three elements of affective writing, those are writing purpose (the writer reason for writing), the topic, and the audience¹⁴. A text of writing needs these there elements. Before beginning to plan in writing, the writer should consider the purpose and audience. Then the writer also choose topic during in the planning stage.

1. Writing Purpose

Every written text or essay must have a purpose, which has clearly defined and effectively communicated. The purpose is focused on the meaning of the writing text. The needs, interests, and expectations of the reader should be considered too. Each writer has his/her own reason for saying something in his/her writing. Those reasons commonly as messages in other words of information that the writer wants to the reader know something. Writing without having a clear purpose is like driving without destination. So when someone wants to write, they have to decide what they want to accomplish before they start their writing.

Although there are many writing purposes, but usually the purposes are to inform and to persuade. The purpose of informative writing is to present and to explain ideas. The writer presents fact in his or her way, without introducing a practical point of view. Most articles on newspaper, except on the opinion and editorial pages, are examples of informative writing. Rini Meganingtyas in Arifah

¹⁴Arifah, *The Use of Picture to Write Narrative in Teaching Writing*, at MA Raudlatul Ulum Klampis Bangkalan, Surabaya, 2009, p.13.

conducted While the persuasive writing includes newspaper editorials, business proposals, books, and magazine articles with a point of view¹⁵.

2. Topic

In writing classroom, choosing a topic or a theme for writing is an important initial step. Some time the teacher has different topic in each meeting of teaching and learning process. Based on the topic, the learners nominating things they wish to talk about and messages they wish to communicate to other learners. Sometimes the learners write their writing based on the topic that is given by the teacher. Through narrowing the general topic into certain topic sentences, the students will keep the text unified and control each paragraph in coherence.

Topic helps the writer to stay focus on what they want to write. A general topic gives general coverage of information. After topic has been decided, then the title is given to attract readers to read, to inquire, to know about, and to fulfill their curiosity and need. From the title, the reader will know what the content of written text about.

3. Audience

In the writing process, the writer and audience are partners. Knowing the audience will help the writer to communicate successfully. The goal of writing process is that the readers can follow the ideas. Thus is important to know the audiences' characteristics, so we can find the way to present his writing in order to make the reader easy to convey the messages.

¹⁵*Ibid*, p.14.

So, an audience is a group of readers who reads a particular piece of writing. As a writer, we should anticipate the needs or expectation of our audience in order to convey information or argue for a particular claim. Our audience might be our instructor, classmate, the presidents of an organization, the staff of a management company, or any number of possibilities. We need to know our audience before we start writing.

F. The Process of Writing

Writing is never a one-step action: it is an ongoing creative act¹⁶. When you first write something, you have already been thinking about what to say and how you say it. Then after you have finished writing, you read over what you have written and make changes and corrections. You write and revise and write and revise again until you are satisfied that your writing expresses exactly what you want to say.

Writing in its broad sense as distinct from simply putting words on paper has three steps: thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure)¹⁷.

The first step, "thinking," involves choosing a subject, exploring ways of developing it, and devising strategies of organization and style. The second step, "doing," is usually called "drafting"; and the third, "doing again," is "revising." The next several chapters take a brief look at these steps of the writing process.

¹⁶Alice Oshima Ann Hogue, *Introduction to Academic Writing*, Library of Congress Cataloging, 3rd Edition, 2007, p.15.

¹⁷Thomas S. Kane, *The Oxford Essential Guide to Writing*, New York, The Berkley Publishing Group, 2nd Edition, 2000, p.17.

The writing process provides an opportunity for someone to state and share their thoughts until they have expressed their selves as clearly as possible. There are four main parts of the process of writing, they are planning, drafting, revising and editing. Teachers can help students to write more effectively through giving motivation or creativity teaching.

Students can be shown the different stages in the production of a piece of writing and be encouraged to discover what works best for them. Students can be shown the basic phases of the writing process: pre-writing, drafting, revising, and presenting. The writing process is the thinking process that goes on during writing. The book of Carter summarized that there are four writing process¹⁸, there are:

1. Planning

Planning gives a chance to think about what to write and how to write. Planning involves brainstorming for ideas, defining and narrowing the topic by using pre-writing strategies, conducting research if necessary, writing a thesis statement, and writing working outline. In planning stages, we use pre-writing technique to gather ideas, and then choose a purpose, and an audience.

2. Prewriting

Chavez will tell you that ideas for feature stories are everywhere, in fact, there are “just too many,” laughed Chavez. And, of course, you have to be alert and open to ideas¹⁹. The idea for Chavez’s story on family histories, ”The Quest

¹⁸Carol Carter, *Keys to Effective Learning*, London, Publisher: Person Education, 2002, p.250.

¹⁹Glencoe, *A Division of the Mc/Graw-Hill Companies*, California, Published: McGraw-Hill, 2001, p.55.

for Hispanic Roots,” came from *Vista* readers. Over the years, hundreds of *Vista* readers had written in to “Rootsearch,” a popular genealogy column devoted to tracing family histories. With so many readers writing in to the column, the *Vista* staff decided to run an article that could help people do family research on their own. They commissioned Chavez to write the article. Before Chavez could start researching the article, he had to narrow the original idea to a few key points no more than he could cover in the allotted space of 1,500 words, or about six pages in *Vista* magazine. Chavez then gathered the facts by looking for answers to these questions: Why do people search for their pasts? What libraries or associations can help? It took Chavez about a week to get the answers. Some information came from newspaper clippings, but most of it came through the thirty or forty phone calls he made to libraries and researchers. Writing is to write a rough draft, using your outline as guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable after all, this is just a rough draft. You will fix the errors later²⁰. According to Alice Oshima and Hogue, there is one technique in the prewriting process, it is clustering as a way to get ideas for your writing. When you cluster, you start by writing your topic in a circle in the middle of your paper. As you think of related ideas, you write these ideas in smaller circles around the first circle. The related idea in each small circle may produce even more ideas and therefore more circles around it.

²⁰Alice Oshima Ann Hogue, *Introduction to Academic Writing*, Library of Congress Cataloging, 3rd Edition, 2007, p.18

3. Drafting

A *draft* is an early version of a piece of writing. Most of us cannot compose anything well at the first try. We must write and rewrite. These initial efforts are called drafts, in distinction from the final version. As a rule, the more you draft, the better the result²¹.

A draft is not the end product; it is tentative and imperfect. Writing becomes impossible if you try to do it one polished sentence at a time. You get lost looking for perfection. Rough out your report or article, *then* develop and refine, keeping the total effect always in mind.

Accept imperfections, Don't linger over small problems. If you can't remember a spelling, get the word down and correct it later. If you can't think of exactly the term you want, put down what you can think of and leave a check in the margin to remind yourself to look for a more precise word. Your main purpose is to develop ideas and to work out a structure. Don't lose sight of major goals by pursuing minor ones proper spelling, conventional punctuation, the exact word. These can be supplied later.

There is a limit, however, to the similarity between drafting and free writing. Free writing involves exploration and discovery; your pencil should move wherever your mind pushes it. A draft is more reined in. You know, more or less, what you want to do, and the draft is an early version of an organized composition. Therefore you are not as free as in the exploratory phase. If you get

²¹Thomas S. Kane, *The Oxford Essential Guide to Writing*, The Berkley Publishing Group New York, 2nd Edition, 2000, p.34-35

into blind alleys in a draft, you must back out and set off in a new direction. The mistake will not be unproductive if it tells you where you don't want to be.

Some people prefer to draft with a pen or pencil; others can work successfully on a typewriter or word processor. If you draft in longhand, skip every other line and leave adequate margins: you will need the space for revisions. If you type, double space. Use only one side of the paper, reserving the other side for extensive changes or additions. When you number the pages of your draft, it's a good idea to include a brief identifying title: "First draft, p. 1," "Second draft, p. 3."

In a composition of any length, consider stopping every so often at a convenient point. Read over what you've written, making corrections or improvements; then type what you've done. Seeing your ideas in print will usually be reassuring. If you don't have a typewriter or word processor, copy the section neatly in longhand; the effect will be much the same. Turn back to the draft; work out the next section; stop again and type. The alternation between drafting and typing will relieve the strain of constant writing and give you a chance to pause and contemplate what you have accomplished and what you ought to do next.

But this is advice, not dogma. People vary enormously in their writing habits; what works for one fails for another. The best rule is to find a time and a place for writing that enable you to work productively and to follow a procedure you find congenial. You may like to draft in green or purple ink, to listen to music as you write, to compose the entire draft of a ten-page essay and then retype the whole thing instead of doing it section by section. Do what works for you.

In drafting, some people aim for perfection when they write a first draft. They want get everything right from word choice to tone to sentence structure to paragraph organization. A first draft involves putting ideas down on paper for the first time. We may write many different versions of the assignment until we do what we like. In this stage, the writer wants to get every thing right from word choice to tone sentence structure to paragraph organization to spelling, punctuation, and grammar.

Drafting means writing a rough, or scratch, form of your paper²². It's a time to really focus on the main ideas you want to get across in your paper. When drafting, you might skip sections or make notes to yourself to come back and add more examples in certain spots or to check your facts later. As you draft, you don't need to worry about grammar, spelling, or punctuation. You will have time to refine these mechanical parts of your paper at a later stage.

You are probably familiar with the term *rough draft*. A rough draft is the first version of your paper. It won't be perfect and it won't be final. It's not the version you will show your audience. It's not usually the version you are graded on in class. It's a start, though. And it will form the foundation for your final paper, so it's important that you do a good job even though you know it's just a start.

Drafting

YOU MAY BE THINKING, "I have to write more than one draft of my paper?" Your first draft is usually considered a rough draft. It certainly won't be

²²Francine D. Galko, *Better Writing Right Now!*, Using Words to Your Advantage, New York, Publishers by Learning Express, 2001, p.49-50

your best draft. So, how many drafts should you plan to write? It will depend on the writing assignment, your time frame, and essentially on you²³.

In a timed situation, you may have time to write only one or two drafts. When given weeks or a semester to complete a writing assignment, you should plan to have several drafts. That means, of course, that you will have to begin early waiting until the last minute can cut into the number of drafts you can write.

Don't think for a minute that drafting is more work than just writing your paper once. First, writing a good paper takes time. As you become a better drafter and writer, you will find that you are more efficient and productive than you used to be. The results of your work will be better, and you will spend less time staring at blank pages, wondering what to do. Finally, be sensible: although each draft will usually be an improvement over the last draft, there is a point of diminishing returns.

4. Revising and Editing

Putting yourself in the place of the reader, rethinking your approach, and making changes that will improve your case²⁴. Revising evaluates the word choice, paragraph structure, and style of our first draft. The revising can be done by a peer reviewer, she or he can tell the writer what comes across well and what seems confusing. If reviewer has a different perspective on their writing is extremely valuable. The elements of revision include being a critical writer, evaluating paragraph structure, and checking for clarity and conciseness.

²³*Ibid*, p.49-50.

²⁴Capella University 225 South 6th Street, 9th Floor *The Writing Process*, Minneapolis, Publisher: Capella University Press, 2008,p.3.

In revising stage, we can do editing like considering ideas and organization. Then we can do proofreading like correcting errors including sentence structure stage, spelling, punctuation, and capitalization.

Editing involves correcting technical mistakes in spelling, grammar and punctuation, as well as checking style. Editing comes last, after you are satisfied with your ideas, organization, and style of writing. If the writer uses a computer, the writer might use the grammar check and spell check function to check their work on their own. Editing and proofreading to eliminate errors and improve the coherence and readability of your presentation²⁵.

This is the stage where grammar, spelling, and punctuation errors are corrected²⁶. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics. One last thing about the editing phase: Real writers (of which I am one) edit their writing at the end. Real writers also rely on editors, spell check, and grammar check. In teaching your students to become authors and composers of authentic writing, teach them to approximate the writing process used by real writers. That is, set up peer editing groups and teach students how to use the grammar and spelling functions on a word processor.

²⁵*Ibid*, p. 3.

²⁶Andrew. P. Johnson, *Teaching Reading and Writing*, A Guidebook for Tutoring and Remediating Students, U.S.A Publishers: A Division of Rowman & Littlefield, 2008, p.180.

G. Descriptive Text

1. The Nature of Descriptive

Description text is text that figure something clearly and specifically. Description text aims to figure or giving figures to something with one clear, so pretend readers get to see, hear, read or feels that thing described²⁷.

Description paragraph is paragraph who tries to move image, observing result, and its feel to reader. The writer tries to pass on character and all details of form which found on object that written by it. That thing purpose as to establish or enabling most composes it is imaginative or imagination to readers it, so pretend readers sees or feeling object own that spoken as a whole as one experienced by its the writer²⁸.

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind²⁹.

2. The Generic Structure of Descriptive

Descriptive purpose to represent, in a words, particular person, place or thing. The generic structure of descriptive text develop in two steps: identification and description.

a. Identification : identifies object to be described

²⁷Erlangga, *Kompetensi Berbahasa Indonesia* untuk SMA kelas X, Surabaya, Publisher: Gadjah Mada, 2007, p.23

²⁸Suparno, *Deskripsi dan Narasi dalam Menulis 1*, Jakarta, Publishers: Universitas Terbuka, 2004, p.38.

²⁹Alice Oshima Ann Hogue, *Introduction to Academic Writing*, Library of Congress Cataloging, 3rd Edition, 2007, p.61.

b. Description : describes part, qualities and characteristics³⁰.

3. The Example of Descriptive Text Based on Generic Structure.

Table 2.2

<i>Identification</i>	<p>In the cave, Nyi (Mrs) Kamiyem and Ki (Mr) Padmo sit on a big stone. Nyi Kamiyem will sing a song and Ki Padmo will beat the drum. Joining them are people called <i>wiyogo</i> which are drummers and other gamelan musicians.</p> <p>What makes this unique is that they mix gamelan with the sounds of nature. The visitors dance, forgetting all problems.</p>
<i>Description</i>	<p>Many tourists go to this cave. Maybe you are interested in going there too but you don't know where it is. Gua Tabuhan is located near Pacitan in East Java. It is situated in a lime hill called Tapan, in Tabuhan, Wareng village. The route is easy. Along the road there is beautiful tropical scenery to enjoy rice fields, coconutpalms and birds.</p> <p>East of the cave peddlers sell souvenirs. The drink and food peddlers are on the north side. People sell agates on the cave terraces. Somehow, it is like a fair.</p>
<i>Description</i>	<p>It is said that the cave is the only place where nature produces sounds like the music of gamelan. Nyi Kamiyem, a well-known <i>pesinden</i> (traditional Javanese singer) from the village of Gabuhan, who often sings in the cave, does not doubt anything.</p>
<i>Description</i>	<p>Gua Tabuhan did not use to welcome visitors. According to Kartowiryo (90), village elder, Gua Tabuhan used to be a hiding place for robbers. It was believed to be a sacred place. No one dared go inside. However, <i>Wedana</i> (chief of a district) Kertodiprojo, went to the cave to find out what was wrong. He found out that the cave was inhabited by the annoying evil spirits. The people chased the spirits away.</p>
<i>Description</i>	<p>The cave is dark, so people need lights, and a local guide will lead the way. Sometimes visitors bump their heads against the sharp rocks on the ceiling.</p>
<i>Description</i>	<p>Inside the cave there is a plain big stone which is believed to be the prayer mat of Pangeran Diponegoro, one of the Indonesian heroes who fought against the Dutch. It is said that Pangeran Diponegoro used to seclude himself in the cave. Some people now use the place for meditation.</p>
<i>Description</i>	<p>There is a stream in the cave, in the east corner, which can only be seen outside. However, it can be heard from inside.</p>

³⁰Zumakhsin–Yulia Mufarichah, *Progress A Contextual Approach to Learning English*, Jakarta, Publishers by Ganeca Exact, 2006, p.76-77.

	Besides the cave, Watukarang, a beach nearby, is good to visit. By the way, do you want different souvenirs? You can find them in Donorodjo village where agate craftsman work. So, have a nice journey.
--	--

4. The Language Features of Descriptive

Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, some times it uses Past tense if the thing to be described doesn't exist anymore. Significant Grammatical Features³¹:

- a. Focus on specific participants, for example: (My English teacher, Andini's cat, My favourite place).
- b. Use of Simple Present Tense
- c. Verbs of being and having, for example: (My mum is really cool, She has long black hair).
- d. Use of descriptive adjectives, for example: (strong legs, white fangs).
- e. Use of detailed Noun Phrase to give information about the subject, for example: (a very beautiful scenery, a sweet young lady, very thick fur).
- f. Use of action verbs 'Material Processes, for example: (It eats grass, It runs fast).
- g. Use of adverbials to give additional information about behaviour, for example: (fast, at tree house).
- h. Use of Figurative language, for example: (John is as white as chalk).

³¹M. Mursyid PW, *English Learning Hand Out*, Language Features of Decriptive, Jakarta, Publisher: Alfabeta, 1995. Accessed on January 25th Friday, 2013, p.203.

5. Scoring Method

Analytic Scoring calls for the use of separate scales, each assessing a different aspect of writing for example, content, organization vocabulary, grammar and mechanics³². Often a scale for cohesion (i.e, the signaling of grammatical and lexical ties within a text) is subsumed within organization, but sometimes it stands as a separate scale, as in the TEEP Attribute writing scales. For one thing, the use of separately delineated scales may guard against the possibility that raters will collapse categories during the rating process, since they must produce a separate rating for each scale. (see Table 2.4).

6. Scoring Guide for Writing Descriptive.

Table 2.3

Component	Score	Level	Indicator
Content	6	Excellent	Develop and shapes information with well-chosen details across the paragraph
	5	Skillful	Develop and shapes information with well-chosen details in part the paragraph
	4	Sufficient	Develop and shapes information with some details
	3	Uneven	Present some clear information, but is list like, undeveloped, or repetitive, or offer no more than a well-written beginning
	2	Insufficient	Present fragmented information or may be very repetitive or may be undeveloped
	1	Unsatisfactory	Attempts to respond or prompt, but provides little or no clear information may only paraphrase the prompt.
Organization	6	Excellent	Is well organized with strong transitions.
	5	Skillful	Is clearly organized but lacks some

³²Andrew, D. Cohen, *Assessing Language Ability In the Classroom*, Boston U.S.A, Publishers: A Division of Wadsworth, 2nd Edition, 1994, p.327.

	4	Sufficient	transitions and have lapses in continuity. The paragraph is organized with ideas what were generally related but has few or no transition.
	3	Uneven	Is unevenly organized, the pragraph may be disjointed.
	2	Insufficient	Is very organized ideas are weekly connected or the response is too brief to detec organization.
	1	Unsatisfactory	Has no clear organization or consist of a single statement.
Writing expression	6	Excellent	Sustai variety in sentence structure and exhibits good word choice.
	5	Skillful	Exhibits some variety in sentence structure and some good word choice.
	4	Sufficient	Exhibits control over sentence boundaries and sentence structure but sentence and word choice may be simple and unvaried.
	3	Uneven	Exhibits uneven control over sentence boundaries and sentence structure may have some incorrect word choices.
	2	Insufficient	Little control over sentence boundaries and sentence structure but sentence and word choice may often be incorrect.
	1	Unsatisfactory	Little or no control over sentence boundaries and sentence structure but sentences and word choice may often be incorrect in much of all of the response.
Grammar and Mechanics	6	Excellent	Errors in grammar, spelling and punctuation are few and do not interfere with understanding.
	5	Skillful	Errors in grammar, spelling and punctuation are few and do not interfere with understanding.
	4	Sufficient	Errors in grammar such as tenses inconsistency, lack of subject-spelling and punctuation interfere with understanding.
	3	Uneven	Errors in grammar such as tenses inconsistency, lack of subject-verb agreement-spelling and punctuation

	2	Insufficient	interfere with understanding. Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding in much of the response.
	1	Unsatisfactory	Many errors in grammar such as tenses inconsistency, lack of subject-verb agreement-spelling and punctuation severely interfere with understanding ³³ .

7. Procedure of Teaching Descriptive Text

- a. Put a blindfold on a student. Hand her an object and ask her to describe it without looking at it. Tell her that she can't use the name of the object but only what it feels like. Record the descriptions. Play them back as you look at the object together. When you are using this to method teach descriptive writing, ask if there are other terms she can think of now that she sees the object.
- b. Create a smell-o-write. Cork up several bottles of smells that your child may not know and allow him to describe the odor. Get creative, ask what color the smell would be if it were a color. Ask why, ask what animal this would be and why the child would name it that animal.
- c. Make a design when you teach descriptive writing. Ask your students to describe what the design looks like and to tell a story about it. This exercise is much like the inkblot test, and drizzles of ink on a folded card can be used instead of a design

³³Sabarun, *Paragraph Writing*, Writing II TBI 526.2, Palangka Raya, 2008, p.56. Unpublished Thesis Maria Ulfah STAIN Palangka Raya, 2009, p.47.

- d. Walk outside, Ask for complete silence. If you are with a group of students, this exercise can be used once a week for your relaxation. Sit in a grassy area and ask the students to write what it feels like outside. Describe how the breeze or grass feels against their skin. Tell them to describe the landscape using each of their senses.
- e. Help your students to look at the world from a different view. Find unusual places to take your students. Go to the top of a building and look at traffic and people moving below. Ask your students to describe what they see. You can do this verbally or ask them to write it.
- f. Put together a list of nouns. The nouns can be anything. Put them all in a hat together and allow your students to draw two words out. Compare the two nouns in as many ways as possible. Make a second list contrasting the two. Ask your students to create a story that uses one of the nouns as a main character. Use the comparison list or contrasting list words to describe the character.
- g. Take advantage of the weather. Together, create lists of words that describe the weather you have that day³⁴. Go through the list and see if there are two animals that also have the same characteristics. Read the Carl Sandburg poem "Fog" during this lesson.

³⁴Bowkett, S. *Countdown to Creative Writing*, London, Publishers: Routledge, 2009, Accessed on March 10th, 2013, p.102.

H. Teaching Writing at SMA Level

1. Syllabus

a. Nature of Syllabus

A syllabus is an official map of a school subject,. It provides teacher with:

1. A rationale and outline of the school subject.
2. An overview and spesification of what should be thaught and learned.
3. Guidance on applying centralised standards to assess students to ensure that classroom an school-level assessment alings with systematic practices³⁵. It supported by Salim in Abdul Majid stating that syllabus is used to name a prodict of the curriculum development. It is a detailing of standard competence and best competence which will be reached, and the material learned by students³⁶.

The explanation above indicating if the syllabus is the guide line and standard role for the teacher to find out the material, topic and specific content to tough the students and it should be mach with the students need.

2. The Syllabus of Writing in Senior High School.

a. Standard of Competency

Explore the meaning in short functional written text and simple essay in narrative, description and news item form in daily context and accesses the populer knowledge³⁷.

³⁵The Government of Queensland Studies Authority, *Partnership and Innovation*, Boston New York, Established by the Education (Queensland Studies Authority) Act, 2002, p.1.

³⁶Abdul Majid, *Perencanaan Pembelajaran: Mengembangkan Standard Kompetensi Guru*, Bandung: Remaja Rosdakarya, 2006, p.38.

³⁷Syllabus Bahasa Inggris, *Kurikulum Satuan Tingkat Pendidikan (KTSP)*, kelas x, Bandung: Remaja Rosdakarya, 2007, p.15.

Understanding the meaning in simple monologue text form: narrative, descriptive and news item in daily context and access the popular knowledge.

Explore the meaning in written text monologue form narrative, descriptive and news item in daily context and access knowledge.

b. Basic of Competency

Explore the meaning and rhetorical step in simple short essay accurately, fluently, and acceptably in daily context in narrative text, descriptive and news item³⁸;

Responding the meaning in simple text monologue use oral language manner accurately, fluently and acceptably in text form: *descriptive*.

Explore the meaning in simple monologue text use oral language manner accurately, fluently and acceptably in text form: *descriptive*.

c. Indicators :

1. Responding the simple monologue text form descriptive
2. Doing verbal monologue text form *descriptive*.

d. Instructional Objective

At the end of this lesson, the students are expected to be able to:

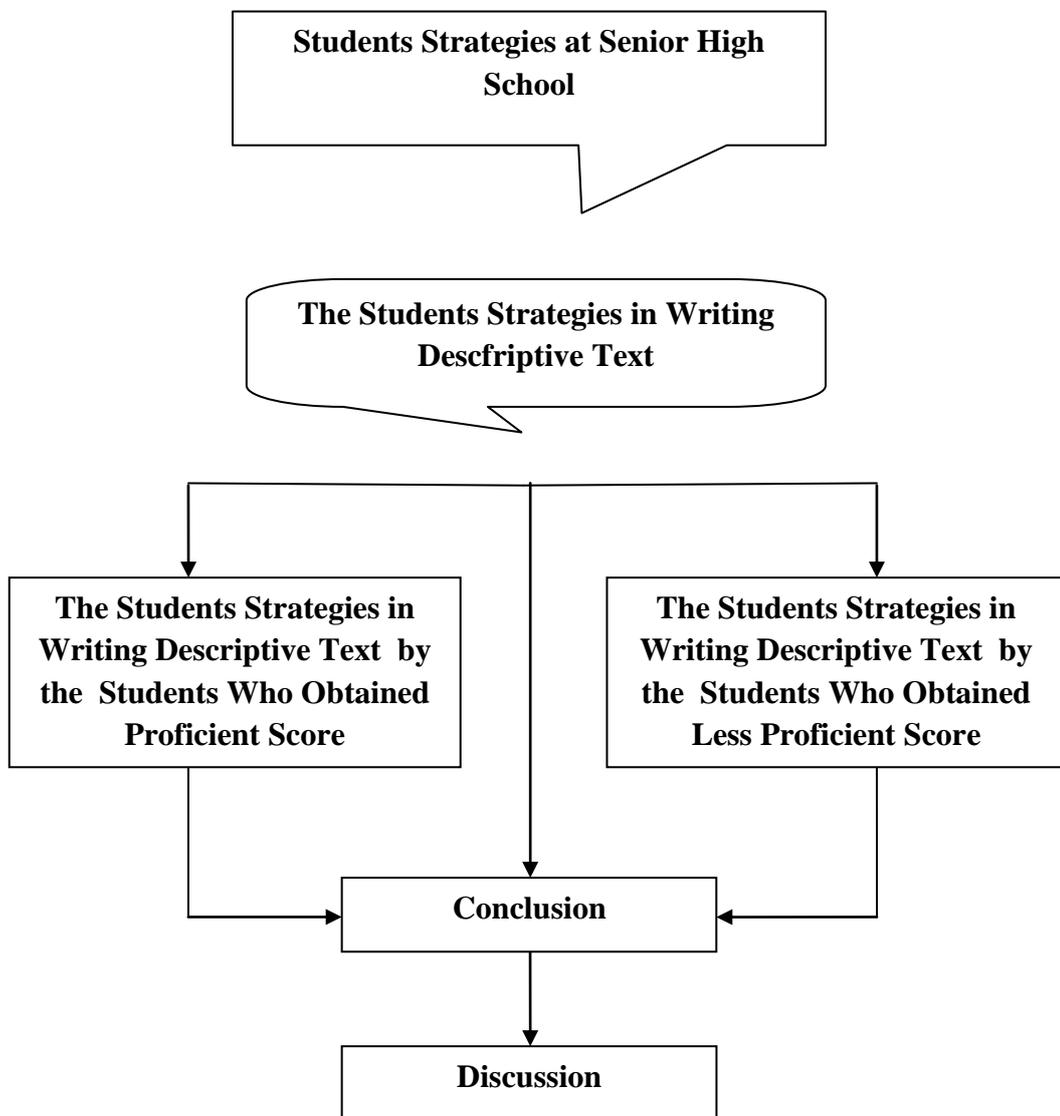
1. Respond the simple monologue text form *descriptive*.
2. Doing verbal monologue text form *descriptive*.
3. Use simple present sentence in making description.
4. Recognize structure of description text.
5. Make a text in description form.

³⁸*Ibid.*

I. Frame of Thinking

The frame of thinking that presented by the writer as the basic of data are obtained in the field. Therefore, by this study the writer wants to know the strategies used by the proficient and less proficient students could be drawn as follows:

Table 2.4 Frame of Thinking



CHAPTER III

RESEARCH METHOD

This chapter, the researcher discusses the research design that is used by the researcher in conducting the research. It purposed to answer the problems of the study, namely; subject of the study, instrument of the study, data collection technique, data analysis procedure, and data endorsement.

A. Research Design

The design of the study was descriptive qualitative research. Descriptive research attempts to describe systematically a situation, problem, phenomenon, service or programme, or provides information about, say, living condition of a community, or describes attitudes towards an issue³⁹. The design in this study was Qualitative Approach design because the researcher want to describe the students strategies in writing descriptive text. According to Ary et al, Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables⁴⁰.

B. Subject and Object of the Study

The subjects of the study was second semester of students strategies in writing descriptive text at the tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda in academic year 2012/2013. The researcher conducted the research until

³⁹Dawson Catherine, *Practical Research Methods*, New Delhi, UBS Publishers: Distributors, 2002, p.51.

⁴⁰Donald Ary, Lucy Cheser, Jacobs Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education*, Wadsworth, Change Learning Publishers, 2010, p.29.

Found the complete data from the students at SMA N 1 Mentaya Hilir Selatan Samuda to collect all of the data accurately and briefly, the researcher needed more two months till all of the data got. The study was about the students strategies in writing descriptive text at the tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda.

The subjects of the study were taken from the students. The subjects who included in the study had some characteristics; the students were of X-room 1 class who represented the students who obtained proficient and less proficient in writing descriptive text and the students who could give information as such as possible.

The students could be called less proficient in Learning English especially in writing if they were able to get score < 70 , if they were able to get score > 70 , it could be called proficient or very good. The researcher took the score 70 as a minimum criteria competence. Because, SMA N 1 Mentaya Hilir Selatan Samuda has a standard minimum criteria competences is 70. So, every students' should obtained score 70 or more than it.

In this study, the researcher took the subject used purposive sampling. Purposive sampling is a way to choose and determine the subject purposively based on the certain purpose to get the data⁴¹.

According to Ary et al, purposive sampling is also referred to as judgment sampling, sample elements judged to be typical, or resenative, are chosen from the population⁴².

⁴¹Sukamto, *Panduan Penelitian Experimen*, Lembaga Penelitian IKIP Yogyakarta, 1995, pa.44. Unpublished Utami Thesis, STAIN Palangka Raya, 2011, p.49

Because of the researcher took the sample based on the purpose to get the data. So, the researcher took both the students who had proficient and the students who had less proficient score. The researcher convinced that they could give more information. The number of subject who represented subjects as proficient were 5 students and 5 students represented who had less proficient score.

C. Instrument of the Study

There were three instruments used in collecting the data in this study. They are as follows:

1. Observation is to collect the data about students proficient and less proficient in writing descriptive text during teaching in the class and using check list to know the strategies used by the students. The teaching learning process in writing descriptive text at the tenth grade students' of SMA N 1 Mentaya Hilir Selatan Samuda, the english teacher solution to help the students to be more active. In observation checklist, it was used. (see appendix 1)
2. Interview is to collect the data of strategies used by proficient and less proficient students' in writing descriptive text. In this study, interview used is structure interview. (see appendix 2)
3. Questionnaire is to get the data used by the proficient and less proficient students' in writing descriptive text. In this study, it was used closed questionnaire. (see appendix 3).

⁴²Donald Ary, Lucy Cheser Jacobs Chris Sorensen Asghar Razavieh, *Introduction to Research in Education*, Wadsworth, Change Learning Publishers, 2010, p.156.

D. Data Collection Technique

To answer the problems of study, the researcher has used some techniques based on the design of the study. The writer has used observation technique, interview and questionnaire in collecting the data. The writer has analyze the originality of the data and the relevancies of the content to the problems are discussed to guarantee the data finding accuracy by using data documentation⁴³. There were three steps in data collection procedure:

a. Observation

Observation is a basic method for obtaining data in qualitative research and is more than just ‘hanging out. It is more global type of observation than the systematic. The qualitative researcher’s goal is complete description of behavior in a specific setting rather than numeric summary of occurrence or duration of observed behaviors⁴⁴. Qualitative observation is more likely to proceed without any prior hypotheses.

In the study, the researcher has observe the school to collect the data about curriculum and syllabus of English taught at the tenth grade students, and also did directly observation chekclist to the class, especially in writing descriptive text during the study.

Observation was conducted on May 21-November 12th 2013 by the tenth grade students of SMA N 1 Mentaya Hilir Selatan Samuda. The observation was started by general observation and furthermore, focused to the subject of the

⁴³Esterberg, K.G. *Qualitative Methods in Social Research*, Lowell: Mc Graw Hill, 2002, p.131.

⁴⁴Donald Ary, Lucy Cheser, Jacobs Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education*, Wadsworth, Change Learning Publishers, 2010, p.431.

research. It was begun to introduce what the purposes of writer. By this way, it could be gotten the actual data about the case of students' strategies in writing descriptive text by tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda. The observation was purposed to get specific data, they were:

1. The strategies used by the proficient students at the tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda.
2. The strategies used by the less proficient students at the tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda.

The researcher has done observation about up to six times appointment to get the data. The researcher has done observation when the students were in the tenth grade. It was called by general observation, because all the data which can answer the problems of the study. Otherwise, the general observation was needed to know the students strategies when they writing descriptive text. The original of observation held by the researcher, the researcher has inserted the time of the observation, as follows:

Table 3.1
List of Observation

Observation	Time
1 st	Tuesday, May 21 th 2013
2 nd	Tuesday, May 28 th 2013
3 rd	Tuesday, September 3 th 2013
4 th	Thursday, September 5 th 2013
5 th	Tuesday, September 10 th 2013
6 th	Thursday, September 12 th 2013

b. Interview

Interview is one of the most widely used and basic methods for obtaining qualitative data. Interview was used to gather data from people about opinions, beliefs and feelings in their own words. They are used to help understand the experiences people have and the meaning they make of them rather than to test a hypothesis. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observation⁴⁵.

In the study, the researcher interviewed the students' strategies used by the proficient in writing descriptive text, and the strategies used by the less proficient in writing descriptive text. So, in this technique, the researcher directly interacted with the students' in order to get deeper information from the students' answers that are still not clear.

Interview was done on May 30th 2013 and started at 08.45 until 11.40 a.m. The interview was focused to answer the problems of the study, the interview was divided into two: The first interview was the strategies used by the proficient students of SMA N 1 Mentaya Hilir Selatan Samudra in writing descriptive text. The second interview was the strategies used by the less proficient students of SMA N 1 Mentaya Hilir Selatan Samudra in writing descriptive text. The researcher did the interview to the 10 students only one day to get all the data.

⁴⁵Donald Ary, Lucy Cheser, Jacobs Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education*, Wadsworth, Change Learning Publishers, 2010, p.438.

c. Questionnaire

Questionnaire is a set of questionnaire on a topic or group of topics designed to be answered by a respondent⁴⁶. Other forms for questionnaires include check lists and rating scales. Designing questionnaires that are valid, reliable and unambiguous is a very important issue. In this study, the researcher has used a “closed-choice” questionnaire in collecting the data.

In this study, the researcher has used questionnaire to collect the data students about strategies used by the proficient and less proficient students’ in writing descriptive text.

Questionnaire was done on November 12th 2013, and started at 09.00 a.m until 09.45 a.m. The questionnaire based on the problems of the study, it has known the students strategies used in writing descriptive text by the tenth grade of SMA N 1 Mentaya Hilir Selatan Smuda.

E. Data Analysis Procedure

Data analysis is the process to arrange the data finding to make it comprehensible by collecting, arranging, coding, classifying, and grouping in order to make the research report. There were four techniques used to analyze the data⁴⁷ as follows:

⁴⁶Jack Ricards, and Ricards Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistic*, New York, Pearson Education Limited, 3rd Edition, 1998, p.438.

⁴⁷Nasution, S. *Metode Penelitian Naturalistik Kualitatif (Ed ke-3)*, Bandung, Publisher: Tarsito, 2003, p.126-130.

1. Data Collection

The writer has collected and written all of the descriptive text of the students'. The writer has write it in certain book or folder. The researcher collected the data from data collection was collected from observation, interview, questionnaire. Data collection consists in observation to the school and the class during the study is being conducted, Interview the students, strategies used by the proficient and less proficient in writing descriptive text.

2. Data Reduction

It is meant as chosen process. The writer has focus on the simplify the data. It was by chosen main data related to the theme of the study: The students' strategies in writing descriptive text.

The data reduction on the study used by the researcher to reduce the in appropriate data from data collection by filtering the important data based on the objectives of the study. In the study, all of the data gathered from the interview that covers what are strategies used by the proficient and less proficient students' in writing descriptive text. Data from observation the activity at the tenth grade school, especially in writing descriptive text. Documentation covers data in picture form, visual information, and video. All of the data processed based on the objective of the study.

3. Data Display

It was intended to convey the idea that data were presented as organized, compressed assembly of information that permits conclusions to be analytically

drawn⁴⁸. The writer has perform the information that arranged in separated sheets based on it's proficient and less proficient strategies used by the students' in writing descriptive text at the tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda.

In data display, the researcher have reports the relevant data and confirm the study result. It means that the data collected from interview the students' such as strategies used by the proficient in writing descriptive text, and the strategies used by the less proficient in writing descriptive text. Then, to support the data from interview, the researcher also report the data collected from documentation such as the picture, visual information, video, recording.

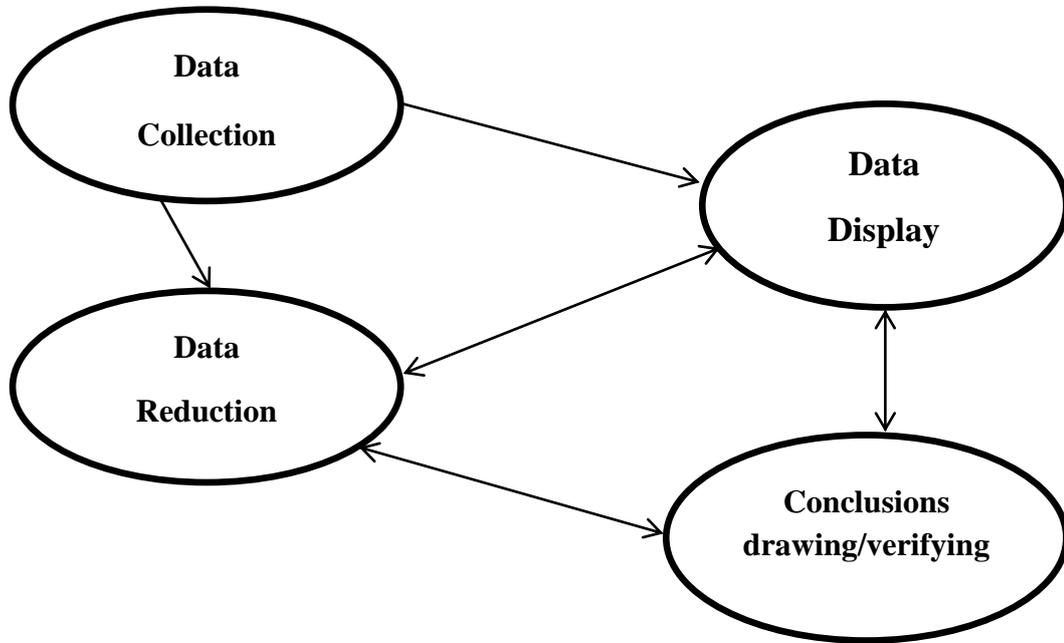
4. Verification

After the data have been proceed in the step before, then it can be verified or concluded by using inductive method which came from specific thing to gain objective conclusion. The conclusion have been verified by looking back to the data reduction whether before, whiles or after data collecting. It was aimed to the conclusion would not miss from the problem of the study⁴⁹.The verification, the researcher have concluded the result of study based on the problems and objectives of the study. Data based on the objectives of the study that consisting the strategies used by the proficient students' in writing descriptive text, strategies used by the less proficient students' in writing descriptive text, summarized and verify by the researcher in answering the problems of the study.

⁴⁸Bruce L. Berg, *Qualitative Research Methods for the Social Science*, California, Publishers: State University, Long Beach, 2001, p.35-36.

⁴⁹*Ibid*, p.92.

Based on the explanation above, the interactive model of data analyze as follows⁵⁰:



The Figure 3.1 the componen in data analyze (*interactive model*).

From four technique of analysis the data above, the data were collected from the result of observation, interview, questioner and documentation related to the topic of the study on the proficient and less proficient strategies in writing descriptive text used by the tenth grade students of SMA N 1 Mentaya Hilir Selatan Samuda.

F. Data Endorsement

The data endorsement is needed to valid the data found in the process of collecting the data. In deciding the data validation of Qualitative research, the data

⁵⁰Sugiyono, *Memahami Penelitian Kualitatif*, Bandung, Publisher: Alfabeta, 2010, p.91-92.

validation test in Qualitative research has certain characteristics such as⁵¹: Credibility (validitas internal), Transferability (validitas external), Dependability (reliabilitas), and Confirdability (obyektivitas).

1. Credibility

Credibility in qualitative research aims to concerns the truthfulness of the inquiry's findings. Credibility or truth value involves how well the researcher has established confidence in the findings based on the research design, participants, and context.⁵² The techniques of Credibility used by the researcher, as follows:

a. Triangulation

Triangulation is qualitative cross-validation⁵³. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. In the study Triangulation used by the researcher to evaluate the data colection, an addition to check or to compare.

b. Member Check

Member check is the data checking process that acquired of researcher to data giver. In the study the researcher uses Member check in order to get the similar interpretation and the subject involved based on the objectives of the study related to the study result.

⁵¹*Ibid*, p.121.

⁵²Donald Ary, Lucy Cheser, Jacobs Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education*, Wadsworth, Change Learning, p.498.

⁵³Sugiyono, *Memahami Penelitian Kualitatif*, Bandung, Publishers: Alfabeta, 2010, p.125.

2. Transferability

Transferability is the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups. It is use to make the finding of research can be applied, the researcher must report the result of the study detail, clear and reliable.

3. Dependability

Dependability or reliability in quantitative research has to do with consistency of behavior. The researcher use audit trail documentation during the research begin until the end research.

4. Conformability

Conformability is the same as the quantitative researchers concept of objectivity. It use to make the writer as the instrument of the study reliable. It is done to check the data result suitable to the real facts. Here the writer is hoped to measure what he will find objectivity.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the researcher presented the data which had been collected from the research in the field. The important point of this chapter is to answer the problems of the study.

The problems of the study was “What are strategies used by the proficient students at the tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda in writing descriptive text, and “What are the strategies used by the less proficient students at the tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda in writing descriptive text.

A. Data Findings

1. Strategies used by the Proficient Students’ at the Tenth Grade of SMA N 1 Mentaya Hilir Selatan Samuda in Writing Descriptive Text.

The Tenth Grade of SMA N 1 Mentaya Hilir Selatan Samuda was taught text writing in the second semester. They had learned about some kinds of text writing such as: Narratives, Short Functional, Report, Descriptive etc. The researcher discussed in this study especially about descriptive text. The researcher focused on the proficient strategies and less proficient strategies used by the students in writing descriptive text.

Based on the score list when the students' given the test by the teacher on May 28th 2013, the researcher had determine the subject of the study. The students Who had proficient scores in X-1 class? There were students of the tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda had proficient score. They are as follows:

Table 4.1
List of the Students' Who Obtained Proficient Score

No	Name of the Students	Score	KKM	Score Level
1.	NL	81,25	70	Proficient
2.	RY	81,25	70	Proficient
3.	MA	87,5	70	Proficient
4.	MAN	87,5	70	Proficient
5.	ES	87,5	70	Proficient

After getting the subject of the study, the researcher looked for information about the strategies used by the proficient students in writing descriptive text. In this case, the researcher has used observation, interview and questionnaire to get more information what are strategies used in writing descriptive text.

The result of first observation, the proficient students strategies in writing descriptive text at the tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda, they were used pre-writing strategies, clustering strategies, drafting strategies,

editing strategies, revising strategies and their own strategies as like look the object when their wrote the descriptive text⁵⁴.

Second observation, the proficient students' strategies in writing descriptive text at the tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda, they were used such as selecting the topic, clustering, reordering the ideas strategies, drafting strategies and revising strategies⁵⁵.

Third observation only focused on the five proficient students strategies used in writing descriptive text at tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda. They were used some strategies such as selecting the topic used clustering strategies, editing strategies, taking notes strategies⁵⁶.

Four observations was focused on the five proficient students strategies used in writing descriptive text at the tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda. Based on the fact of the four observations the proficient students were used strategies such as paying attention, setting goals and objectives, and asking for correction. Rebecca state, asking someone for correction in a conversation, but may also applied in writing⁵⁷.

Based on the interview conducted by proficient students' strategies in writing descriptive text at the tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda, as follow:

⁵⁴First Observation students' strategies in writing descriptive text at tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda, on May 21th 2013.

⁵⁵Second Observation students strategies in writing descriptive text at tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda, on May 28th 2013.

⁵⁶Third Observation students' strategies in writing descriptive text at tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda, on September 3th 2013.

⁵⁷Four Observations students' strategies in writing descriptive text at tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda, on September 5th 2013.

1. NL

NL said that especially in writing descriptive text she ever used strategy like pre-writing, but uses it at the semester. Then, she said suitable to use to get good score, and she use the cluster strategy to more accurately to describe something detail. Besides that, she use own strategies such as: determine the topic, write to the other paper, and then she write to the paper it had been good. She said used the strategy in writing descriptive especially is easy.

“Pernah diajarkan strategy untuk menulis teks deskripsi seperti pre-writing strategi. ya menggunakan pada saat mengerjakan ulangan harian. sangat cocok dengan begitu hasilnya lebih baik, menggunakan lebih akurat untuk mendeskripsikan secara detail. Menggunakan, menentukan topic, apa saja yang saya deskripsikan sedetail mungkin, kemudian baru saya menuliskannya. Karena supaya sesuatu itu menjadi bagus. Mempermudah mengerti dalam menulis descriptive teks⁵⁸.

2. RY

RY said never taught strategies in writing, because our teacher only explains the types of text. He used the pre-writing strategy and cluster to get specific idea. That is suitable to use to make easy to be describe detail and he do the drafting strategy too. Besides that, he use some other strategies as like look for the topic, suitable or not what I hope, then write it. Use the strategies in writing to make easy.

“Tidak pernah, karena guru kami menjelaskan ciri-ciri teks tersebut saja. Ya, mempermudah dalam mendapatkan ide. Cocok, untuk mempermudah pemahaman dalam menulis. Menggunakan, karena untuk mendeskripsikan secara detail. Menggunakan strategi drafting. Mencari ide, sesuai dengan harapan saya baru melakukannya. Karena dengan cara itu mempermudah dalam menulis teks deskripsi”⁵⁹.

⁵⁸Interview with Novy Listiana at tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda, on May 30th 2013.

⁵⁹Interview with Rendy Yudistira at tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda, on May 30th 2013.

3. MA

Ma said that ever taught the strategy in writing descriptive. She used the pre-writing strategy, drafting and cluster to get idea. That is suitable to use to describing something. She also uses her own strategy like look for the object will be describe because, without see the object we cannot describe. Ofcourse very make easy in writing descriptive text using that the strategies.

“Pernah, membuat tema mendapatkan ide yang khusus. menggunakan strategi untuk mendapatkan ide. Cocok, sangat membantu untuk mendeskripsikan. Menggunakan strategi cluster. Menggunakan strategi drafting. Melihat objek yang dideskripsikan. Karena tanpa melihat objek kita tidak bias mendeskripsikan. Tentunya sangat mempermudah bagi saya ”⁶⁰.

4. MAN

Man said that ever taught the strategies before write a descriptive text. He used the pre-writing strategy in writing and cluster to get idea. He said that, suitable to use, we can see the object that will be describe. He used the other strategies, as like: see the object will be describe and edit. Use that strategies to make easy and the result will be better.

“Pernah diajarkan sebelum menulis. Menggunakan, cocok, sangat membantu untuk mendeskripsikan. Menggunakan strategi cluster. Melakukan strategi drafting. Melihat objek dan mengedit. Dengan menggunakan strategi tersebut untuk mempermudah dan hasilnya akan lebih baik. Mempermudah ”⁶¹.

⁶⁰Interview with Mahdalena at tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda, on May 30th 2013.

⁶¹Interview with Muhammad Ary Nopian at tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda, on May 30th 2013.

5. ES

Es said never taught, because only explain the concept of the text. She used pre-writing strategy and cluster to describe detail. That strategies suitable to use, because to make easy to describe about the topic and also use the drafting strategy when write the descriptive text. Besides that, he use the other strategies like: write first to the other paper, then write to the paper. Make easy using strategies in writing descriptive text in order to get the maximum result.

“Tidak pernah diajarkan, karena dia hanya dijelaskan isi teks tersebut. Menggunakan strategi tersebut untuk mendeskripsikan secara rinci. Cocok, karena untuk mendapatkan topik yang indah. Melakukan strategi drafting ketika saya menulis teks dekripsi. Ditulis di kertas atau lembaran lain terlebih dahulu, baru kemudian saya tulis pada kertas yang khusus. karena lebih bagus untuk digunakan menurut saya agar mendapatkan hasil yang maksimal, mempermudah”⁶².

Based on the result of interview above, there were some strategies used by proficient students at the tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda in writing descriptive text such as: Think about the task, Use a variety of prewriting strategies. Once organized, get idea into paper quickly. At drafting stage, pay attention to meaning over form. Will revise at all level: word, sentence, paragraph, and entire text. Will revise by adding, reordering ideas. Generate several drafts, each with some revision.

Related to the interview by the proficient students in writing descriptive text, they had used many strategies. The students tried to use the suitable strategies in their learning process especially when they wrote the descriptive text. The analysis of strategies used by the proficient students in writing descriptive

⁶²Interview with Eko Sarwini at tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda, on May 30th 2013.

text. The proficient students did before wrote a descriptive text were, Based on the data finding of students' strategies used by the proficient students in writing descriptive text.

The result of the questionnaire, the researcher has given the questionnaire to the students on May 29th 2013 at the class of SMA N 1 Mentaya Hilir Selatan Samuda. The students who followed the questionnaire there were five proficient students. Based on the questionnaire, the five students were used strategies in writing descriptive text, see the table 4.2

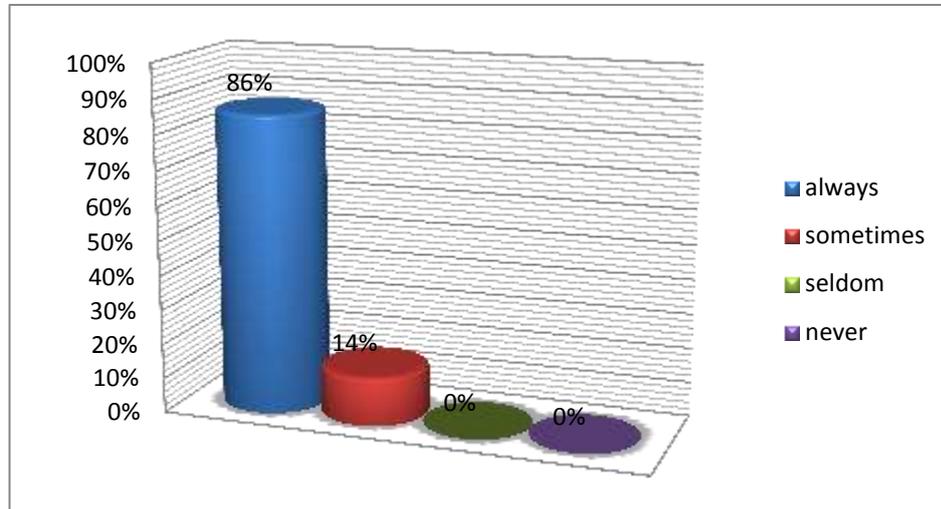
Table 4.2
The Result of the Proficient Students' Questionnaire

No	Pernyataan	Selalu	Kadang-kadang	Jarang	Tidak pernah	Total Students
1.	Apakah anda dalam menulis karangan deskripsi menggunakan strategi.	4	1	-	-	5
2.	Saya menggunakan strategi dalam menulis teks deskripsi.	5	-	-	-	5
3.	Saya menggunakan strategi pre-writing.	3	2	-	-	5
4.	Saya mengedit tulisan setelah saya menulis teks deskripsi.	5	-	-	-	5
5.	Apakah anda menggunakan strategi untuk mendapatkan topic atau tema.	4	1	-	-	5
6.	Apakah anda merevisi topik yang anda temukan.	5	-	-	-	5
7.	Apakah anda merevisi kata demi kata tulisan anda.	3	2	-	-	5

8.	Apakah anda menggunakan sentence structure ketika menulis teks deskripsi	5	-	-	-	5
9.	Saya melakukan revisi setelah menulis teks deskripsi.	5	-	-	-	5
10.	Saya mempertimbangkan pembaca yang akan membaca tulisan.	4	1	-	-	5
	The Result of the Proficient Students' Questionnaire	43	7	0	0	50
	Percentage (%)	86 %	14 %	0 %	0 %	100

Based on the result of questionnaire from the tenth grade students of SMA N 1 Mentaya Hilir Selatan Samuda. The five proficient students who had answer the questionnaire. The result of questionnaire from five proficient students' strategies in writing descriptive text, as follows: first columns of the chart (86 %) of five proficient students always used the strategies in writing descriptive text. Second columns of the chart (14 %) of five proficient students were sometimes used strategies in writing descriptive text. Third columns of the chart (0 %) of five proficient students seldom used the strategies in writing descriptive text. The last columns of the chart (0 %) of five proficient students never used the strategies in writing descriptive text, see the figure 4.1 below:

Figure 4.1
Proficient Students' Based on the Calculation of Questionnaire



Based on the result of observation, interview, and questionnaire. The writer used triangulation to evaluate and compare all of the data. So, the proficient students strategies used in writing descriptive text namely: clustering strategy, drafting strategy, editing strategy, revising and reordering the ideas strategy.

2. Strategies Used by the Less Proficient Students' at the Tenth Grade of SMA N 1 Mentaya Hilir Selatan Samuda in Writing Descriptive Text.

Based on the result of interview on May 30th 2013 from 5 less proficient students in writing descriptive text, the informant of the research had known that. The less proficient students had strategies in writing descriptive text but, the failed to apply their strategies so they obtained low score.

Table 4.3
List of the Students' Who Obtained Less Proficient Score

No	Name of the Students	Score	KKM	Score Level
1.	IK	68,5	70	Less Proficient
2.	RA	68,75	70	Less Proficient
3.	SC	62,5	70	Less Proficient
4.	IT	68,78	70	Less Proficient
5.	WI	62,5	70	Less Proficient

After getting the subject of the study, the researcher looked for information about the strategies used by the less proficient students in writing descriptive text. In this case, the researcher was used interview to get more information what are strategies used by the students in writing descriptive text.

The result of first and second observation, the less proficient students strategies in writing descriptive text at the tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda, they were didn't used pre-writing strategies such as selecting the topic, drafting strategies, editing strategies and revising strategies when their wrote the descriptive text⁶³.

Five observations only focused on the five less proficient students strategies in writing descriptive text at the tenth grade of SMA N 1 Mentaya Hilir

⁶³First and second Observation students' strategies in writing descriptive text at SMA N 1 Samuda, on May 21/28th 2013.

Selatan Samuda. The researcher found, they were only used selecting the topic or clustering strategies, taking note or drafting strategies, and revising strategies⁶⁴.

Last observation was focused on the five less proficient students' strategies in writing descriptive text at the tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda. Based on the researcher observe, they were used prewriting strategies, clustering strategies to find the topic, and drafting strategies⁶⁵.

Based on the interview conducted by less proficient students' strategies in writing descriptive text at the tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda, as follows:

1. IK

IK said that she ever learned about strategies in writing descriptive text. She used cluster strategy to get the idea and see the object that will be describe.

“Pernah, strategi melakukan pengamatan sebelum menulis. Menggunakan strategi cluster. Cocok, dapat membantu untuk mendapatkan sebuah ide. Menggunakan strategi drafting. Mengamati objek yang akan saya deskripsikan. Karena kita dapat mendeskripsikan. mempermudah bagi saya”⁶⁶.

2. RA

RA said ever taught the strategy to write, she used the cluster strategy to get the idea and she never use the other strategy her own self.

“Pernah diajarkan strategi untuk menulis, menggunakan strategi tersebut untuk mendapatkan ide. Cocok karena dapat mempermudah. Melakukan

⁶⁴Five Observation students' strategies in writing descriptive text at SMA N 1 Samuda, on September 10th 2013.

⁶⁵Five Observations students' strategies in writing descriptive text at SMA N 1 Samuda, on September 12th 2013.

⁶⁶Interview with Ina Kurniawati at tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda, on May 30th 2013.

strategi drafting. Mempermudah untuk menulis teks deskripsi khususnya”⁶⁷

3. SC

SC said that ever taught the strategy in writing and step by step to make descriptive text.

*“Tidak pernah menggunakan strategi tersebut. Tidak pernah, karena saya belum tahu strategi tersebut. Menggunakan strategi drafting dalam menulis teks deskripsi”*⁶⁸.

4. IT

IT said that ever taught the strategy in writing descriptive text, step by step to write a descriptive text. She used the cluster strategy to make easy in write it and she never used own her strategy.

*“Pernah diajarkan langkah-langkah untuk menulis teks deskripsi. Menggunakan untuk mempermudah dalam menulis. Cocok, karena untuk mempermudah membuat teks deskripsi khususnya. Menggunakan strategi cluster. Melakukan strategi drafting. Mempermudah, biar membuat deskripsi lebih baik dan bagus”*⁶⁹.

5. WI

WI said that he never taught the strategy in writing descriptive text. He also not uses the cluster strategy to get idea before write. He only writes what he knows something to be described.

*“Tidak pernah. Menggunakan strategi cluster. Saya menggunakan strategi yang menurut saya bias”*⁷⁰.

⁶⁷Interview with Rosita at tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda, on May 30th 2013.

⁶⁸Interview with Septa Carina at tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda, on May 30th 2013.

⁶⁹Interview with Irna Trisnawati at tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda, on May 30th 2013.

⁷⁰Interview with Wahyidi at tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda, on May 30th 2013.

Based on the result of interview above, there were some strategies used by less proficient students at the tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda in writing descriptive text such as Start off confused, without using prewriting strategies. Take much time to get ideas into paper. Work primarily at the sentence level, struggling with form. Will revise primarily at the word and sentence level. Revise surface level items (spelling, grammar, and punctuation). Are bothered by confusion over revision, and reordering. Revise primarily only the first draft.

Related to the interview with the less proficient students in writing descriptive text, they had used many strategies. The students tried to use the suitable language learning strategies in their process especially when they wrote descriptive text. The analysis of strategies used by the less proficient students of the tenth grade of SMA N 1 Mentaya Hilir Selatan Samuda in writing descriptive text.

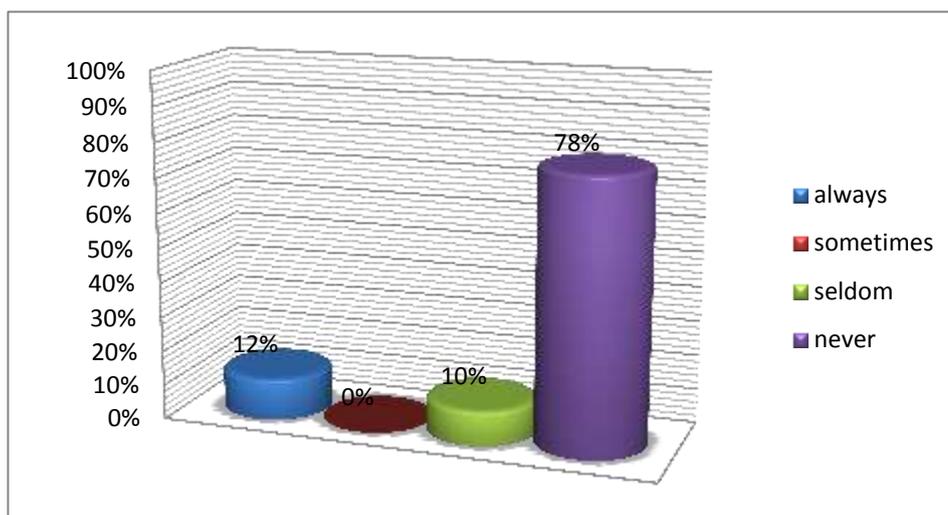
The result of the questionnaire, the researcher has given the questionnaire to the students on May 29th 2013 at the class of SMA N 1 Mentaya Hilir Selatan Samuda. The students who followed the questionnaire there were five students less proficient students. Based on the questionnaire, the five students were used strategies in writing descriptive text, see the table 4.4

Table 4.4
The Result of the Less Proficient Students' Questionnaire

No	Pernyataan	Selalu	Kadang-kadang	Jarang	Tidak pernah	Total students
1.	Apakah anda dalam menulis karangan deskripsi menggunakan strategi.	1	-	3	1	5
2.	Saya menggunakan strategi dalam menulis teks deskripsi.	1	-	1	3	5
3.	Saya menggunakan strategi pre-writing.	2	-	-	3	5
4.	Saya mengedit tulisan setelah saya menulis teks deskripsi.	1	-	-	4	5
5.	Apakah anda menggunakan strategi untuk mendapatkan topic.	-	-	-	5	5
6.	Apakah anda merevisi topik yang anda temukan.	-	-	1	4	5
7.	Apakah anda merevisi kata demi kata setelah menulis.	-	-	-	5	5
8.	Apakah anda menggunakan susunan kalimat ketika menulis teks deskripsi.	-	-	-	5	5
9.	Saya melakukan revisi setelah menulis teks deskripsi.	1	-	-	4	5
10.	Saya mempertimbangkan pembaca yang akan membaca tulisan.	-	-	-	5	5
	The Result of the Less Proficient Students' Questionnaire	6	0	5	39	50
	Percentage (%)	12 %	0 %	10 %	78 %	100

Based on the result of questionnaire from the tenth grade students of SMA N 1 Mentaya Hilir Selatan Samuda. The five less proficient students who had answer the questionnaire. Based on the chart the researcher concluded, as follows: First columns of the chart: (12 %) of five less proficient students were didn't always used strategies in writing descriptive text. Second column', (0 %) of five less proficient students were sometimes used strategies when they wrote descriptive text. Third, (10 %) of five less proficient students were seldom used strategies in writing descriptive texts. The last (78 %) of five less proficient students were never used strategies in writing descriptive text.

Figure 4.2
Less Proficient Students Based on the Calculation of Questionnaire



Based on the result of observation, interview, and questionnaire. The writer used triangulation to evaluate and compare all of the data. So, the less proficient students strategies used in writing descriptive text namely: didn't used prewriting strategy, clustering to get ideas quickly, drafting strategy, editing strategy, revising or reordering strategy.

B. Discussion

1. Proficient students' used in writing descriptive text, there were some strategies used. Based on the data finding stating that there were a significant difference between the proficient and less proficient students used strategies in writing descriptive text.

First, based on the result of observation, interview, and questionnaire, the proficient students thought the task, they stated that used strategies in writing descriptive texts. Gebhard stated that the proficient writers think about the task⁷¹, as explained below:

- g. Think about the task, Use a variety of prewriting strategies
- h. Once organized, get idea into paper quickly.
- i. At drafting stage, pay attention to meaning over form
- j. Will revise at all level: word, sentence, paragraph, and entire text.
- k. Will revise by adding, reordering ideas.
- l. Generate several drafts, each with some revision.

Second, proficient students did not take much the time to write down their ideas than the less proficient students. The time was determined by the teacher, the students should submit the task when the time had limited. When the teacher asked to submit their worksheets, so the proficient students had done it. It caused to obtain higher scored than less proficient students.

Gebhard stated that less proficient writer might take much time to write their down their ideas, as well as focus primarily on surface level aspects

⁷¹Jerry G. Gebhard, *Teaching English As A Foreign or Second Language: A Teacher self-development and Methodology Guide*, Ann Arbor, Publishers: The University of Michigan Press, 1996, p.236.

of writing struggling with from over meaning⁷². It can be concluded that the students who obtained proficient scored did not take much time in writing descriptive text.

2. Less proficient students' in writing descriptive text, there were some strategies used such as start off confused, without using prewriting strategies. Take much time to get ideas into paper. Work primarily at the sentence level, struggling with form. Will revise primarily at the word and sentence level. Revise surface level items (spelling, grammar, punctuation). Are bothered by confusion over revision, and reordering.

Revise primarily only the first draft first, based on the observation, interview, and questionnaire, the less proficient students in writing descriptive text only some of them used strategies such as making positive statement, placing new word into a context, repeating, and selecting the topic.

Second, less proficient students did take much the time to write down their ideas than the proficient students. The time was determined by the teacher, the students should submit the task when the time had limited. When the teacher asked to submit their worksheets, so the less proficient students not yet it. It caused to obtain lower scored than the proficient students.

On the contrary, there were possibly a number of arguments for the less proficient students' strategies in writing descriptive text. Based on the result of observation, questionnaire, and interview, the less proficient students

⁷²*Ibid*, p.236

took much time to write down their ideas than the proficient students. It made the less proficient students obtained lower scored than proficient students.

CHAPTER V

CLOSING

A. Conclusion

Based on the result of the study, the conclusion divided into two categories, as follow:

- m. Proficient students' strategies in writing descriptive text used by the tenth grade could be concluded into 6. First, think about the task, use a variety of prewriting strategies. Second, once organized, get idea into paper quickly. Third, at drafting stage, pay attention to meaning over form. Four, will revise at all level: word, sentence, paragraph, and entire text. Five, will revise by adding, reordering ideas. Last, generate several drafts, each with some revision
- n. Less proficient students' strategies in writing descriptive text used by the tenth grade could be concluded into 6. First, start off confused, without using prewriting strategies. Second, take much time to get ideas into paper. Third, Work primarily at the sentence level, struggling with form. Four, will revise primarily at the word and sentence level. Five, revise surface level items (spelling, grammar, and punctuation). The last, are bothered by confusion over revision, and reordering, revise primarily only the first draft.

B. Suggestion

1. To the students, they should used suitable and correct strategies in writing descriptive text, not only apply prewriting strategy, drafting strategy, editing strategy and revising strategy but also use the others strategies based on some

theories. They should always try increase their skill in writing descriptive text especially by practice every day.

2. To the teacher, to evaluate her students' competence in writing descriptive text frequently by giving assignments. The teacher should give more attention when the students wrote a text, in order to know the strategies used by the students. The writer suggests the teacher who guidance to increase their strategies in writing English.
3. To next researcher, it is expected to another researcher to conduct the different study in order to complete this study in the students' strategies in writing descriptive text.

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