

**THE STUDENTS PROBLEMS IN WRITING DESCRIPTIVE PARAGRAPH  
FACE BY THE FOURTH SEMESTER STUDENTS OF PALANGKA RAYA  
STATE ISLAMIC COLLEGE**

**THESIS**

Presented to the Department of Education of the State Islamic College of Palangka  
Raya in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan Islam



*By :*

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1430 H/2009**



OFFICIAL NOTE  
APPROVAL OF THESIS ADVISORY COMMITTEE  
LEGALIZATION

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Peace be unto you and God's mercy and blessing as well.

By reading and analyzing of your thesis' revision, we think that your thesis in the name of:

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Thank you on your attention.

Peace be with you and God's blessing.

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
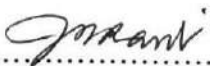


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# ABSTRACT

## **The Students Problems in Writing Descriptive Paragraph face by the Fourth Semester Students of TBI STAIN of Palangka Raya**

### **ABSTRACT**

The principle purpose of this study is to describe about problems in writing descriptive paragraph face by the fourth semester students of TBI STAIN of Palangka Raya. Because of that, the purpose of this study is to know about the students problems in terms of content, coherence, written expression and mechanics of writing descriptive paragraph face by students

In this study, the writer use qualitative method in which the writer tried to produce descriptive data in oral and written from the subjects or people who were interviewed. In collecting the data, the writer use some techniques namely, (1) observation, (2) interview and (3) documentation. In analyzing the data, the writer use some techniques namely, (1) data collection, (2) data reduction, (3) data display and (4) conclusion drawing/verification. The subjects of the study are 4 students in fourth semester the lowest score. To take the subject, the writer used purposive sampling. The subjects taken based on the individual task and middles of writing II score.

The result of the study, as follow: Problems in terms of content were; in understanding the topic sentence, the characteristics of topic sentence, to develop the topic sentence and makes the topic sentence differs from other sentences in the paragraph. In terms of organization were; To connect ideas between one sentence to another to achieve coherency in the paragraph, to practice how to connect ideas between sentences in the paragraph. in term writing expression were; the students difficult in determining the appropriate words in written context, in tenses, suffix, and agreement. And in terms of mechanics, some students still difficult to put period and comma.

**Permasalahan Mahasiswa Dalam Menulis Deskriptif Paragraph yang  
ditulis Oleh Mahasiswa Semester Empat dari Program TBI  
STAIN Palangka raya**

**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui apa saja masalah-masalah dalam penulisan dari isi, kesesuaian, ekspresi penulisan dan mekanik dari penulisan deskriptif paragraph yang ditulis oleh mahasiswa?. Sementara, tujuan dari penelitian ini adalah: untuk mengetahui masalah-masalah dalam penulisan dari isi, kesesuaian, ekspresi tulisan dan mekanik penulisan descriptive paragraph yang ditulis oleh mahasiswa.

Dalam penelitian ini, penulis menggunakan metode kualitatif yang mana penulis berusaha menghasilkan data deskripsi dalam bentuk lisan atau tulisan dari subyek atau orang yang diamati. Dalam pengumpulan data, penulis menggunakan beberapa teknik yaitu, (1) observasi, (2) wawancara dan (3) dokumentasi. Dalam menganalisa data, penulis menggunakan beberapa teknik yaitu, (1) penyeleksian data (2) pemaparan data dan (3) penarikan kesimpulan atau verifikasi. Subyek penelitian ini adalah 4 orang mahasiswa semester 4 yang memperoleh nilai rendah. Untuk pengambilan subyek, penulis menggunakan purposive sampling. Pengambilan subyek didasarkan pada nilai tugas individu dan ujian tengah semester pada mata kuliah menulis II. Hasil penelitian menunjukkan bahwa masalah-masalah dalam penulisan descriptive paragraph yang ditulis oleh mahasiswa adalah.

Dalam penulisan dari isi adalah dalam pemahaman topik kalimat, karakteristik topik kalimat, mengembangkan topik kalimat dan membuat topik kalimat berbeda dari satu kalimat ke kalimat yang lain. Dalam pengaturan adalah untuk menghubungkan ide diantara satu kalimat ke kalimat yang lainnya untuk mencapai kesesuaian dalam paragraph dan mempraktikan bagaimana menghubungkan ide dalam kalimat. Dalam ekspresi penulisan paragraph adalah mahasiswa kesulitan dalam menentukan kata-kata yang sesuai dalam konteks, penulisan dalam tenses dan agreement. Dan dalam mekanik penulisan descriptive paragraph beberapa mahasiswa masih kesulitan untuk meletakkan titik dan koma.



ACKNOWLEDGEMENT

## ACKNOWLEDGMENTS

First of all, the writer wishes to express her particular thanks to Allah who has given His Taufiq and Hidayah, so this thesis can be finished. The title of this thesis is” **THE STUDENTS’ PROBLEMS IN WRITING DESCRIPTIVE PARAGRAPH FACE BY THE FOURTH SEMESTER STUDENTS OF TBI STAIN OF PALANGKA RAYA**”.

In this opportunity, the writer would like to give the greatest thanks to:

1. The honorable Dr. H. Khairil Anwar, M.Ag., as Rector of STAIN Palangka Raya; for his direction and encouragement to finish this thesis.
2. The honorable Hj. Hamidah, M.A., the Chair of the Department of Education; who has given permission to do research.
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The writer realizes that this thesis still far from the perfect, therefore some constructive criticals and suggestion are warmly welcome. Hopefully, may Allah SWT keeps us on the straight path ang rewards us for what we have done and this can be useful for all of us.

Palangka Raya, September 2009

Mariya Ulfah

## DECLARATION OF AUTHENTICATION

In the name of Allah,

I myself make declaration that this thesis entitles **THE PROBLEMS IN WRITING DESCRIPTIVE PARAGRAPH WRITTEN BY THE FOURTH SEMESTER STUDENTS OF TBI STAIN OF PALANGKA RAYA** is truly my own writing. If it is not my own writing, so it was given a citation and shown in the list of references.

If my own declaration is not right in this thesis, so I am ready to be given an academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, September 29<sup>th</sup>, 2009

My Own Declaration,



**MARIYA ULFAH**  
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**MOTTO**

## MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

The meaning: "Verify, with every difficulty there is relief".

(Dar El-Fikr, 1999: 1609).



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## **LIST OF ABBREVIATION**

TBI : Tadris Bahasa Inggris

STAIN : Sekolah Tinggi Agama Islam Negeri

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## DEDICATION

*This thesis Dedicated to :*

*My beloved father K. Abdul Sidik (Alm)*

*I hope he proud with me*

*My beloved Mother Hj. Kayatan Nor who has given me*

*Love and affection*

*My beloved brothers and sisters for their support till I can finish  
my study*

*My beloved friends, Yulianti, Erniati, Sumiati, Purnia,  
Sholehah, Dina and all of my friend at the English Students in  
Academic Year 2004 for supports and suggestion*

*Thank you for all*



## CHAPTER I

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Human beings are social creatures. They always interact and communicate each other by means of language. English is one of the languages which are used to communicate. English is the first foreign language in Indonesia which is considered important for development of science, politics, economics, culture, and also for making a good relationship with other countries. So, it is clear that English is important to be learnt. Almost of countries in the world use English as the second language, but we show English is important subject in the school and university.

The factions of language can be applied in our daily life. Language communication media can be grouped into three basic forms, namely, written (reading and writing), orally (listening and speaking) and graphic (drawing and sketching). All of them are important, however there will primarily deal with the basic language skills, they are writing and speaking. None of language skills can be mastered in two or three core course (as learning) and a student cannot just read about language skills and then expect to write well. All of them need more ability and comprehension.<sup>1</sup>

In Indonesia, English is taught as a foreign language and its aim to enable the students to master the four English skills, they are: listening, speaking, reading, and writing. Beside that we have to master vocabulary, grammar, and pronunciation. They will help students in mastering it. In order to support these skills, especially vocabulary is important to be developed. Related to writing ability in using vocabulary to make writing paragraph, they have to know the vocabulary. It will help them to make writing paragraph because writing is

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<sup>1</sup> <http://www.unl.edu/csi/writing.shtml> online October 20<sup>th</sup> 2008

one of important skills in English. There are many kinds of text in writing paragraph; they are exposition, narration, description, and anecdote. We can measure the students' skill, vocabulary, grammar, and pronunciation. It will be good and writing is highest level for the students in learning English not only vocabulary and grammar that must be mastered by them, but also they must be able to make simple sentence to be a writing paragraph.

There are two ways in writing. They are; a) Selection of theme. Before making writing, the students can choose the theme for it. b) Making frame of thinking. It will make the students easy to develop the text. Beside that, it must have a skill in arranging the word, selection the word and combine sentence into paragraph. So, these ways can help the students to think more and explore their mind in themselves to show in writing.

The department of education has some study programs, they are Islamic study and English study program, in English study program the students should master four language skills, they are listening, speaking, reading, and writing. Listening is to comprehend the dialogues or talks orally, speaking is to express our ideas or communicating orally. Moreover, reading to comprehend the language written, writing is to express our opinion in written. Each of skill has different difficulties to learn by the students. Writing is a as important and very essential subject, it has important role to the students in making piece of writing for instance a research report. It is of course to master it very difficult.

Another opinion about the definition of writing is expressed by Thomas Kral, according to him writing is the natural outlet for the students reflection on their speaking, listening, and reading experiences in their second language.<sup>2</sup>

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<sup>2</sup>Thomas Kral. *Teacher Development Making the Right Movie*. Washington D.C: United States Information Agency, 1996. p. 171.

Writing can be divided into four main categories those are:<sup>3</sup>

1. Exposition is a writing form in which it includes most of people, read and write magazine or article and so forth.
2. Argumentation is a kind of writing form which is used to convince to persuade the readers to adopt a certain idea, attitude, or course of action.
3. Description is kind of writing form which is used to evoke the impression produced by some aspect of person, place, scene or the like.
4. Narration is a writing form is used to tell a story, to give meaning an event or series of related event.

Writing is difficult to be done by students, because it needs correct grammar, content, main idea, or topic. To make a writer easier to write, she or he should be able to know the writing strategies. The previous study written by Noor Asiah said that some strategies used by students are to learn writing material that had been given, to do writing exercise, to improve in memorizing vocabulary, to learn more about grammatical structure, to do consultation to the writing lecturer, and doing work group.<sup>4</sup>

Writing is essential subject that useful for the students to develop their idea, express their emotion through writing. Besides that has close related with paragraph. According to Little J. paragraph is a group of sentence dealing with a single topic or idea.<sup>5</sup>

Writing is the representation of language in textual medium through the use of sign of symbols.<sup>6</sup> According to Byrne writing is commonly a difficult activity for most people,

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<sup>3</sup>Rahmadi Nirwanto, *An Enrichment Material for Writing IV Especially Prepared for the Students of the English Department of the State College of Islamic Studies (STAIN) of Palangka Raya*, p. 1.

<sup>4</sup>Noor Asiah, *Writing Strategies of the English Education Department in Academic Year, 2003 of STAIN Palangka Raya*, Thesis Stratum One, Palangka Raya: STAIN Palangka Raya, 2007, p. 45.

<sup>5</sup>Little J., *Building English Skills*, Evanston: Mc Dougal Little Company, 1985, p. 127.

<sup>6</sup> <http://robinson,2003>, p.36



people, both in mother tongue and in foreign language.<sup>7</sup> It is not only master grammar and vocabularies, but also she/he has to know part of classes and kind of text. So, he/she can make simple sentences to be paragraph.

Paragraph is a part of writing that tells everything, and has close the clear purpose and meaning. It of course consist of topic, main idea, etc. if we want to write a paragraph we have to know the types of paragraph because they have different meaning and purpose, this is done in order to no occurred erroneous and mistake in writing, the types of paragraph are the first narrative paragraph, it is a type of writing in which the details or ideas in a sequences of events. The second is descriptive paragraph that tells how a person, place or thing is perceived by the five senses. The third expository paragraph is one that presents a certain of information about a subject and the last argumentative paragraph also called the persuasive paragraph.

In English Education Program, writing is one of the skill subjects that are learnt by the students in the second semester until sixth semester. It is qualified subject that is important for the students, so the writer is interested learning in English study STAIN Palangka Raya, especially ; they students' problems in descriptive paragraph. Writing I is learned by the students when they were in the second semester. They must pass writing I first so they can continue to the next level of Writing II, III, and IV. According to syllabus of English study program of STAIN Palangka Raya state that: this course is designed to enable the students to write good and complete paragraph (narrative, descriptive and expository modes).<sup>8</sup>

In fact, writing paragraph is not an easy job for the students of English education study program. We can see it from their achievement in this subject. Almost of the

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<sup>7</sup> Donn Byrne, Teaching Writing Skill, England: Longman, 1984,p.3

<sup>8</sup>Tim Silabi MKU dan MKK STAIN Palangka Raya, unpublished, 2004.

students got C in this subject. It means that the students still have problems in writing paragraph. According to some students who have taken writing subject, they said that had some problems or difficulties in writing. The difficulties were different, such as their disability in grammatical structure. it made the students cannot do the writing tasks (individual or and group) that the lecturer has been given well and appropriately. The other difficulty was spelling problems. Spelling problems not only needed in reading skill, but also in writing skill. Misspelling can cause misunderstanding. Differences culture or social cultural and linguistic between the first language and second language of the students can also influence in writing skill. The difficulties and problems above made them studying English, especially in writing subject. As the result, the students have lowest score, and the last some of them could not pass the subject.

In this study, the writer wants to investigate the problems of the students in writing descriptive paragraph. Because in fact, the students of English education study program STAIN Palangka Raya still have problems since writing paragraph in English has some rules and concepts that has different from writing paragraph in Indonesian language. For example at the sentence level, it content with coordination of content form, grammar, sentence, structure, vocabulary punctuation mark, letter formation and others. At the higher level, it concerns with the structure and integration between some information to the others information.

According to Suharno that:

*Biasanya kesulitan menulis diakibatkan miskinnya kosa kata, miskinnya bahan untuk ditulis, buruknya pengetahuan mengenai struktur kalimat, takut membuat kesalahan gramatika yang semuanya perlu mendapatkan penanganan yang*

*spesifik dari siswa ke siswi.*<sup>9</sup>(It is the main problem in piece of writing because in order to coordinate a good paragraph they have to have enough knowledge about vocabulary and sentence structure first, since not all of the students have enough knowledge about those composition of English classes).

From the statement above, it can be seen that there are some problems that the students will face when they write paragraph. Dealing with this the writer is interested in conducting entitled: "The Problems in Writing Descriptive Paragraph face by the Fourth Semester of TBI of Palangka Raya State Islamic College".

## **B. Formulation of the Study**

In relation to the background of the study above, the problem formulated by the writer is: "What are the problems in terms of content, organization, written expression and mechanics of writing descriptive paragraph face by students?"

## **C. Objective of the Study**

Based on the formulation of the study above, the objective of the study is: "To describe the problems in terms of content, organization, written expression and mechanics of writing descriptive paragraph face by students".

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<sup>9</sup>Suharno, *Perencanaan Pembelajaran Keterampilan Berbahasa Inggris*, Jakarta, 2003, p. 45.

#### **D. Significance of the Study**

The study has theoretically and practically significance. Theoretically the students would know about problems. Practically it gives contribution English lectures of STAIN Palangka Raya in handling the students problems in writing descriptive paragraph in terms of content, coherence, writing expression and mechanich. The result of the study will be useful for further resume that going to the studies the some problems.

#### **E. The Framework of the Discussion**

The Formwork of the discussion of this study as follows:

- Chapter I : Introduction , this chapter consisted of the background of the study, the problem of the study, the objectives of study, the significances of the study, the framework of the discussion, research methodology, and frame of thinking.
- Chapter II : Review of writing descriptive paragraph,
- Chapter III : Result and discussion of the study that was researched by the writer.
- Chapter IV : Closing, this capter included the conclusions and the suggestions from the writer based on the study had been done

#### **F. Research Methodology**

##### **1. The Time and the Place of the Study**

To collect the data in this field, the writer needs about two months, they are from 15 April – 15 June 2009 to collect all of the data accurately and briefly. The gotten data

are intended everything that is needed to make this study reasonable and acceptable. For instance. What are the problems in terms of content, organization, written expression and mechanics of writing descriptive paragraph written by students. The writer chooses STAIN Palangka Raya, Jl. G. Obos Complex Islamic Centre Palangka Raya, Kalimantan Tengah 73111 as the place of the study.

## **2. Method and Type of the Study**

### **a. Method of the Study**

This research is qualitative designed. According to Bogdan and Taylor in Moleong that: "*Metode kualitatif adalah sebagai prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan perilaku yang dapat diamati*".<sup>10</sup> (Qualitative method is a research procedure that can be observed in which the descriptive result of the data is in the form of words from people, orally or in written form and their attitudes). It can be concluded that qualitative research is an approach which find out the data and describe orally and written from subject of the study and their attitudes that can be observed by the writer.

Through this study, the writer wants to know what are problems the content; coherence; vocabulary; grammatical and mechanic of writing paragraph written by students.

### **b. Type of the Study**

This research is naturalistic research that has objective for describe phenomena appropriate with the facts in field about characteristics of writing paragraph written by TBI Students in second years of STAIN Palangka Raya. The term of naturalistic research try to explain the result of source of data naturally without hold a special treatment from the

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<sup>10</sup>Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, Bandung: Remaja Rosdakarya, 2004, p. 3.

Table 1.1

Number of Students Writing II English program STAIN Palangka Raya

Class	Male	Female	Total
A	16	15	31

#### 4. Data Collecting Procedure

In collecting the data, the writer uses three techniques, they are: observation, interview, and documentation. The explanation is as follow:

##### a. Observation

According to Sutrisno Hadi in Sugiyono that *"Observasi adalah suatu proses yang kompleks. Suatu proses yang tersusun dari berbagai proses biologis dan psikologis"*.<sup>14</sup> (Observation is a complex process that is arranged from the various of biological and psychology process). Observation that is used in this research namely participant observation. According to Susan Stainbacck *"Dalam observasi partisipasi, peneliti mengamati apa yang dikerjakan orang, mendengarkan apa yang mereka ucapkan dan berpartisipasi dalam aktivitas mereka"*.<sup>15</sup> (In participant observation, the researcher observes what students do, listen to what they say, and participates in their activities. Because of that the writer must joins with the subject of the study directly. It is done to get data that is needed to make report of result of the study.

Observation was started by general observation and further more it focused to the object of reserch. The aim of general observation is to get specific data, which covers the cases, as follow :

<sup>14</sup>*Ibid.*, p. 203.

<sup>15</sup>Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, Bandung: Alfabeta, 2006, p. 310.

- a. The research subject, is the fourth semester students of TBI STAIN Palangka Raya.
- b. The research object, the students problems in writing descriptive paragraph in terms of content, coherence, written expression and mechanich.
- c. Time, is available time as long as researching chronological during two months.
- d. Goal, is to know the students problems in writing descriptive paragraph in terms of content, coherence, written expression and mechanich.

#### **b. Interview**

This technique was done to get some additional description about the reason the students' problems in writing descriptive paragraph, it can support the data needed. At least, after getting the result of interview, the writer can take conclusion about the reason why the students have problems in making writing descriptive paragraph. Marzuki says that interview is a way of collecting the data by asking and answering some questions which done systematically and based on research's aim.<sup>16</sup>

Moleong states that "*wawancara adalah percakapan dengan maksud tertentu, percakapan dilakukan oleh dua belah pihak yaitu pewawancara (interviewer) yang mengajukan pertanyaan dan yang diwawancarai (interviewee) yang memberikan jawaban atas pertanyaan itu*".<sup>17</sup> (Interview is the dialogue with certain purpose, it is done by two person, they are interviewer who gives answer and who be an interviewed that gives answer based on the question). In this research the interview is done to get data about students problems in writing paragraph in descriptive text. The writer will ask to the students some questions.

<sup>16</sup> Marzuki, *Metodologi Riset*, Yogyakarta: BPFE-UII, 2003, P.62.

<sup>17</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, p. 186.

The interview technique that used is unstructured interview. In unstructured interview the writer uses interview guideline that consists of outlines appropriate to the topic of the study. It is needed interviewer creativity, because interviewer acts as direction of respondent in answering the question given. When interview goes on, the writer tries to run the respondent to answer to give more specific result and avoid the questions are out from the topic. The interviewer tries to develop a comfortable condition in order that respondent does not feel they are interviewed in other that they can express their opinion naturally.<sup>18</sup> The interview is done in informal condition by using notebook or tape recorder.

So, in this technique, the writer would directly interact with the students' in order to get deeper information from the students' answers that are still not clear.

### c. Documentation

Documentation is every written material or film.<sup>19</sup> The purpose in using documentation in this research is to support the data that is gotten in the field so the data is admitted the data validity. Arikunto also gives statement that: "Documentation is to find out some data related to note, transcript, book, newspaper, magazine and the other."<sup>20</sup> The documentation is a technique in collecting data by using documents of writing that is gotten and related to the data needed.

Sukardi states that:" *pada teknik ini peneliti dimungkinkan memperoleh informasi dari bermacam-macam sumber tertulis atau dokumen yang ada pada responden atau tempat, dimana responden bertempat tinggal atau melakukan kegiatan sehari-harinya.*" ( on this technique, the researcher got come information in the formal written and document from where the respondents live, stay or activities places everyday).

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<sup>18</sup>Suharsimi, Arikunto, *Prosuder Penelitian* Jakarta: Rineka Cipta,1993,p.197.

<sup>19</sup>*Ibid.*, p. 216.

<sup>20</sup>*Ibid.*, p. 206

Documentation that is used is the photo that contain about real condition of English teaching learning process in this class. It is very useful to know the background of STAIN Palangka Raya. It will support to collect the data, they are:

- 1) Number of students of English Education Program of STAIN Palangka Raya, who have taken Writing II
- 2) Syllabus of Writing II of English Education Program of STAIN Palangka Raya.
- 3) The result of students score in Writing II.
- 4) The students' taks in Writing

## **5. The Endorsement of Data**

There are four techniques to determine the endorsement of data, namely credibility, transferability, dependability and conformability.<sup>21</sup>

### **a. Credibility**

In naturalistic research, in order to the data can be believed and fulfill terms of credibility, data must be admitted and received the truth by information source form informant of the study. The effort in order that the truth of result of the study is believed, it is support by some ways, as follow:

- 1) The existence of participation

The first step has be done by going to the field and has look the real condition in the field. The writer really knows the condition of place where the study has done, makes a good relationship with the subjects of the study, recognize culture of environment of the place and checks the truth information that is gotten.

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<sup>21</sup>Sugiyono, *Metode Penelitian*, p. 366.

## 2) Observation

It has done observation accurately and continually. By this way the validity of the data can be recorded well and systematically. Moreover, the writer can give description of data accurately about what is observed.

## 3) Triangulation

It has examined the credibility of data by examining of the data to the source of data by interview, observation and documentation. According to Wiliam Wiersma quoted by Sugiono state “ triangulation is qualitative cross validation. It assesses the sufficiency of the data according to convergence of multiple data sources or multiple data collection procedures”<sup>22</sup>

Then, according to Moleong triangulation is “teknik pemeriksaan keabsahan data yang memanfaatkan sesuatu yang lain diluar data itu untuk keperluan pengecekan atau sebagai perbandingan terhadap data itu”. <sup>23</sup> (technique investigation the validity of data that uses the other things out of the data to verification need as a comparison to the data).

## 4) Member Check

Member check is process of recheck the data that has gotten by the researcher to the informant. The objective of member check is to make information that is gotten and used in writing the report of the study suitable with what is meant by the subject of the study as respondent or informant.

## b. Transferability

Transferability relates to the questions, how far the result of the study can be applied by the other people in other context. So, it must make a report that explain clearly

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<sup>22</sup> *Ibid.*, p.366

<sup>23</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, p.178.

about content of research in order to the readers can be easy to understand the result of study. Furthermore, this research must give description clearly about the result of study.

c. Dependability

Dependability examining is done by auditing all of research process to prove the data is reliable. So, the writer must be focus to the problems, go to the field, determine the source of data, do data analysis, examine the endorsement of data and make conclusion of data.

d. Conformability

The conformability is reached by asking readiness of advisor to check the process of the study, standard of the truth of the data and the result that is gotten and used to make the report. The research is said objective if the result of study has been agreed by many people. Moreover, to examine the conformability, it can be done by examine the result of study that is correlated by process that is done. It means, result and process must be balanced.

## 6. Data Analysis Procedure

Bogdan and Biklen in Qodir stated that data analysis is the process of systematically searching and arranging the interview transcript, field notes and other materials that is accumulate to increase our own understanding and unabale us to present what we have discovered to others.<sup>24</sup> Analysis involve working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and to be learned and also deciding what we will tell others. The analysis of data is intended to find out a theme which can be formulated become a working hypothesis

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<sup>24</sup> *Ibid.*, p. 344.

that been suggested by the data itself.<sup>25</sup> Miles and Humberman quoted by Abdul Qodir mention there are four techniques that are used to analyze the data as follows:

**a. Data Collection**

The writer studies all of the data that have been collected and gotten in the field, it is soon molded in writing form in order to be easy to understand and analyze.

**b. Data Reduction**

This case is as process of selecting, choose the data that relevant of the study, focus on the data that direct to solving of problems or to answer a research. Furthermore, simplicity of the data and arrange question that related to the problem of the study.

**c. Data Display**

The writer given explanation in data display. It is the result of the data reduction made in report systematically which can be understood and reasonable of the data that is gotten in the field. Data display can be done by simple explaining, draft, relation categories and flowchart. Miles and Huberman state that "the most frequent form of display data for qualitative research in the past has been narrative text".

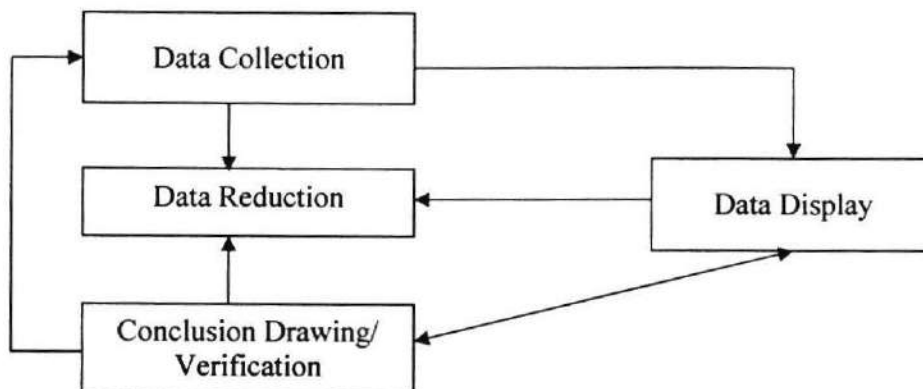
**d. Conclusion Drawing Verifying**

Data that have been processed such as stages above then they are concluded. After that the conclusion verified by seeing back of the data reduction, data display before, while and after collecting the data, so conclusion that is taken does not deviate from problems of the study.

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<sup>25</sup>Abdul Qodir, *Metodologi Riset Kualitatif, Pedoman Melakukan Penelitian Ilmiah*, Palangka Raya: STAIN Palangka Raya, 1999, p. 84.

Based on the explanation above, the interactive model of analysis is as follows:



From four techniques of analysis the data above, data that are collected from the result of observation and documentation relate to topic of the study on the problems in writing descriptive paragraph by second years students of English Education Program STAIN Palangka Raya are given codes, grouped and chosen to find the relevant data and proper to be presented. The process of selecting data will be focused on the data that proper to be presented, the analysis can be done in the field or after back from the field, in analyzing of qualitative data is found flexibility of pattern, but the most important is sensitiveness and sharpness in explaining that is happened behind the fact from object who is researched.



## CHAPTER II

## CHAPTER II

### WRITING DESCRIPTIVE PARAGRAPH

#### A. The Previous Studies

There were some previous studies that related to this topic as follow:

1. Fajrin Amin. Studied about the problems in Writing Narrative Paragraph Faced by the Second Year Students of SMP Negeri 3 Pahandut Academic Year 2006/2007. he has studied about the students problems in writing narrative paragraph in term of content, organization, vocabulary choice, grammar, and mechanics faced by the second year students of SMP Negeri 3 Pahandut Academic Year 2006/2007? After she has researched during two months gotten the result that answer her problem of the study that are:
  - a. The level of the second year students of SMP Negeri 3 Pahandut in writing narrative paragraph in term of content is fair, organization is fair, vocabulary is fair, grammar is fair, and mechanics is fair.
  - b. There are 70 % students having problems in writing narrative paragraph in content. In content, the students made mistakes in making draft of narrative paragraph. They have difficulties in making detail sentences.
  - c. There are 70 % students having problems in writing narrative paragraph in organization. It could be seen that there are 21 students having problems. In organization, the students made mistakes in elaborating main idea, they have difficulties in organizing well sentences.
  - d. There are 80 % students having problems in writing narrative paragraph in vocabulary choice. It could be seen that there are 24 students having problems in

vocabulary choice. In vocabulary choice, the students had the problems in choosing the right words or the not use the correct word.

- e. There are 76.6 % students having problems in writing narrative paragraph in grammar. It could be seen that there are 24 students having problems in grammar. In grammar, the students had the problems in using tenses, appropriate articles, and pronouns.
- f. There are 83 % students having problems in writing narrative paragraph in mechanic. It could be seen that there are 24 students having problems in mechanic. In mechanic, the students wrote the words in wrong spelling, and incorrect punctuation, like capital letters at the beginning of the sentences and a period, at the end of the sentence.<sup>26</sup>

2. Dasimah. Studied about the problems in making recount text Faced By the Second Grade Students of SMP Muhammadiyah Palangka Raya in Academic Year 2006/2007. She has studied about what are the problems in making recount text faced by the second grade students of SMP Muhammadiyah Palangka Raya in academic year 2006/2007? After she has researched during two months gotten the result that answer her problem of the study that are:

- a. The ability level of the second grade students of SMP Muhammadiyah Palangka Raya in academic year 2006/200 in making recount text in term of content is fair, in term organization is fair, in term vocabulary is fair and in term of mechanics is fair and term of spelling is fair.
- b. Problems in content, in this problems the writer divided into two sub problems; main idea and supporting sentence detail. The students had problems in formulating the

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<sup>26</sup> Fajrin Amin, *A study on the problems in Writing Narrative Paragraph Faced by the Second Year Students of SMP Negeri 3 Pahandut Academic Year 2006/2007*, thesis Stratum One, Palangka Raya: UNPAR, 2007, P.34-35

main idea. In this case, they could not decide the sentence that supported the topic that had been given, but the highest problem occurred in the supporting detail, they had problems in giving a detail description of topic.

- c. Problems in organization, sub problems was coherence. In this case the students' had problem in intergrading the idea to be connected logically, clear and easy to understand. Many students made irrelevant sentence, it showed the irrelevant paragraph. So, it made the text could not be understand.
- d. Problems in vocabulary, sub problems was diction. In this case, the students had problem in choosing and producing the appropriate words that were suitable with topic. It made irrelevant sentence, paragraph, so the text could not be understood. Thin simple past tens verbs) they used fewer words so they were less fluent in expressing their idea.
- e. The highest problems of the students in making recount text was grammatical. Almost of the students made mistake in using verbs ( regular and irregular)in simple past tense
- f. the sub problems in spelling were mechanic of writing and punctuation. The students made mistakes in spelling words, it made the different meaning. So the readers were difficult to understand what was text about. Beside that, many students did not use punctuation, it also made the reader were confuse to understand the text.
- g. Generally, it can be concluded that the problems in making recount text occurred to all of the indicators tested, but the highest problem happened in grammatical. Almost

of the students had problems in making sentence by using verbs (regular and irregular verbs), auxiliary and the time markers in the form of simple past tense.<sup>27</sup>

3. Norpriana. Studied about the problems in Constructing Narrative Paragraph Faced by the English Education students enrolled in the Academic Year 2005/2006. She has studied about what are the problems in Constructing Narrative Paragraph Faced by the English Education students enrolled in the Academic Year 2005/2006 ? After she has researched during two months gotten the result that answer her problem of the study that are:

- a. The English Education students of Palangka Raya University in the Academic Year of 2005/2006. Have ability in constructing narrative paragraph through the five judgments indicator.
- b. The English Education students of Palangka Raya University in the Academic Year 2005/2006. Faced in constructing narrative paragraph in term of grammar, clarity of expression and vocabulary.
- c. The percentage of the students having problems in constructing a narrative paragraph are as follows:
  - There are 8.9 % of the students having problems in term of organization.
  - There are 16.0 % of the students having problems in term of relevance.
  - There are 14.01% of the students having problems in term of clarity of expression.
  - There are 35.7 % of the students having problems in term of breadth of vocabulary.
  - There are 39.2 % of the students having problems in term of grammatical usage.

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<sup>27</sup>Dasimah, *A study on the problems in Making Recount Text Faced by the Second Grade Students of SMP Muhammadiyah Academic Year 2006/2007*, thesis Stratum One, Palangka Raya: UNPAR, 2007, P.45-47

- d. Among all of the indicators tested. Organization is the indicator that the students master most.
  - e. The result of questionnaire shows that they have problems in constructing a narrative paragraph in each items of questionnaire that asked about the students understanding about constructing a narrative paragraph. most of the students have difficulties in arranging the sentences, formatting the words and using the grammar.<sup>28</sup>
4. Laila Arfiana. Studied about. A study on the problems in writing faced by the students English education program Palangka Raya Academic Year 2005/2006. She has studied about what are the problems in writing faced by the students English education program Palangka Raya Academic Year 2005/2006? After she has researched during two months gotten the result that answer her problem of the study that are:
- a. The students of English study program who had registered in academic year 2002/2003 of FKIP Palangka Raya University faced many problems in writing paragraph by applying the minimum requirements of grammatical points. The highest frequency of problems notified while the lowest frequency of problems in occurred in using article which is only 13 problems notified.
  - b. The students of English study program who had registered in academic year 2002/2003 of FKIP Palangka Raya University. These who passed the course writing III are better than the students who passed the course writing IV in writing paragraph by applying the minimum requirements. It is proved by the frequency of problems made by the students who passed the course of writing III (group I) Is less than the frequency of problems made by the students who passed the course of writing IV (group II).

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<sup>28</sup> Norpiana, *The problems in Constructing Narrative Paragraph Faced by the English Education students enrolled in the Academic Year 2005/2006*, thesis Stratum One, Palangka Raya: UNPAR, 2007, P.48-50

- c. As a whole data analyzed, the most students' problems in writing are occurred significantly in the cases such as concord, spelling, punctuation, verb group and finite verb, because these indicators have the high enough frequency of errors.<sup>29</sup>

Based on the previous studies above the writer do different atudy, in this case the writer has different and object of the study. In this study, the writer's subject is students of fourth semester who took writing II at TBI STAIN of Palangka Raya and the writer's object is student's written in descriptive paragaph.

### 3. The Definition of Writing

Before dealing with the definition of writing paragraph, it is necessary to define the word "writing". Kurniawan states that "*menulis bukan sekedar menggambar huruf-huruf tetapi ada pesan yang dibawa oleh penulis melalui gambar huruf-huruf tersebut yaitu karangan*".<sup>30</sup> The composition as an expression of thought, idea, opinion and experience of the writer is arranged systematically and logically. Furthermore, writing is a process that can be practiced and learned.

Dulay state that: writing is the only mode in which both linguistics manipulation tasks and communications tasks have been given.<sup>31</sup> Fuziati also gives statement that: Writing as a process is orientated towards work in progress and the development of new skills, rather than merely evaluative tasks, the classroom practices, therefore, will vary from each other.<sup>32</sup> In the other words, Nunan also that: Writing activity as commonly

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<sup>29</sup> Laila Arfiana, *A study on the problems in writing faced by the students English education program Palangka Raya Academic Year 2005/2006*, thesis Stratum One, Palangka Raya: UNPAR, 2007, P.55-56

<sup>30</sup> Kurniawan, Chaerudin, *Jurnal Pendidikan dan Kebudayaan: Membina Kemahiran Menulis Siswa*, Yogyakarta, 2000, p. 21.

<sup>31</sup> Heidi Dulay, et al. *Language two*. New York: Oxford University Press, 1982, p.226

<sup>32</sup> Endag Fauziati, *Teaching English as a Foreign Language*. Surakarta: Muhammadiyah University Press, 2002, p.151

conceived, is a highly sophisticated skill combining a number of diverse elements, only of which are strictly linguistic.<sup>33</sup>

Moreover, Reid also has given statement that:

Writing as recursive rather than a linear process, the activities of pre- writing , writing and revision overlap and interweave it is holistic, viewing writing as activity that involves the intuitive and non- relation as well as relation faculties. Writing is also a way of learning and developing as well as communication skill, beside that writing is disciplined creative activity that can be analyzed and described.<sup>34</sup>

According to *Oxford Advanced Learner's dictionary* that writing is the activity or occupation of writing e.g. books, stories or articles.<sup>35</sup> Writing is the representation of language in a textual medium through the use of sign of symbols. Writing began as a consequence of the burgeoning needs of accounting. Writing more particularly, refers to things, writing as a noun, the thing is written, and writing as a verb which designates the activity of writing. It refers to inscription of characters on a medium, thereby forming, words, and longer units of language, known as texts. It also refers to the creation of meaning and information thereby generated.<sup>36</sup>

According to *The English Paragraph* that writing is the written productive language skill is called writing<sup>37</sup>. It is the skill of writer to communicate information to reader or group of readers. Her/his skill is also realized by his or her ability to apply the

<sup>33</sup> David Nunan, *Language Teaching Methodology " A Text book For Teacher"*. Sidney: Prentice Hall Intrnational, 1988

<sup>34</sup> M Joy Reid, *Teaching ESL Writing*. USA; Prentice Hall Regents, 1993, p.2

<sup>35</sup> <http://www.writing/Robinson>, 2003, p. 36.

<sup>36</sup> Jonathan Crowther, *Oxford Learner's Dictionary of Current English*, New York: Oxford University Press, 1995, p. 1385.

<sup>37</sup> Siahaan Sanggam, *The Enlish Paragraph: Graha ilmu*, Pemantangsiantar, 2007, p.2

rule of language she or he is writing to transfer the information she or he has in her or his mind to her or his readers effectively. The ability she or he has includes all the correct grammatical aspects of the language she or he is writing, the type of the information she or he is transferring, and the rhetoric's she or he is conducting in a communicative event too.

Writing is used by the educated people to record something, to report, to explain, to inform, to ensure and to influence the readers. Those purposes of writing can be attained well by people who are able to arrange, to organize, to express their ideas clearly in writing. It is important for the students to learning English in written well because through writing they can convey their idea and opinion systematically.

Based on the statements, it can be concluded that writing is an active productive skill and it will be used to communicate and to pour out ideas in our mind. More clearly, writing is an act or process to produce some information from our mind in the form of words or writing.

Based on those definitions, the writer can conclude that writing is a process and activity of arranging and combining the words or sentences in order to expressing the idea in right grammatical, so the message can be received by the reader.

#### **4. The Types of Writing**

An article states that writing can divided into four main categories; they are description, exposition, argumentation and narration.<sup>38</sup> It will explained in the following ways:

##### **a. Description**

According to John Mc. Call that quoted by Nirwanto that description text is a kind of writing form which is used to evoke the impression produced by some aspects of a

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<sup>38</sup> <http://infotra Thomsonlearning.com/Infowrite/ex-descript.htm> online Nopember 13<sup>th</sup> 2008

person, place, scene, or the like. The writer tries to suggest in the readers' mind a picture similar to the picture in his own mind.<sup>39</sup>

In description paragraph, the writers are describing the way something looks like. Thus, to describe means to show what something looks like. In order to describe something accurately, a writer just look at, observe, or learn the thing carefully and closely.<sup>40</sup> For example:

Lusia is my classmate. She is very beautiful and friendly. Her hair is as long as her shoulders. She is very energetic. She is very active in her school activities and takes some extracurricular subjects. One of them is dancing.

She has been practicing dancing since she was six years old. She can dance both traditional and modern dances. But she prefers traditional dances to modern ones. Her favorite dance is Pakarena Dance. It is from Makasar.

Every time she performs the dance on the stage, she always gives her best performance to her audience. So they really enjoy her dance.

So far, she has appeared many times in formal ceremonies, parties and same local dancing festivals, she has won any competitions so she is very famous in her school. She often performs abroad as a member of Indonesia culture delegation. Someday, she dreams to become a well-known dancer and if she has enough money, she will own a dancing company.

#### b. **Exposition**

It is a writing form in which includes most of people read and write. Its purpose is to explain something, make a clear idea, convey a fact or related series of facts, explain a process or a method, an organization a system and include editorials, essays, informative

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<sup>39</sup>Rahmadi Nirwanto. *An Enrichment Material for Writing IV*, Palangka Raya, p. 1.

<sup>40</sup>Furaidah, *Advanced Writing*, Jakarta: Pusat Penerbitan Terbuka, 2002. p. 21.

and instructional material.<sup>41</sup> Exposition may be used to explain a process, that is, to tell how something is made or done. To explain a process well, the essential steps must be stated clearly in logical sequence first things, second things second and so on, going the simplest to the most complex. Sometimes the most familiar process is the most difficult to explain, especially without benefit of illustration.<sup>42</sup>

According to Mc. Call that quoted by Nirwanto: exposition is a writing form in which it includes most of people read and write. Magazine, articles, newspapers, editorials and so forth. Its purpose is to explain something, make a clear idea, convey a fact or related series of facts, explain a process or a method, an organization or a system.<sup>43</sup> For example:

Owning a car can be expensive. First, you have to purchase of the car itself. If you get the cheapest new car in the showroom, you will end up paying about \$10,00. Before you can drive the car home, you have to finance the car. Unless you have \$10,00 in cash, you will have to get a loan with high interest rates and pay a monthly note of around \$250. Buying the car, however, is just the beginning of your expenses. Next, you have to buy gasoline at over the dollar a gallon. If you drive an average of 100 miles a week and get 35 miles per gallon, you will end up spending \$6 to \$10 a week on gas. That is about \$40 a month. Add to that, the expenses you have for maintenance, such as tune – ups and lubrications, and you have another \$35 per month. All of these add up to about \$350 a month –a big chunk of anyone’s paycheck.<sup>44</sup>

### c. **Argumentation**

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<sup>41</sup> <http://infotra.Thomsonlearning.com/infowrite/ex-descript.htm> online November 13<sup>th</sup> 2008

<sup>42</sup> George E. Wishon and Julia M. Burks, *Let's Write English*, New York: American Book Company, 1980, p. 382.

<sup>43</sup> Rahmadi Nirwanto, *An Enrichment*, Palangka Raya, p. 1.

<sup>44</sup> Furaidah, *Advanced Writing*, p. 3.4.

It is kind of writing form which is used to convince and persuade the readers to adopt a certain idea, attitude or course of action. The ability to state an argument influences others and explain a point of view is critical in almost every profession. Argumentations are reasoning processes in which a conclusion is inferred from premises. Based on the reason thus, there are two common types of argumentations by identifying common kinds of premises and inferences. It can be explained clearly below:

#### - Types of Premises

The most common types of premises they are statements of fact. Statements of fact, judgments and expert testimony. Statements of fact may be verified by checking the facts reported. Statements of fact make the most reliable premises. Meanwhile, judgments are consultation inferred from facts. The last type is expert testimony. It is a statement by a person presumed to be an authority on the subject. The statement may be factual or judgment. Expert testimony is often abused. It is too easy to assume that the testimony of any prominent person is reliable. To be trustworthy, the expert testimony must meet two requirements namely, the expert must be an authority on the particular subject and must be no reasonable probability of bias.<sup>45</sup>

#### - Types of Inferences

Inferences have three major types and minor. The major types they are generalization, causal relation and causal generalization while the minor type is analogy. More clearly, it can be explained below.

Generalization is the type of reasoning that description a conclusion about a whole class from a study of some of its members. The members used are called a sample will be true of the whole class. Meanwhile, Causal relation is a method of developing writing.<sup>46</sup>

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<sup>45</sup> Mccrimmon James M, *Writing with a purpose*.t.dt, p. 350.

<sup>46</sup> *Ibid.* p.357

The minor type of references is analogy. Analogy is illustration in the form of extended metaphor. It can also be considered as arguments based on similarities. In argumentation, analogy can be both useful and misleading. It is helpful in suggesting hypothesis for further investigation. When analogy is used the sole proof of a conclusion, it should be examined very closely. It may be more persuasive than it should be and lead to a conclusion that is not valid, for a single difference can make a whole analogy false.<sup>47</sup>

According to John Mc. Call that quoted by Nirwanto, argumentation is kind of writing form which is used to convince, to persuade the readers to adopt a certain idea, attitude, or course of action.<sup>48</sup> For example:

Moon – tracking is a new science – sport. Great scientists are already in the game, and thousands of amateurs are entering it. When the first manufactured moon was launched, the game got under way in earnest. Then radio amateurs, photographers, and observers in large numbers began to record the orbiting of artificial satellites.

The new sport is more than a sport. It is a serious scientific venture that deserves more than casual interest. It offers opportunities to increase human knowledge. We may learn, for the first time, the true shape of the earth, explore mysteries of weather, and find out just how the sun affects life. Whatever is learned will be shared with the world. Thus, adventure opens doors of cooperation between east and west. To a world looking for lasting peace, cooperation in science offers more hope than competition in weapons.<sup>49</sup>

#### d. **Narration**

It is a story told to make a point. It can be fact or fiction. It can be told in the first or the third person. It also like descriptive or subjective. It can be used in an abbreviated

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<sup>47</sup> *Ibid.* p.361

<sup>48</sup> Rahmadi Nirwanto, *An Enrichment*, Palangka Raya, p. 1.

<sup>49</sup> George E. Wishon and Julia M. Burks, *Let's Write English*, New York: American Book Company, 1980, p. 383.

from to introduce or illustrate a complicated subject. An effective narration has a plot that is arranged according to meaningful and dramatic sequence of action, which may or may not follow the order in which events actually happened. It usually focuses on some tension or conflict within a writer, or between writer and others or the writer and environment. An effective narration also depends on pace and purpose.<sup>50</sup>

According to John Mc. Call that quoted by Nirwanto; narration is a writing form is used to tell a story, to give meaning an event or a series of related events. Fiction is known as plotted narration. Non – fiction may deal with events in the history, or the writer may develop significance in them by his particular treatment of the facts.<sup>51</sup>

According to Furaidah that an effective narration paragraph has three important characteristics, they are:

1) It tells a story

Narration tells a story about a series of events or actions. The events may be real or nonfiction as in histories, biographies, and newspaper stories or imagery or fiction, as in short stories, novels, and plays.

2) It is organized by time order or chronological order

In addition, the series of events in narration are generally arranged by time order or chronological order. This means that the story begins with what happened first, then moves on to what happened next and ends with what happened last. Suppose, you want to tell about your terrible day. You would probably have a series of events to tell.

3) It shows the writer's attitude or point.

When writing a narration, you should have a purpose, in other words, you tell a story to teach something, persuade, or make point. Otherwise, your readers will probably

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<sup>50</sup> <http://infotra Thomsonlearning.com/infowrite/ex-descript.htm> online Nopember 13<sup>th</sup> 2008

<sup>51</sup> Rahmadi Nirwanto, *An Enrichment*, Palangka Raya, p. 1.

wonder why they need to bother to read your story. Your purpose will guide you to select the details to include and those to exclude in your story.<sup>52</sup>

Narration is more often about past story, but sometimes it is also about repeated present story. Past and present narrations have several similarities and differ mainly in when the story takes place. Therefore, in writing both present and past narration, you need to keep yourself aware with your choice of verb tenses.<sup>53</sup> The examples of narration text:

Last year I went to visit my friend, Ahmad in Sampit. We decided to go into the jungle for a little adventure.

We left Ahmad's house at six in the morning with two friends of him Ali and Rafi, it was hot, but Ahmad told me to wear shoes and trousers to protect me from snakes. In the jungle there was a lot of wildlife, but we were trying to find big cats, especially, tigers. However, it is usual to find tigers in the afternoon because they sleep in the heat of the day.

Then, in the distance we saw a tiger and Ahmad told me to be very quiet. We crept nearer and found a dead deer, still bleeding. This was the tiger's lunch. Suddenly, I started to feel very frightened.

We heard the tiger a second before we saw it. It jumped out like a flash of lightening, one hundred kilos plus inn weight and to meters long. I looked into its eyes and face, and saw right down the animal's throat. It grabbed Ahmad's leg between its teeth, but I managed to pull Ahmad away. Rafi shouted at the tiger and made it go back into the grass by throwing the branch he was holding. So we quickly escaped to let the tiger eat its lunch. That night it was impossible to sleep.

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<sup>52</sup>Furaidah, *Advanced Writing*, p. 1.26.

<sup>53</sup>*Ibid.*, p. 1.37.

## C. Paragraph

### 1. The Definition of Paragraph

According to Siahaan that a paragraph is a piece of writing text. It contains several sentences. It can be classified into three parts; they are the beginning, the body and the ending. As a text, a paragraph contains several sentences which can be classified into three parts.<sup>54</sup>

1. A paragraph is called the beginning. Commonly it only has one sentence. It only has one sentence. It is the most important sentence in the paragraph. It functions as the introductory sentence.
2. A paragraph is called the body. It contains several supporting sentences. Each of the sentences elaborates the topic sentence. Writers usually classify them into some types according to their function.
  - The major supporting sentence. Each of them is about each main point of the divisions of the topic sentence.<sup>55</sup> A good paragraph must have several major supporting sentences.
  - The minor supporting sentence. A major supporting sentence may have one or more than one minor supporting sentence. Each of them is about the major supporting sentence they elaborate.
3. The ending. It is a complete sentence. It concludes the development of the paragraph. It closes the paragraph.<sup>56</sup> Ending is closes the paragraph or the ending always at the end of the paragraph. It can be defined then that a paragraph is pies of writing which contains a topic sentence, some supporting sentences and a concluding sentence.

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<sup>54</sup> Siahaan Sanggam, *The English Paragraph: Graha ilmu*, Pemantangsiantar, 2007, p.5

<sup>55</sup> *Ibid.*, p.5

<sup>56</sup> *Ibid.*, p.5

There are several definitions of paragraph stated by different experts. Paragraph is usually a series of sentences that develops one topic.<sup>57</sup> Paragraph is a basic unit of organization writing in which a group of related sentences develop one main idea.<sup>58</sup>

In a paragraph, the sentences should be related to one another and it discuss of the topic or main idea of the paragraph. All of the sentences in a paragraph are related because each sentence adds something about the same idea. The length of paragraph varies and depends on the complexity or simplicity of idea that is discussed in the paragraph. A complex idea may a long discussion, this a longer paragraph. Paragraph should be long enough to develop the main idea or topic clearly.<sup>59</sup>

Based on the opinions above, it can be concluded that a paragraph refers to basic and logical unit of organization in writing in which a series of closely related sentences supply the readers with detailed information to support a single topic. Or a paragraph has only main idea that is written in a main sentence. The main idea should be develop with supporting sentences. The supporting sentences should be connected and refer to the main idea. Then, a paragraph also has concluding sentences which summarizes the control idea.

## 2. The Elements of Paragraph

Paragraph are the foundation of writing, students need to write paragraph in order to equip them paper, journal, reports and so forth. If students some paragraph can stand alone and some are parts of larger piece of writing such as an essay. According to Furaidah that paragraph is a group of related sentences which develops one main idea or one main topic.<sup>60</sup>

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<sup>57</sup>Oshima and Hogue, *Writing Academic English and Sentences Structure for International Students*. Singapore: Addison Wesley Publishing Company, p. 8.

<sup>58</sup>Furaidah, *Advanced Writing*, Pusat Penerbitan: Universitas Terbuka, 2002, p.1.

<sup>59</sup>Ibid, p.1

<sup>60</sup>*Ibid.*, p. 1.17.

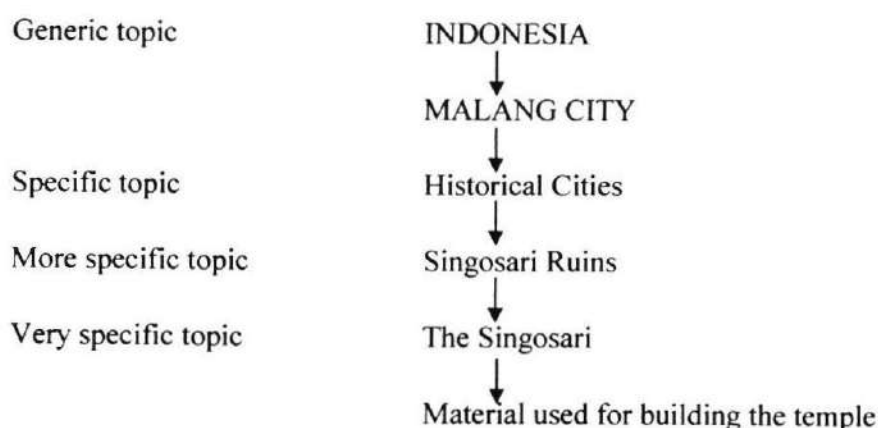
Paragraph has five major elements. They are:

#### a. The Topic of Paragraph

According to Furaidah that the topic of paragraph is what the paragraph is about. It is “thing” which the paragraph discusses.<sup>61</sup> The example the topic of a paragraph:

Smoking cigarettes can be an expensive habit. Considering that the average price per pack of cigarettes is seventy – five cents, people who smoke two packs of cigarettes a day spend \$1.50 per day on their habit. At the end of one year, these smokers have spent at least \$ 547.50. But the price of cigarettes is not the only expense cigarette smokers incur. Since cigarette smoke has an offensive odor that permeates clothing, stuffed furniture, and carpet, smokers often find that these items must be cleaned more frequently than non-smokers do. Although it is difficult to estimate the cost of this additional expense, one can see that this hidden expense does contribute to making smoking an expensive habit.

If we read the paragraph above, we will see that all sentences in that paragraph explain or discuss the main topic of the paragraph: The habit of smoking.<sup>62</sup> If we want to write something, so we have to limit the topic. By limiting the topic, you could discuss your specific topic more deeply and exhaustively.<sup>63</sup> For example:



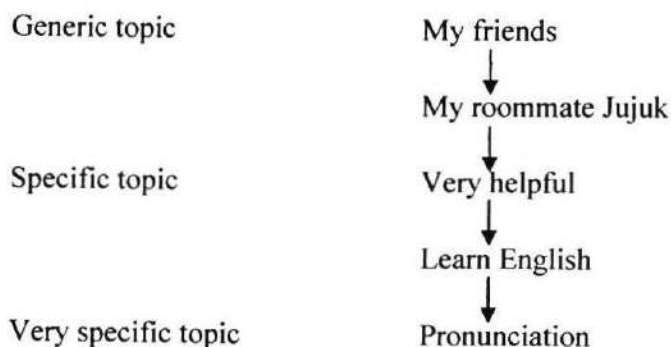

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<sup>61</sup> *Ibid.*, p. 1.2.

<sup>62</sup> *Ibid.*

<sup>63</sup> *Ibid.*, p. 1.4.

This paragraph, then, will discuss one aspect of the Singosari Temple: the materials used for building the temple.<sup>64</sup> Now, if you were interested in writing about your friends. The topic “friends” is still too broad a topic for a paragraph. You need to restrict this topic. Observe how this topic can be restricted:



#### b. The Topic Sentence

It states the main idea of paragraph. the writer’s main idea, opinion or feeling about the topic. It is the key sentence because it names the subject and the controlling idea. The topic sentence must be vivid, stimulating and exciting to capture the reader’s mind. The topic sentence could come at the end of the paragraph or somewhere in the middle, but usually in the first sentence. The topic of paragraph is usually introduced in a sentence; this sentence is called the topic sentence. However, the topic sentence can do more than introduce the subject of paragraph. A good topic sentence also serves to state an idea or an attitude about the topic.

According to Furaidah that the second element of a paragraph is a topic sentence. Every good paragraph has a topic sentence, which clearly states the main idea or topic of the paragraph. A topic sentence is the most important sentence in a paragraph. It briefly tells what the paragraph is going to discuss.<sup>65</sup>

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<sup>64</sup>*Ibid.*

<sup>65</sup>*Ibid*

According to Robert A. Butler that quoted by Nirwanto, in understanding the topic sentence, there are three important points to be considered:

- 1) A topic sentence is a topic sentence; it contains a subject, a verb, and (usually) a complement.
- 2) A topic sentence contains both a topic and controlling idea. It names the topic and then limits the topic to a specific to be discussed in the space of single paragraph.
- 3) A topic sentence gives only the main idea; therefore, it is the most general statement in the paragraph. It does not give any specific details.<sup>66</sup>

To illustrate, let us look at the following topic sentence to identify the topic and the controlling idea about the topic:

“Smoking cigarettes can be an expensive habit”

What is the topic and the controlling idea of this sentence? The topic is the habit of smoking cigarettes; the controlling idea is that smoking can be expensive. A paragraph that develops this topic should communicate that smoking is indeed an expensive habit.<sup>67</sup>

Human beings have certain general needs, scholars find the subject of needs fascinating. Everyone, they say, is very aware of his or her material needs: food, clothing and shelter. Long ago, however people discovered their need for nonmaterial things. They need love. They also need self-expression, recognition, recreation, and religion. These have been the basic needs of human beings throughout the ages. People generally satisfy their needs. They spend a lot of time and energy in their efforts to do this.<sup>68</sup>

From the example of the paragraph above, that be as a supporting sentence is the second and the third because it develop from the topic sentence

<sup>66</sup>Rahmadi Nirwanto, *An Enrichment Material*, p. 9.

<sup>67</sup>Furaidah, *Advanced Writing*, p. 1.6.

<sup>68</sup> Wishon and Julia, *Let's Write English*, p.64

### c. The Support

The support sentences they develop the topic sentences by giving specific detail about the topic such as reasons, examples, facts, statistics and quotations.

According to Furaidah that after you formulated a topic sentence with a focused controlling idea, you need to develop that topic sentence into a paragraph. You can discuss, explain, or prove the view expressed in that sentence. Take notes on details that can serve as the material that can back up the limiting statement in the controlling idea. Knowledge from reading, experience of others, or your own experience can be sources for generating the support, for example:

Topic sentence: Smoking cigarettes can be expensive habit

Support : 1. Cigarettes cost about seventy-five cents.

2. The average smoker smokes two packs a day.

3. The annual expense for this smoker is \$547.50.

4. The smoker must also pay for extra cleaning, furniture, clothes.<sup>69</sup>

### d. Unity

Unity it means that a paragraph only has main idea. The main idea is stated in the topic sentence, and then each and every supporting sentence develops that idea. In developing topic, an idea that irrelevant to the topic should be avoided. The concentration to the main idea be able to control the order of the sentence and will clarify the purpose of the writer. According to Alice Oshima that quoted by Nirwanto, “uni” is the Latin prefix meaning one. This mean, that in each paragraph, only one main idea is discussed. If he or she stars to discuss an idea, he or she may star a new paragraph.<sup>70</sup> For example:

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<sup>69</sup>*Ibid.*, p. 1.11.

<sup>70</sup>Rahmadi Nirwanto, *An Enrichment Material*, p. 11.

Pilots are the primary cause of many aircraft accidents. Ignoring their responsibilities, may pilots fail to perform their duties efficiently, and tragedy has too often been the needless result. History records that many fatal accidents have occurred, for example, because pilots failed to listen to the advice of air traffic controllers who were in a position to warn them about impending disasters. Sometimes pilots are overtired, and they neglect to take the precautions necessary to avoid accidents. They may even be taking drugs which slow down their physical reaction. Perhaps most startling is the fact that every year one or two air traffic accidents are caused by student pilots who attempt journey beyond their capabilities and end up producing catastrophes which destroy life and property.<sup>71</sup>

#### e. Coherence

Another important component of paragraph is coherency. According to David Yerkes that quoted by Nirwanto said co- is a Latin prefix that means "together" or "with". The verb cohere means "stick together" or "unified".<sup>72</sup> According to Carino that quoted by Nirwanto said that coherency usually refers to logic and ideas. In order to have coherency in a paragraph, the movement from one sentence to the next (and in longer essays, from one paragraph to the next) must logical and smooth. There must be no sudden jumps. For a paragraph to be coherent, first it must has unity.<sup>73</sup>

According to Furaidah said coherence is achieved by arranging sentences in logical order and providing signals that help the reader understand the relationship between the ideas in the sentence in the paragraph. In addition, the sentences are now connected by

<sup>71</sup>Furaidah, *Advanced Writing*, p. 1.14.

<sup>72</sup>Rahmadi Nirwanto, *An Enrichment Material*, p. 12.

<sup>73</sup>*Ibid.*

several linking devised: repetition of keywords, transition signal, and sentence combining.<sup>74</sup> For example:

The current population explosion could yield devastating problems in the future. The world's population is rapidly outgrowing its limited food supply, and famine is already a serious problem in many countries. If present trends continue, famine will spread and could someday engulf most of planet, resulting in the deaths of millions of people daily. In such a situation, what food crops remained would be closely guarded and rationed. In addition, inflation would be so intense that even people in higher income brackets would not be able to buy sufficient food. The hungry, in time, would grow angry, and their anger would cause riots to break out. Eventually, countries torn apart by internal strife and rioting would begin looking to neighboring lands for natural resources and food. Full scale wars would erupt and take over new areas. And finally, with man's full military power unleashed, civilization as we know it would perish with a big boom.<sup>75</sup>

### 3. The Definition of Descriptive Paragraph

A descriptive paragraph is a paragraph that describes a person, place or thing.<sup>76</sup> It is often used to describe what a person looks and acts like. The example of a descriptive paragraph:

Our cat that already lives with my family for more than five years until now is quite lovely. It is a big and healthy cat. Its' two front legs with big ankles always give him genteel soundless steps where ever it goes or jumps. The other two legs it has behind have slimier and round ankles reflect its' big power to support its' body, or to depend its' body from easy rolling, or to do a sudden run or jump. It has a big and long body. Its' chest is

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<sup>74</sup>Furaidah, *Advanced Writing*, p. 1.16.

<sup>75</sup>*Ibid.*

<sup>76</sup><http://www.about.com/writing/blwrite-descriptive.html/> accessed on April 14<sup>th</sup> 2008.

wide and its back is adjustable to from its' body formation it likes when it stands, or walks, or sits, or lays. It has looks very suspension able. Its' head is very handsome. It has two nice ears, which always make some patterns of shake indicating its awareness to its surrounding. The two eyes on his face are beautiful. At night the shine reflection from the two eyes look like a pair of ex ray searching for a certain object. It has a long tail. It is moveable. Every move it makes give signals of its sensitivity to its surrounding. Every body who visits us home and happens to see our cat says that it is a charming cat.<sup>77</sup>

There are two generic structures that must be followed to write descriptive paragraph. They are identification and description.

a. Identification

The identification identifies the phenomenon to be described.

b. Description

The description describes parts, qualities and the characteristics of the person, place or thing to be described.

The Example of descriptive paragraph that follow generic structure:

**Table 2.1**  
**The examples of Descriptive Paragraph**

Elements	Example
Identification	Sewu waterfall is one of the most interesting places of interest in Karanganyar.
Description	It <u>is located</u> nor far from central city. It is about 30 kilometers east of Solo. It <u>has</u> cool weather most of the time and fresh water. The waterfall for than 30 meters down to a small lake and then the waters flow to the small river. There <u>are</u> many funny and tame monkey above the trees of the left and right side of t he sidewalk down to the lake. The falling water <u>looks</u> fantastic and with the hard blow of the wind around the lake, the beauty of the nature is <u>enhanced</u> .

<sup>77</sup> Siahaan Sanggam, *The English Paragraph: Graha ilmu*, Pemantangsiantar, 2007, p.120

#### 4. Problems in Writing Paragraph

Problems in foreign language are not only made by student that study second language but also made by student who study the first language. According to Jerry that problems some EFL/ESL teacher face include the following:

The “ Teaching the less-proficient write “ problem. Some students use ineffective writing strategies, and the teacher is faced with showing these students how to write.

The “ I can’t write English “ problem. Some students have negative attitudes about writing or lack confidence in themselves as writes. The teachers is faced with changing their attitudes and building confidence.

The “ Teacher response” problem. Students do not always understand or pay attention to the content of the teacher response to their written work. Teachers need to explore different ways for students to get feedback on their writing.<sup>78</sup>

Linguistic expert, language instruction and language teacher same opinion that the problems in language that any instruction aim achievement.

##### a. Grammatical Problems

According to Djiwandono that quoted by Qodarsih said that the sentences constructed and word assembled in paragraph writing should be under stable and unambiguous. Beside that, it should fulfill the grammatical requirement. Therefore, this matter belongs to the terms of grammar.<sup>79</sup>

In making a description, the frequency of error in grammatical area is usually occurred significantly. It is because the grammatical difference between Indonesian an English in expressing the sentences. English has a rule about the tense and the adverb of time. In contrast, Indonesian only has adverb of time.

<sup>78</sup> Jerry G. Gebhard, *Teaching English as a Foreign or Second Language*, United State of America: The university of Michingan Press, 2000, p.235.

<sup>79</sup> M. Soenardi Djiwandono, *Tes Pengajaran Bahasa*, p.128

The common errors made in writing description:

1) Confusing the mass nouns with count nouns

For example:

- a) Many information
- b) A news.
- c) Some new furniture

2) Missing verb be

For example:

- a) Until now many English textbook... used at the university.
- b) The wages of intercity bus drivers ... computed on a mileage basis.
- c) Apprenticeship applicant in the building trades ... required to be in good health.

Another error that the students made is the students usually do not concentrate to the main idea.

Those examples above are only several forms of errors in making the sentences. Actually there are also other grammatical problems that cannot be mentioned by the writer. However, the problems which have been mentioned above are most frequently made by the students.

#### **b. Organization Problems**

According to Djiwandono that quoted by Qodarsih said that stated the students must be able to organize the main idea and supporting main ideas well. In this case, the ideas are logically arranged in sequence in order to be understood easily by the readers.<sup>80</sup>

The organization and content of a paragraph are determined by the topic and the controlling idea of that paragraph. A topic sentence must be supported with details

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<sup>80</sup> M. Soenardi Djiwandono, *Tes Pengajaran Bahasa*, p.128

organized chronologically in a narrative paragraph and spatially in a descriptive paragraph.<sup>81</sup>

In term of organization quality, the students seem to have problem in integrating the idea to be connected logically, clear and easy to understand. The problem with the coherence in most of description paragraph is the inclusion of some sentences of ideas irrelevant to the major topic idea. Some students also use unnecessary opening short paragraph that irrelevant to the ideas in the rest of the paragraph.

For example:

"All of us know that everyone has special memories, especially childhood memories. Sometimes, it is funny if we remember our childhood memories. I also have childhood memories especially when I went to my grandparents' home. Now I will tell you how my grandparents' home looked like."<sup>82</sup>

From the example above it can be seen that the student use the unnecessary word opening paragraph, which is underlined, that is irrelevant to the ideas in the rest of the paragraph.

Some students also use additional information about an object or a person irrelevant to the ideas in the rest of paragraph.

For example:

"I used to play there with my friend. She is now a medical student in Jakarta. She never goes home town but she often sends me letters..."

From the example above, it can be seen that the students included some information that is not suitable with the ideas of the paragraph.

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<sup>81</sup> Regina L Smally, CS, Refining Composition Skill,

<sup>82</sup> Ibid.,p. 128

There are words that can be used to keep the organization paragraph. The words can be called transitional signal. The transitional signal can be used to relate each sentence in a description paragraph. Another error that the students made is the students usually do not concentrate to the main idea.

Those errors are the problems that the students faced in making the description paragraph. It can occur because the students do not focus to the major ideas of their paragraph.

### **c. Mechanic Problems**

Mechanics the skill called mechanics (capitalization, punctuation, grammar, and spelling) are important components of effective writing.

According to Djiwandono that quoted by Qodarsih said that clearly reviews that the paragraph writing should pay attention to the aspect of word spelling and also the use of punctuation. Without these, the paragraph is still understandable. Thus, these last indicators should also be taken into consideration in measuring writing skill.<sup>83</sup>

In terms of mechanic, the students will have some problems in spelling and punctuation. Spelling problem usually occurred because English spelling is complex. Mastery of the writing system includes the ability to spell. However because in English the relationship between sound and symbol is a complex one, spelling is a problem for many users of the language, native and nonnative speakers alike.

The examples are

- 1) F is spelled gh as in enough.
- 2) I is spelled o as in women.

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<sup>83</sup> Ibid.,p.129

3) Sh is spelled ti as in nation.<sup>84</sup>

Based on the statement above, it can be concluded that it is quite problematic for the students to master English spelling since it is very complicated and very far different from Indonesian spelling.

#### **d. Content Problems**

In terms of content writing, the students have problems in identifying main idea and the supporting sentences. In addition, they also have problems in formulating the main idea and the supporting sentences into a paragraph.<sup>85</sup>

In short, the students cannot decide the sentence that can support the topic that has been given. Instead, they include the idea that has no relation with the topic. Moreover, they also seem to have problems in giving a detailed description of the topic.

For example:

Diamonds are the most valuable of the precious stone. They were first discovered in India, probably around 500 B.C. For a long time India was the only source of diamonds. Later large diamond fields were discovered in Africa. Many rubies and other precious stones come from Burma. The largest and most perfect diamonds are so valuable that they are priceless. Most of these stones are now held by museums and governments.<sup>86</sup>

From the example above, the underlined sentence does not support the topic sentence because all of the sentences talk about diamonds and not about the others precious stones.

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<sup>84</sup> Ristati, Teaching Material Writing III, Palangka Raya, 2007, p.15

<sup>85</sup> M. Soenardi Djiwandono, Tes Pengajaran Bahasa, p.128

<sup>86</sup> Geore E. Wishon and Yulia M. Burks, Let's Write English, New York: American Book Company, 1980, p.289

**Table 2.2**  
**Scoring Guide for Paragraph Writing**

J	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	Presents fragmented information or may be very repetitive or may be very undeveloped
	1	Unsatisfactory	Attempts to respond to 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 lack some transitions and have lapses in continuity
	4	Sufficient	The paragraph is organized with ideas what were generally related but has few or no transition
	3	Uneven	Is unevenly organized, the paragraph may be disjointed
	2	insufficient	Is very disorganized ideas are weakly connected or the response is too brief to detect organization
	1	Unsatisfactory	Has no clear organization or consists of a single statement.
Writing expression	6	Excellent	Sustain variety in sentence structure and exhibits good word choice
	5	Skillful	Exhibits some variety in sentence structure and some good word choices.
	4	Sufficient	Exhibits control over sentence boundaries and sentence structure but sentences 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 sentences 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	Error in grammar, spelling and punctuation are few and do not interfere with understanding.
	4	Sufficient	Error in grammar, spelling and punctuation are few and do not interfere with understanding.

	3	Uneven	<p>Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding.</p> <p>Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding</p> <p>Errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation interfere with understanding in much of the response.</p> <p>Many errors in grammar such as tenses inconsistency, lack of subject-verb agreement- spelling and punctuation severely interfere with understanding.<sup>87</sup></p>
	2	Insufficient	
	1	Unsatisfactory	

### C. Theoretical Background of Indicator to be Measured in Writing Skill

According to Djiwandono that quoted by Qodarsih that there are some elements that must be taught of in the writing achievement. They are:

#### 1. Content

According to Djiwandono that quoted by Qodarsih in said that indicates that the ability of the students to identify and formulate the main idea and some supporting ideas include into the assessment of content. In this case, whether or not the students are able to decide and formulate main idea and supporting main idea into the paragraph are measured in term of content.

#### 2. Organization

According to Djiwandono that quoted by Qodarsih said that stated the students must be able to organize the main idea and supporting main ideas well. In this case, the ideas are logically arranged in sequence in order to be understood easily by the readers.

<sup>87</sup> Sabarun, Paragraph Writing (Writing II TBI 526.2) Palangka Raya, 2008,p.56

## 2. Organization

According to Djiwandono that quoted by Qodarsih said that stated the students must be able to organize the main idea and supporting main ideas well. In this case, the ideas are logically arranged in sequence in order to be understood easily by the readers.

## 3. Vocabulary

According to Djiwandono that quoted by Qodarsih said that it calls this term of measuring vocabulary. The vocabulary used in writing should be suitable with the content and meaning of sentence being expressed.

## 4. Grammar

According to Djiwandono that quoted by Qodarsih said that the sentences constructed and word assembled in paragraph writing should be under stable and unambiguous. Beside that, it should fulfill the grammatical requirement. Therefore, this matter belongs to the terms of grammar.

## 5. Spelling

According to Djiwandono that quoted by Qodarsih said that clearly reviews that the paragraph writing should pay attention to the aspect of word spelling and also the use of punctuation. Without these, the paragraph is still understandable. Thus, these last indicators should also be taken into consideration in measuring writing skill.<sup>88</sup>

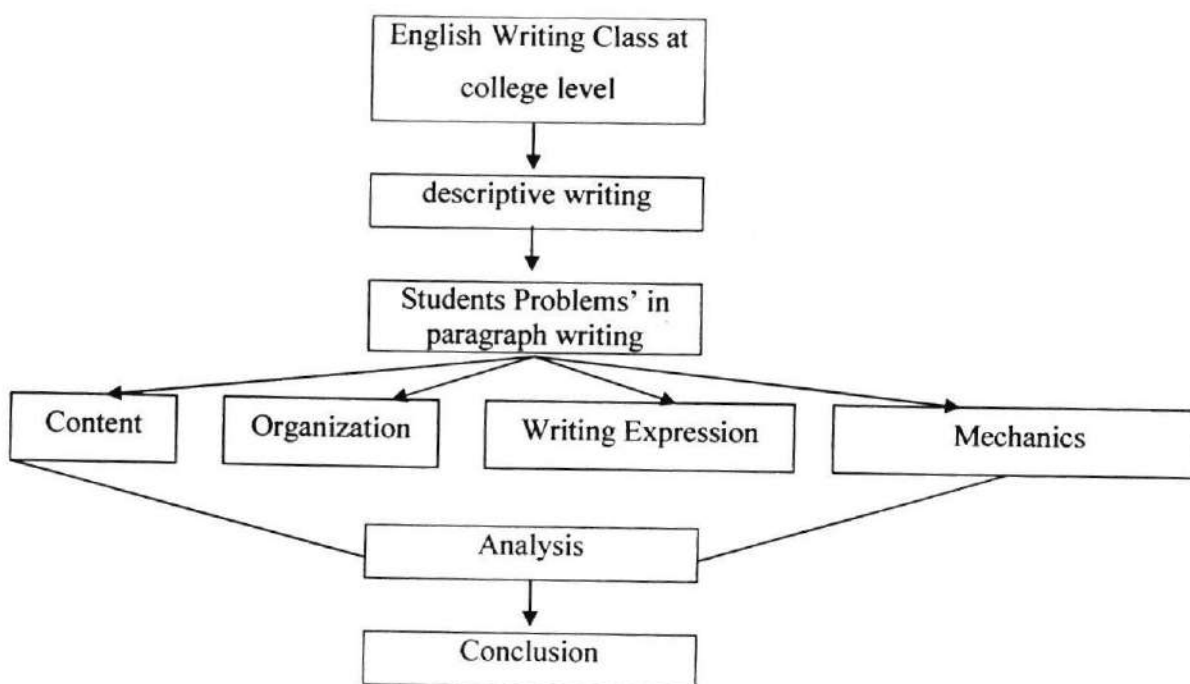
## E. Frame of Thinking

Descriptive paragraph is one of sub discussion in writing II. It meant the students must be ready to learn and face the difficulties of descriptive paragraph for this case they got information easily from the subject. Because some students still face some problems in

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<sup>88</sup> M. Soenardi Djiwandono, *Tes Pengajaran Bahasa*, p. 128-129.

Meanwhile, the writer want to know the problems of students who got low score in making descriptive paragraph. In order to it useful to the next or can used by of the students to solve their problems in making descriptive paragraph. Further, it can be seen in the framework below:



## F. Writing II

According to syllabus of English study programme of STAIN Palangka Raya, states that: this course is designed to enable the students to write good and complete paragraph (narrative, descriptive and expository modes).<sup>89</sup>

The material of writing II is taught as basic for the students to continue or the students to write good paragraph, writing III and VI. The materials, they are:

The given paragraph writing are based on:

1. Elements, function and nature of paragraph.
2. Orderly arrangement of a paragraph.
3. Repetition in a paragraph.
4. Transitional expressions.
5. Unity in a paragraph.
6. Methods of developing a paragraph.
7. Development through details and examples.
8. Development through lists of particular matters.
9. Development through comparison, cause and effect

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<sup>89</sup>Tim Silabi MKU dan MKK STAIN Palangka Raya, unpublished, 2004.



## CHAPTER III

### CHAPTER III

#### THE RESULT OF THE STUDY

#### A. The Analysis of Students' Problems in Writing Descriptive Paragraph In Term Content, Organization, Written Expression and Mechanics Written by the Fourth Semester of TBI Palangka Raya State Islamic College.

In making writing description paragraph, the students had problems with the content, coherence, written expression and mechanics. Each students had different problems that come in writing descriptive paragraph. They could be explained in the following ways. There were eight students who become the subjects of the study. Their names were replaced by using code such as student 1, student 2 student 3 and so forth.

Table 3.3

**The score of students writing descriptive paragraph**

No	Name of Students'	Content	Organization	Writing Expression	Grammar/ Mechanics	Total Score	Score
1.	M	3	3	4	5	15	3.75
2.	AR	3	3	4	6	15	3.75
3.	H	3	3	5	3	14	3.5
4.	S	3	5	3	5	15	3.75

*Sources : lecrurer of writing II*

#### 1. Student, (HS) Score: 3.75

In term of content student I (HS). She obtained 3 (uneven). This score was classified as uneven category. She present some clear information, but is list like, undeveloped, or repetitive, or offer no more than a well-written beginning and she considered as topic sentence, actually it is just factual statement and does not suggest for the development. For example he wrote the sentences as follow: *One of building in STAIN*

*is laboratory, is laboratory.* Therefore, this topic sentence is weak. Actually, the student 1 could provide topic sentence he wrote the sentences as follow: *The advantages of having laboratory or why STAIN needs laboratory, etc.*

In term organization Students 1. Obtained 2 (insufficient), this score is classified as uneven category. Is very disorganized ideas are weekly connected or the response is too brief to detect organization. For example he wrote the paragraph as follow:

*One of building in STAIN is laboratory, is laboratory. There are some media for teaching that we use for study, the media in laboratory are Television, tape recording, a fan, air condition and LCD. It must be revised: laboratory is one of building in STAIN Palangka Raya. Laboratory is used as place of teaching learning process of English Education Program. For English teaching learning process laboratory is support by some medias. There are some media for teaching learning that can be used are Television, tape recorder, a pan, air conditional and LCD.<sup>90</sup>*

In the paragraph above, the writer tended to write everything without focusing on specific aspect of laboratory. Therefore, she failed to connect the relationship among sentences in her paragraph.

In term of written Expression She obtained 4 (Sufficient), this score is classified as skillful category. Exhibits control over sentence boundaries and sentence structure but sentences and word choice may be simple and unvaried. The error that the writer made. For example she wrote the sentence as follow: *it can we use for listen a cassette, it can we use for make us comfortable for study, it also can we use for study, when we presentation.* The sentences can be revised: *We can use it for listening to a cassette. We can also use it for making us comfortable for study, We use it for study, When we make a presentation.*

In term of mechanics. She obtained 4 (Sufficient) in term of mechanic, this score is classified as skillful category. Spelling and punctuation were few and do not interfere with understanding. She did not used capital letters when she began her sentence. For example

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she wrote the sentence as follow: *the media in laboratory are Television, tape recording, a fan, air condition and LCD*. The sentence be revised: *The media in laboratory are television, tape recording, a fan, air condition and LCD*.

In addition, to the result of analysis above, the writer interviewed student 1 to cross check the data. In term of content, she had problems in formulating topic sentence and the supporting sentences into a paragraph. Consequently. He over generalized all sentences can be topic sentences. In terms of organization, he failed to link relationship among sentences in a paragraph. She admitted that cannot move smoothly from one sentence to sentence, she did not know how to combine sentences and how to use certain expression such as transition signal.

**Student 2, (AR) ) Score: 3.75**

In term of content student 2 (AR). He obtained 3 obtained (uneven) in term of content, this score is classified as uneven category. Present some clear information, but is list like, undeveloped, or repetitive, or offer no more than a well-written beginning. Because he star to write the paragraph without topic sentences. For example he wrote the paragraph as follow: *It is the muse concert, live from senayan and One by one the group members are walking to the stage* Those sentences can be revised: *it is t he muse concert, it live from senayan, the group members are walking to the stage one by one*

The organization student 2 (AR). He obtained 3 (uneven) in term of organization, this score was classified as uneven category. It is unevenly organized the paragraph may be disjointed and readers will not understand the points that are going to say in each paragraph.

Organization two paragraphs have no main ideas. Consequently, the rest of the sentences does not provide relationships among sentences. For example he wrote the

paragraph as follow: *It is the muse concert, live from senayan. Thousands of young people are now garnering to see the concert. They are ready to listen to the music. Now, their eyes are on the empty stage. A very big and bright lamp on the stages is on, it's beautiful.*

Writing expression the student 2 (AR). He obtained 4 (sufficient) in term of writing expression, this score was classified as sufficient category. Exhibits control over sentence boundaries and sentence structure but sentences and word choice may be simple and unvaried. Because he constructs the sentences which are not clearly understood. For example he wrote the sentence as follow: *It is the muse concert, live from senayan, Now, their eyes are on the empty stage, A very big and bright lamp on the stages is on, One by one the group members are walking to the stage.* Those sentences can be revised: *It is the Muse concert that can be seen from Senayan, There is very big and bright lamp on the stage, One by one, each to the group members is walking to the stage.*

The mechanics student 2 (AR). He obtained 5 (Skillful) in term of mechanics, this score was classified as skillful category. In the paragraph, spelling and punctuation are few and do not interfere with understanding and she uses too many full so that the sentences look vague. For example he wrote the paragraph as follow: *It is the muse concert, live from senayan. Thousands of young people are now garnering to see the concert, they are ready to listen to the music. now, their eyes are on the empty stage. A very big and bright lamp on the stages is on .It's beautiful.* The paragraph can be revised: *It is the muse concert, live from senayan. Thousands of young people are now garnering to see the concert. They are ready to listen to the music. Now, their eyes are on the empty stage. A very big and bright lamp on the stages is on .It's beautiful.*

In addition to the result of analysis above, the writer interviewed student 2 to cross check the data. In term content he did not really understand what is topic sentence. He just

wrote and wrote sentences without considering of formulating topic sentences and supporting sentences in a paragraph. He did not know how to get a clear focus of his paragraph. In terms of organization, he did not know or understand the development of a paragraph by showing not only how the sentences in a paragraph are related to one another but how ideas in a sentence are connected to each other.

**Student 3, (M) ) Score: 3.5**

In term content student 3, (M). She obtained 5 (Skillful) in term of content, this score was classified as uneven category. Develop and shapes information with well-chosen details in part the paragraph. For example he wrote the sentence as follow: *There is library in my campus.*

This is not topic sentence because it does not tell the reader what a paragraph is going to discuss. In addition, it is vague to develop. What can be expected from such sentence. Therefore, this topic sentence should be changed in order to be effective topic sentence.

In term organization student 3 (M). She obtained 3 (uneven) in term of organization, this score is classified as uneven category. Is unevenly organized the paragraph may be disjointed addition, the paragraph has achieved coherency because she used transitional such as, moreover, furthermore to show how one idea is related to another. For example he wrote the paragraph as follow:

*There is library in my campus. My campus also there was a canteen in the canteen the students can buy some foods and drinks. Beside the librarians desks, there is a reading place the windows on the wall on the left and right side of reading place give enough light inside the building. The paragraph can be revised: There is library in my campus. The library is large enough it has two floors its' walls are white. In the front of the library, there are two shelves for shoes an a large announcement board two desks of librarians are on the other side of stairway. Beside the librarians desks, there is a reading place the windows on the wall on the left and right side of reading place give enough light inside the building.*

She write too broaden about library, because the topic sentence is vague to develop. What can be said about such topic sentence? The paragraph has noting to say. She discusses many things, not one thing as reflected in good topic sentence.

In term written expression She obtained 4 (sufficient) in term of writing expression, this score was classified as sufficient category. Exhibits control over sentence boundaries and sentence structure but sentences and word choice may be simple and unvaried. In the paragraph, the writer constructs the sentence with is not clearly understood: For example he wrote the paragraph as follow: *an a large announcement board*, actually, this not a sentence but a phrase and errors in grammar such as tenses inconsistency. Therefore, the sentence should be completed.

In term mechanics. She obtained 5 (Skillful) in term of mechanics, this score is classified as skillful category. In the paragraph, spelling and punctuation are few and do not interfere with understanding and she uses too many full so that the sentences look vague. For example he wrote the paragraph as follow:

*There is library in my campus. My campus also there was a cantten in the canteen the students can buy some foods and drinks. beside the librarians desks, there is a reading place the windows on the wall on the left and right side of reading place give enough light inside the building.* The paragraph can be revised: *There is library in my campus. My campus also there was a canteen in the canteen the students can buy some foods and drinks. Beside the librarians desks, there is a reading place the windows on the wall on the left and right side of reading place give enough light inside the building.*

In addition to the result of analysis above the writer interviewed student 2 to cross check the data. In term of content, the students 3 (M). She had problems with formulating topic sentences, determining the characteristics of good sentences in various ways. She

admitted she just wrote freely in term of organization, she had to learn more how to connect ideas among sentences with a paragraph. In term mechanic, she used too many full stop in ending her sentences. It many difficult to understand the idea between one sentence to another if the sentences are too short. Furthermore, coherency could not achieved because the media to connect them were not available.

**Student 4, (S) scorer: 3.75**

The Content student 4 (S). He obtained 3 obtained (uneven) in term of content, this score was classified as uneven category. Presents some clear information, but it list like, undeveloped, or repetitive, or offer no more than a well-written beginning. For example he wrote the paragraph as follow: *Football is a popular sport in the word.* The topic sentence will be interesting if the writer focuses more on specific aspect of football. In that way, the writer as an ample opportunity to develop and support the idea.

In term organization student 4 (S). He obtained 6 (excellent) in term of organization, this score was classified as excellent category. Is well organized with strong transitions. He make simple paragraph, the topic sentence is clear. The paragraph can be developed from that topic sentence or the paragraph is well organized with strong transition. For example he wrote the paragraph as follow: *Football is a popular sport in the word. One reason for this is in inexpensive. Moreover, it is exciting, there is always lots of action and it is a healthful sport that men can play. Furthermore, it is both on in door and out door game. In the village, the game is played outdoor. In the word, it is a winter game. Football is interesting game.*

In term written expression student 4(S). He 3 obtained (uneven) in term of written expression, this score was classified as uneven category. Exhibits control over sentence boundaries and sentence structure or there are some sentences that are not correctly

constructed. For example he wrote the sentence as follow: *One reason for this is in inexpensive.* The sentence above should be reconstructed: *One of the reasons for this is*

In term of mechanics student 64(S). He obtained 5 (excellent) in term of mechanics, this score was classified as excellent category. Because he uses spelling and punctuation are few and do not interfere with understanding. For example he wrote the sentence as follow:

*Football is a popular sport in the word. One reason for this is in inexpensive. Moreover, it is exciting, there is always lots of action and it is a healthful sport that men can play. Furthermore, it is both on in door and out door game. In the village, the game is played outdoor. In the word, it is a winter game. Football is interesting game.*

In addition, to the result of analysis above, the writer interviewed student 1 to cross check the data. In term of content, she had problems in formulating topic sentence and the supporting sentences into a paragraph. Consequently. He over generalized all sentences can be topic sentences. In terms of organization, he failed to link relationship among sentences in a paragraph. She admitted that cannot move smoothly from one sentence to sentence, she did not know how to combine sentences and how to use certain expression such as transition signal.

In addition to the result of data analysis above, the writer interviewed the students who had the most difficult in writing from their middle tes and homework to made writing descriptive paragraph and from interview . In this case, the writer interviewed three students. Based on the results of interview, those students had problems in the following are; content, organization, writing expression, grammar and mechanics. In terms of content, the students had problems in understanding the topic sentence, what are the characteristics of topic sentence, how do develop the topic sentence and what makes the topic sentence differs from other sentences in the paragraph. In terms of organization, the students had problems how to connect ideas between one sentence to another to achieve

coherency in the paragraph. They were able to make sentences but unable to connect ideas between sentences. They need to practice how to connect ideas among sentences in the paragraph. The other that they encountered in writing paragraph is writing expression (vocabulary). Most of them only use lexical meaning or dictionary-based. They have problems when they determined the appropriate words and vocabulary in context. In terms of grammar, they have problems in agreement (for example, agreement between subject and verb), compound sentences, complex sentences, compound-complex sentence, passive construction, and so forth. In terms of mechanics, they only know period and comma. They have problems with other kinds of mechanics.

**B. The Result of the interview could be seen as follow:**

1. HS : Said that made writing descriptive paragraph was difficult because she got difficult in writing, she often made mistakes to write the descriptive paragraph. According to her, poor in vocabulary and grammatical structure were very difficult to be learned, and the teacher' explanation sometime is not so clear
2. AR : Said that made writing descriptive paragraph was difficult she felt that she got difficult in writing in the content and vocabulary, if she memorized the vocabulary she alwasy forget the vocabulary had been memorized by her. So she could not express her mind into good ideas in making sentences.<sup>91</sup>
3. S : Said that made writing descriptive paragraph was difficult because he felt that he got difficulty in grammar, furthermore, he did not understand English grammar well so he got difficulty if the teacher taught about grammar i the class. So he would not be able to write well he still do not understand about what is adverb, noun, pronoun and the other about grammatical structure. It makes my writing

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<sup>91</sup> Based on interview with AR on May 12<sup>th</sup>, 2009 at 10.00 WIB

undeveloped, so about his study background. He was graduated from MA (Islamic Senior High School). When he was MA, the English teacher gave explanation about English material not detail and unclear.<sup>92</sup>

Based on the interview result with 4 students that had been take writing II of English programme of STAIN Palangkaraya. Firstly, difficulties in writing descriptive paragraph especially difficulty in vocabulary it could be know from interview with the students that they got difficulties in understand to make writing descriptive paragraph. Secondly, difficulty in grammar, it could be seen from their middle tes and homework to made writing descriptive paragraph and from interview. Thirdly. Difficulty to determaine the topic sentences, almost all of them said the cause of this problem that is was lazy study about English grammar, about writing subject and lass in memorizing of vocabularies.

### **C. The Result of observation**

#### **A. The first observation**

The observation was done in April 13 th, 2009. Based on the observation the conditional of the class before the lecturer came to the class the students' made noise and same students' outside the class, only a few students enter in the class. When the teacher came to the class, the situation changed clam down. Then before the lecturer explain the materials, the lecturer gave some suggestions to the students to did make noise when the lesson started on the day.

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<sup>92</sup> Based on interview with M on May 12th, 2009 at 13.40 WIB

The lecturer ordered to fourth group to explained the topic but in the fourth group the lecturer ordered two group to explained together because they have same title, the fourth group explain the topic about descriptive essay by the title” **Prambanan Temple** “. After the fourth group have explain the topic, the lecturer ordered the other group explained the topic, the lecturer ordered the other group to asked to the fourth group have explained the topic, the first could not answered directly.

The language was used by the lecturer when explained the material teachings was 50% in English and 50 % in Indonesia language. The material teaching about, elements, function and natural of paragraph. Furthermore, they way used the lecturer gave materials to the students. The lecturer ordered the students to write the material about element, function and nature paragraph, when the students were ordered by the lecturer to write the material, some students made noise. Only a few students write the material. The assignment were given by the lecturer to the students, the lecturer ordered the students to made elements, function and nature of paragraph in the class. Moreover, the teacher promised to give high score for the students who were able to made the paragraph correctly.

#### **B. The second observation**

The observation was done on April 21 nd 2009. Based on the observation the conditional of the class before the lecturer came to the class the students' made noise and same students' outside the class, most of them chatted with their friends outside the class, only a few students enter in the class. When the teacher came to the class, the situation changed clam down. Furthermore the lecturer introduced the material about descriptive essay to the students. The lecturer when explained the material teachings was 50% in English and 50 % in Indonesia language.

The way of the lecturer explained the new material to the students about descriptive essay. When the lecturer explained the material, some students did not take attention especially the students were sit in the behind class. They chatted and played with their friend. Furthermore , to exam the students understanding to write descriptive essay. The lecturer ordered all of the students to make one by one about descriptive essay, the lecturer gave the high score for the students who able wrote about descriptive essay, then the lecturer closed the material by giving the homework to the students to make writing descriptive essay one by one of the students and by the group to presentation to made descriptive essay to discuss in next week.

### **C. The Third Observation**

The observation was done on April 28 nd 2009. Based on the observation the conditional of the class before the lecturer came to the class the students' made noise and same students' outside the class, only a few students enter in the class. Furthermore the teacher came to the class and the lecturer opened the class activities by greeting to the students, checked the present list and asked to the students to presentation by group about material that have given by the lecturer in last week, the material discussing about descriptive essay that has been written by the students.

The students divided into ten group, every group 3 or 4 students and every group have written one topic in the descriptive essay to discuss. After all of the students have in the group the lecturer ordered the first group to explained the topic about descriptive essay by the title "**My Idol**". After the first group have explained the topic, the lecturer ordered the other group to asked to the first group, the first group could not answered directly. So the lecturer ordered to second group to explained the topic, the second group explain the topic about descriptive essay by the title "**Ulin Nuha Dormitory**". After the second

group have explained the topic, the lecturer ordered the other group to asked to the first group, the second group answered it directly. So the lecturer ordered to third group to explained the topic, the second group explain the topic about descriptive essay by the title “ **The Best Lecturer**”. After the third group have explained the topic, the lecturer ordered the other group to asked to the first group, the third group could not answered directly. So the lecturer ordered to fourth group to explained the topic, the fourth group explain the topic about descriptive essay by the title “**Prambanan Temple**”. After the fourth group have explained the topic, the lecturer ordered the other group to asked to the fourth group, the fourth group answered it directly. But the time has finished so the lecturer ordered to the group could not answered the question. After all of the students has answered the lecturer ordered to the students to back in the chair so the lecturer gave motivation to the students and remembering them the next week they will continue the lesson by presentation.

#### **D. The Fourth Observation**

The observation was done on May 5 nd 2009. Based on the observation the conditional of the class before the lecturer came to the class the students' made noise and same students' outside the class, most of them chatted with their friends outside the class, only a few students enter in the class. When the teacher came to the class, the situation changed clam down, the lecturer opened the class activities by greeting to the students, checked the present list and asked to the students to presentation by group about material that has given by the lecturer in last week, the material discussing about descriptive essay that has been written by the students.

The lecturer ordered the five group to explained the topic about descriptive essay but in five group the lecturer ordered two group to explained together because they have

same title, the five group to explained the tonic about descriptive essay by the title "Taniung Putting Nasional". After the five group have explained the topic, the lecturer ordered the other group to asked to the five group, the five group could not answered directly and the second group answered directly. So the lecturer ordered to six group to explained the topic, the six group explain the topic about descriptive essay by the title "**Dedi Corbuzer**". After the six group have explained the topic, the lecturer ordered the other group to asked to the first group, the six group could not answered directly. So the lecturer ordered to seven group to explained the topic, the seven group explain the topic about descriptive essay by the title "**Barack Obama**". After the seven group have explained the topic, the lecturer ordered the other group to asked to the seven group, the seven group answered it directly. But the time has finished so the lecturer ordered to the group could not answered the question. After all of the students has answered the lecturer ordered to the students to back in the chair so the lecturer gave motivation to the students and remembering them the next week they will continue the lesson.



## CHAPTER IV

## CHAPTE IV

### CLOSING

#### A. Conclusions

In this study the result of the students' problems. Were transcription of interview and written descriptive paragraph writing by the students' in second year of TBI STAIN Palangka Raya. The students problems in making descriptive paragraph in terms of content were; in understanding the topic sentence, the characteristics of topic sentence, to develop the topic sentence and makes the topic sentence differs from other sentences in the paragraph. In terms of organization were; To connect ideas between one sentence to another to achieve coherency in the paragraph, to practice how to connect ideas among sentences in the paragraph. In writing expression were; the students difficult in determining the appropriate words in context, in tenses, suffix, and agreement. In terms of mechanics, some students still difficult to put period and comma.

#### B. Suggestion

There are some suggestion that the writer would like to recommend here:

1. Since the students got fair ability in term grammatical structure and vocabulary, the lecture of writing subject to give more practice to the students in writing descriptive paragraph
2. To the lecture should explain to their students attentively in order that the students really comprehend about descriptive paragraph and know to make it.

3. To the students of English Education Study Program STAIN Palangka Raya. To study more how arrange the sentence and use the right grammar. Besides that, the students should enrich their vocabulary to make sentence in correct arrangement.
4. The students did not just got the material from the lecture in classroom but they should try to add their reference of learning such as learning for other resource books or studying in group by them selves in home.
5. The students to do more practice in writing descriptive paragraph, so they can improve their competency in writing descriptive paragraph or another kind of writing form, because the skill of writing is important to master by the students.



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17<sup>nd</sup>2008 (09.45)



## APPENDICES

## APPENDIX I

## OBSERVATION GUIDE

The name of Students' in writing II

**The name of Students' in writing II at the Fourth Semester Students of TBI STAIN of Palangka Raya**

Mata kuliah : Writing II Kelas : A  
 Hari/Jam : Selasa/7.00-8.30 Dosen : Dina Novitasari, S.Pd.i  
 Ruang : D2-4

NO	NAMA	NIM
1	Siti Faridah	0701120272
2	Uswatun Kasanah	0701120273
3	Nita Utrina	0701120274
4	Hesti Suprihatin	0701120277
5	Nizar Ahmad	0701120278
6	Muhammad Afandi	0701120339
7	Budi Santoso	0701120279
8	M. Taufan Kamil	0701120280
9	Indra Aritiawan	0701120283
10	Susi Wulandari	0701120285
11	Dwi Hendarti	0701120338
12	Yusup	0701120287
13	Masgajalba	0701120288
14	Ika Astuti	0701120289
15	Neritasari	0701120291
16	Dedi Sukendar	0701120292
17	Risky Mahdi	0701120293
18	Andi Ramadani	0701120294
19	M. Hasyim	0701120295
20	Syaifudin	0701120336
21	Erniati	0701120299

## **APPENDIX 2**

### **DOCUMENTATION GUIDE**

1. The syllabus of Writing II
2. The number and names' of students' who taken Writing II
3. The students' score in meddle test of Writing II
4. Result of interview
5. Some photos of doing interview and teaching learning process of writing II
6. Students' task, analyze the students' task

## APPENDIX 4

### THE RESULT OF INTERVIEW

Name : Andi Ramadani (AR)

Day/Date : Friday, May 15 th, 2009

Time : 09.20-10.00

1. Apa yang anda ketahui tentang descriptive paragraph?

Descriptive paragraph adalah paragraf yang menggambarkan sesuatu baik itu manusia, benda atau sesuatu lainnya.

2. Seberapa seringkah kamu latihan menulis descriptive paragraph atau yang lainnya dalam sehari?

Tidak begitu sering, kadang-kadang itu kalau ada tugas baru saya menulis

3. Kesulitan apa saja yang kamu temukan dalam menulis descriptive paragraph?

Kesulitannya mungkin terletak pada pembedaan paragraphnya, misal pada paragraph argumentative ataupun narrative, karena pada umumnya pada pembuatannya, misalnya kita dituntut untuk membuat descriptive paragraph, disitu kita terkadang sulit membedakan apakah itu descriptive paragraph atau argumentative paragraph

4. Mengapa kamu mengalami kesulitan tersebut?

Saya mengalami kesulitan itu bisa terjadi apabila menilai karangan, tulisan descriptive paragraph dari orang lain.

5. Bagaimana kamu mengembangkan satu topic menjadi satu descriptive paragraph?

Untuk mengembangkan satu topic menjadi descriptive paragraph pertama saya akan memperkenalkan isi topiknya, orangnya, penggambaran bentuk fisiknya.

6. Tensis apa saja yang sering kamu pakai dalam membuat descriptip paragraph?

Untuk tensis yang saya gunakan, biasanya adalah simple present tense

Name : Masgajalba (M)

Day/Date : Tuesday, May 14<sup>th</sup>, 2009

Time : 10.30-11.00

1. Apa yang anda ketahui tentang descriptive paragraph?

Yang saya ketahui tentang descriptive paragraph adalah paragraf yang berisi pengambarkan sesuatu baik itseseorang, tempat atau sesuatu lainnya.

2. Seberapa seringkah kamu latihan menulis descriptive paragraph atau yang lainnya dalam sehari?

Kadang-kadang tapi kalau ada tugas baru saya menulis

3. Kesulitan apa saja yang kamu temukan dalam menulis descriptive paragraph?

Kesulitannya yang saya hadapi mungkin pada tenses yang akan digunakan saya kadang-kadang bingung

4. Mengapa kamu mengalami kesulitan dalam penulisan descriptive paragraph?

Karen masih bingung menempatkan tensesnya yang benar dimana jadi saya cendrung takut salah

5. Bagaimana kamu mengembangkan satu topik menjadi satu descriptive paragraph?

Saya mengembangkan satu topik menjadi descriptive paragraph dengan cara menggambarkan apa yang topic maksud dengan mengembangkan pikiran kita yang lain.

6. Tensis apa saja yang sering kamu pakai dalam membuat descriptip paragraph?  
present tense dan kadang-kadang past tenses

Name : Syaifudin (S)

Day/Date : Wednesday, May 13<sup>th</sup>, 2009

Time : 09.00-09.35

1. Apa yang anda ketahui tentang descriptive paragraph?

Descriptive paragraph adalah paragraf yang menggambarkan sesuatu baik itu benda, tempat, manusia, hewan atau lainnya.

2. Seberapa seringkah kamu latihan menulis descriptive paragraph atau yang lainnya dalam sehari?

Sering juga tapi tidak setiap hari

3. Kesulitan apa saja yang kamu temukan dalam menulis descriptive paragraph?

Kesulitannya dalam menentukan topik

4. Mengapa kamu mengalami kesulitan tersebut?

Saya mengalami kesulitan itu bisa terjadi karena mencari topic yang mudah untuk dikembangkan.

5. Bagaimana kamu mengembangkan satu topic menjadi satu descriptive paragraph?

Saya mengembangkan satu topic dengan membuat kerangka teks terlebih dahulu

6. Tensis apa saja yang sering kamu pakai dalam membuat descriptip paragraph?

Untuk tensis yang saya gunakan, biasanya adalah present tense.

Name : Hesti Supriati (HS)

Day/Date : Saturday, May 16 th. 2009

Time : 08.30-09.15

1. Apa yang anda ketahui tentang descriptive paragraph?

Descriptive paragraph adalah paragraf yang menggambarkan sesuatu baik itu manusia, benda, tempat atau kejadian yang berhubungan dengan panca indra

2. Seberapa seringkah kamu latihan menulis descriptive paragraph atau yang lainnya dalam sehari?

Tidak begitu sering, kadang-kadang itu kalau ada tugas baru saya menulis

3. Kesulitan apa saja yang kamu temukan dalam menulis descriptive paragraph?

Banyak diantaranya menghubungkan kalimat satu dengan kalimat yang lain dan paragraph satu dengan paragraph yang lain serta kosa kata.

4. Mengapa kamu mengalami kesulitan tersebut?

Saya mengalami kesulitan itu bisa terjadi ketika saya ingin mencari judul yang ingin saya tulis.

5. Bagaimana kamu mengembangkan satu topic menjadi satu descriptive paragraph?

Mungkin saya cari ide/pokok yang ingin saya descriptsikan. kemudian menjelaskan, memperkenalkan topic tersebut kemudian mendescrpsikannya cirri-ciri karakteristik dari topic tersebut.

6. Tensis apa saja yang sering kamu pakai dalam membuat descriptip paragraph?

Tensis yang saya gunakan, dalam membuat descriptive paragraph adalah simple present tense.

## APPENDIX 4

### THE RESULT OF OBSERVATION

#### A. The first observation

The observation was done in April 13<sup>th</sup> 2009. Based on the observation the conditional of the class before the lecturer came to the class the students' made noise and some students' outside the class, only a few students enter in the class. When the teacher came to the class, the situation changed clam down. Then before the lecturer explain the materials, the lecturer gave some suggestions to the students to did make noise when the lesson started on the day.

The lecturer ordered to fourth group to explained the topic but in the fourth group the lecturer ordered two group to explained together because they have same title, the fourth group explain the topic about descriptive essay by the title " **Prambanan Temple** ". After the fourth group have explain the topic, the lecturer ordered the other group explained the topic, the lecturer ordered the other group to asked to the fourth group have explained the topic, the first could not answered directly.

The language was used by the lecturer when explained the material teachings was 50% in English and 50 % in Indonesia language. The material teaching about. elements, function and natural of paragraph. Furthermore, they way used the lecturer gave materials to the students. The lecturer ordered the students to write the material

about element, function and nature paragraph, when the students were ordered by the lecturer to write the material, some students made noise. Only a few students write the material. The assignment were given by the lecturer to the students, the lecturer ordered the students to make elements, function and nature of paragraph in the class. Moreover, the teacher promised to give high score for the students who were able to made the paragraph correctly

#### **B. The second observation**

The observation was done on April 21<sup>nd</sup> 2009. Based on the observation the conditional of the class before the lecturer came to the class the students' made noise and same students' outside the class, most of them chatted with their friends outside the class, only a few students enter in the class. When the teacher came to the class, the situation changed clam down. Furthermore the lecturer introduced the material about descriptive essay to the students. The lecturer when explained the material teachings was 50% in English and 50 % in Indonesia language.

The way of the lecturer explained the new material to the students about descriptive essay. When the lecturer explained the material, some students did not take attention especially the students were sit in the behind class. They chatted and played with their friend. Furthermore , to exam the students understanding to write descriptive essay. The lecturer ordered all of the students to make one by one about descriptive essay. the lecturer gave the high score for the students who able wrote about descriptive essay. then the lecturer closed the material by giving the homework

to the students to make writing descriptive essay one by one of the students and by the group to presentation to made descriptive essay to discuss in next week.

### **C. The Third Observation**

The observation was done on April 28<sup>nd</sup> 2009. Based on the observation the conditional of the class before the lecturer came to the class the students' made noise and same students' outside the class, only a few students enter in the class. Furthermore the teacher came to the class and the lecturer opened the class activities by greeting to the students, checked the present list and asked to the students to presentation by group about material that have given by the lecturer in last week, the material discussing about descriptive essay that has been written by the students.

The students divided into ten group, every group 3 or 4 students and every group have written one topic in the descriptive essay to discuss. After all of the students have in the group the lecturer ordered the first group to explained the topic about descriptive essay by the title "**My Idol**". After the first group have explained the topic, the lecturer ordered the other group to asked to the first group, the first group could not answered directly. So the lecturer ordered to second group to explained the topic, the second group explain the topic about descriptive essay by the title "**Ulin Nuha Dormitory**". After the second group have explained the topic, the lecturer ordered the other group to asked to the first group, the second group answered it directly. So the lecturer ordered to third group to explained the topic, the second group explain the topic about descriptive essay by the title "**The Best Lecturer**". After the third group have explained the topic, the lecturer ordered the other group to

asked to the first group, the third group could not answer directly. So the lecturer ordered the fourth group to explain the topic, the fourth group explained the topic about descriptive essay by the title "**Prambanan Temple**". After the fourth group has explained the topic, the lecturer ordered the other group to be asked to the fourth group, the fourth group answered it directly. But the time has finished so the lecturer ordered the group could not answer the question. After all of the students have answered the lecturer ordered the students to back in the chair so the lecturer gave motivation to the students and remembering them the next week they will continue the lesson by presentation.

#### **D. The Fourth Observation**

The observation was done on May 5<sup>th</sup> 2009. Based on the observation the condition of the class before the lecturer came to the class the students' made noise and some students' outside the class, most of them chatted with their friends outside the class, only a few students enter in the class. When the teacher came to the class, the situation changed calm down, the lecturer opened the class activities by greeting to the students, checked the present list and asked to the students to presentation by group about material that has given by the lecturer in last week, the material discussing about descriptive essay that has been written by the students.

The lecturer ordered the five group to explain the topic about descriptive essay but in five group the lecturer ordered two group to explained together because they have same title, the five group to explained the topic about descriptive essay by the title "**Tanjung Putting Nasional**". After the five group have explained the topic,

the lecturer ordered the other group to asked to the five group, the five group could not answered directly and the second group answered directly. So the lecturer ordered to six group to explained the topic, the six group explain the topic about descriptive essay by the title “ **Dedi Corbuzer**”. After the six group have explained the topic, the lecturer ordered the other group to asked to the first group, the six group could not answered directly. So the lecturer ordered to seven group to explained the topic, the seven group explain the topic about descriptive essay by the title “**Barack Obama** ”. After the seven group have explained the topic, the lecturer ordered the other group to asked to the seven group, the seven group answered it directly. But the time has finished so the lecturer ordered to the group could not answered the question. After all of the students has answered the lecturer ordered to the students to back in the chair so the lecturer gave motivation to the students and remembering them the next week they will continue the lesson.

Student : AR  
Score : 3.75

## The Muse Live Concert

is the Muse concert, live from Senayan. Thousands of young people are now gathering to see the concert. They are ready to listen to the music. Now, their eyes are on the empty stage. A very big and bright lamp on the stage is on. It's beautiful.

One by one the group members are walking to the stage. Matt Bellamy is wearing a black t-shirt and black jeans. He has an oval face. Krist is behind him. He is wearing a red polo shirt and blue jeans. And Annik is walking side by side with the Krist. They are ~~starting~~ waving their hand and smiling. Everybody is shouting and calling their names. This is amazing.

TOPIC OF Paragraph :

It is the Muse concert live.

One by one the group members are walking to the stage.

TOPIC sentence.

It is the muse concert, live from Senayan.

Everybody is shouting and calling their names.

Support sentence

- # Thousands of young people are now gathering to see the concert
- This is amazing.

Student : S  
Score : 3.25

## Foot ball

Football is a popular sport in the world. One reason this is inexpensive. Moreover, it is exciting. There is always lots of action and it is a healthful sport that men can play. Furthermore, it is both an indoor and outdoor game. In the village, the game is played outdoors. In the world, it is a winter game. Football is an interesting game.

Vocab = 10

Topic of Paragraph is (Football is a popular sport in the world.).

Topic Sentence is (Football)

Support Sentence is (One reason for this is inexpensive. Moreover, it is exciting. There is always lots of action and it is a healthful sport that men can play. Furthermore, it is both an indoor and outdoor game. In the village, the game is played outdoors. In the world, it is a winter game. Football is an interesting game.)

Student : HS  
Score : 3.5

### Laboratory in STAIN

One of building in STAIN is laboratory. In laboratory, we use some media for teaching that we use for study. Media in laboratory are television, tape recording, a fan, air condition and LCD. Some media in laboratory support us for study. For example, television it can we use watch educational movie, tape recording it can we use listen a cassette. fan and air condition it can we use make us comfortable for study. and LCD, it also we use for study when we presentation.

of paragraph : laboratory in STAIN

sentence : One of building in STAIN is laboratory.

sentence : - in laboratory there are some media teaching that we use for study.

- The media in laboratory are television, tape recording, a fan, air condition, and LCD.
- Some media in laboratory support us for study.

Kelompok 10 : **Yanto**  
**Yusuf**  
**Heriyadi**

## **TANJUNG PUTING NATIONAL PARK** **( T N T P )**

Tanjung Puting National Park is one of the most frequently visited national park in Indonesia. Many people enjoy to see orang utan's life. They are national tourism and international tourism.

Tanjung Puting National Park is at Kotawaringin Barat regency, exactly at the Kumai district. We can go to Tanjung Putting National Park Bay Boat. Go because it's easier than other. We go by passing sekonyar river to the camp.

In the Tanjung Puting National Park, we can see orang utan's life. Orang utan's life are almost antirely disappeared. Whatever the government make the rules to save orang utan's life.

Topic => Tanjung Puting National Park (TPNP).

- Topic Sentence =>
1. Tanjung Putting National Park is one the most frequently visited national park in Indonesia.
  2. Tanjung Putting National Park is at Kotawaringin Barat Regency.
  3. Orang utan's life are almost entirely disappeared.

- Support Sentence =>
1. Many people enjoy to see orang utan life.
  2. We can go to Tanjung Putting by boat.
  3. The government make the rules to save utan's life.

## Group VIII

- Nurhasanah
- Marlina
- Muhammad asiqin

### PRAMBANAN TEMPLE

<p>Prambanan temple is the largest Hindu Temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta. The temple is a UNESCO World Heritage site and is one of the largest Hindu Temples in South-east Asia. It is characterised by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47 m high central building inside a large complex of individual temples.</p>	<p>Topic sentence</p>	identification
	<p>Supporting sentence</p>	
<p>It was built around 850 CE by either Rakai Pikatan, king of the second Mataram Dynasty, or Balitung Maha Sumbu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953. Much of the original stonework has been stolen and reused at remote construction sites. A temple will only have the foundation walls of most of the smaller shrines are now visible and with no plans for their reconstruction.</p>	<p>Supporting sentence</p>	description
	<p>Topic sentence</p>	
<p>The temple was damaged during the earthquake in Java in 2006. Early photos suggest that although the complex appears to be structurally intact, damage is significant. Large pieces of debris, including carvings, were scattered over the ground. The temple has been closed to the public until damage can be fully assessed. The head of Yogyakarta archaeological conservation agency stated that: "it will take months to identify the precise damage". However, some weeks later in 2006 the site re-opened for visitors. The immediate surroundings of the Hindu temples remain off-limits for safety reasons.</p>	<p>Topic sentence</p>	
	<p>Supporting sentence</p>	

Names : Dedi Sukendar  
Ika Astuti  
Neritasari  
Subject : Writing II  
Lecturer : Diana Novitasari, S. Pdl

Descriptive Paragraph: A person

### DEDI CORBUZIER

Dedi Corbuzier is a magician. He called by "Master of Mentalis". He is one of the examiners in The Master, which is showed in RCTI, twice a week.

As a magician, Dedi Corbuzier is smart and clever person. He often criticizes the participants of The Master. Because of that, he looks as arrogant person. Although like that, some people consider that he is handsome, because he is tall and white, and has good style in his performance.

Dedi's typical style is black. He usually wears black long coat in his performance. He has black sharp eyes sight, and black eyes shadow. He has Chinese hair style. Because of that, he looks cool and mysterious. I like Dedi Corbuzier.

V = 15

✓ IV  
Name : Dwi Hendarti (070 112 0282)

Masgajalba (060 112 0231)

Indra Aristiawan (060 112 0255)

### Prambanan Temple

Prambanan temple is located in the east of Yogyakarta around 17 kilometers and the most beautiful Hindu temple in Indonesia. It is the largest Hindu temple compound in Indonesia. Rakai Pikatan, King of the second Mataram dynasty built the Prambanan temple in 9 century. The first time was found in 1733, it was reconstructed in 1918. Recontruction of the main building was completed around 1953 and renovated by Indonesia government, it might be mentioned here that Prambanan temple had been declarated as UNESCO World Heritage Site.

Prambanan temple has 47 meters high central building inside a large complex of individual temples; there are 16 temples still complete and 224 perwara temples in ruins. The three main temples are Brahma temple, Vishnu temple, and Shiva temple.

Prambanan temple appears to be very beautiful shortly after down or before sunrise. A beautiful park has been designed especially for children and the rest of your family to play in and loads of fun while they enjoying the magnetic beauty of Prambanan temple. There is an archeology museum in the Prambanan temples compound when you can learn about the ancient history of Prambanan temple, all the sorrunding temples, and wanabaya's discoveries. Drawing almost a millions tourist every year, visit to the Prambanan temple is necessary when on the tours to Indonesia.

2

Names : 1. M. Afandi  
2. Hesti Supriati  
3. Nita Utriana  
Subject : Writing II  
Lecturer : Dina Novalia Sari, S.PdI

## Description of place

### Ulin Nuha Dormitory

Dormitory is located in Palangkaraya on the Island of central Borneo in Indonesia. <sup>five</sup>  
The first is unit one. Exactly in G. Obos IX at Islamic State Collage of Palangkaraya.  
The department of education. The study of English Education.

The dormitory is constructed on the swamp and consist of three steps. The first is unit one. In unit one the fasilities are consist of nine bedrooms, two kitchens, three bathrooms, and TCP or washing place. The second is unit two. In unit two there are seven bedrooms, one kitchen, three bathrooms, and TCP or washing place. The last is unit three. In unit three there are nine bedrooms, one kitchen, three bathrooms. The general place of each unit three are dining room and living room.

There are some fasilities in dormitory. The first fasilities are electronic fasilities. There are some electronic fasilities in dormitory. Each unit has water pump, television, VCD, and computer but just in unit one. The second fasilities in the dormitory are about room fasilities. There are some bunk beds has two floors, three chairs and three table.

(1)

Name : SITI FARIDAH

USWATUN HASANAH

NIZAR R.

## MY IDOL

I have idol his name is dude Herlino. He is an actor from Jakarta. He was 28 years ~~old~~ <sup>old</sup> now He is the second child of 3 brothers.

He is a sweet boy. He has white skin, cruel hair, tall body, and sharp nose, although he is a sweet boy but he is hot arrogant. He is a kinds person, so, many girls like him but she is still single.

He is a religion person, he always read Religius book, and he wants to have a Muslimah girl. He said that look for girl is like playing football. He has to run the ball. Its mean that he has to run the girl.

Names : Lailatin Mukarramah  
Selpina Oktaroyani  
Ahmad  
Lecture : Writing II  
Lecturer : Dina Novitasari, S.Pd.I

### *MY BEST FRIEND*

Let me tell you about my best friend, her name is Jamilah. As like as her name, she has a beautiful face with a small mole upper her lips, right side exactly. Moreover, she has an oval face (it's make her so beautiful when she wears a veil), the dimple in her both cheeks, long brownish-black hair, a sharp nose, black sharp eyes sight, white skin, slim body and the long-legged.

What I like from her is that she is not only perfection in just physical, but she also perfect from behavior facet. She is friendly to any person who she meets, she never felt bright pretend though she in fact a bright girl.

As a best friend, she always admonish me when I make mistake. Unfortunately, she suffers a very dangerous disease that is Leukemia, this disease makes her not like first again, and she only sleeps...sleeps...and sleeps.... Finally, on sixteenth at the hospital, she walks off us permanently. Although she has gone permanently, but she there will always in my memory.

Kelompok 7

Muhamad hasyim

Nanik halimah

syaifuddin

### BARACK OBAMA



Barack Obama was born in Honolulu, Hawaii on August 4, 1961 to a Kenyan father and an American mother. Obama's parents, Barack Obama Sr. and Ann Dunham met while studying at the University of Hawaii. Obama spent his early years in Honolulu before moving to Indonesia at the age of six. Obama's parents separated when he was two years old. His mother later married Lolo Soetoro, an Indonesian. The family moved to Jakarta in 1967.

After staying for four years in Indonesia, Obama returned to Honolulu to study at the Punahou school. He studied at the Occidental College in Los Angeles for two years before moving to the Columbia University in New York City. Obama graduated from the Columbia University in 1983 with a major in Political Science and a specialization in International Relations.

Last year in February, he declared that he will be running for the post of the President of the United States. He has showed his dislike to negative campaigning. Obama has been advocating an end to the war in Iraq, a universal health care mechanism and increased energy independence as his most important agendas in his manifesto. Obama has surprised his critics by raising enormous amount of money through his campaigns. In January this year, his campaign raised 36.8 million US dollars, the highest amount raised ever in the Democratic primaries. In the first six months of his campaign last year, 58 million US dollars were raised, breaking earlier records. Following a series of hate mail sent to Obama, the US Secret Service instated special protection for Obama. "Fired up! Ready to go!" is a cry doing the rounds at Obama's campaigns. Barack Obama and his Democratic rival, Hillary Clinton are now almost tied at the total estimated superdelegate votes. Obama has been dubbed as the most liberal Senator in his political life. In his personal life, he plays basketball and claims to be a good poker player.

J-15



Names : Budi Santoso (0701120278)  
M. Taufan Kamil (0701120332)  
Susi Wulandari (0701120323)  
Subject : Writing II  
Lecturer : Dina Novalia Sari, S. Pdl

*Description of a Person*

**A Best Lecturer**

Let us tell you about our best lecturer. His name is Mr. Luqman Baehaqi. He was the supervisor and advisor of Islamic student dormitory when we stayed there in the first and second semester. Now, he continues his study of post graduate in Malang.

What we like from him is that he is a spirit man. Everyday he looks very cheerful and he never looks gloomy. Moreover, he has good temper. He is kind, friendly, generous and good mixer.

Physically, he is tall. He has dark brown skin, straight short hair and clear eyes. He is well built. Besides, he is also handsome. That is why most girls like him. He is interested in watching football match, especially Premier League. He has a great expectation to continue his study. Therefore, he goes to Java for reach it. He wants to be a professional lecturer.

14

The fourth groups

Name/ SRN:

- Dwi Hendarti (070 112 0282)
- Masgajalba (060 112 0231)
- Indra Aristiawan (060 112 0255)

### PRAMBANAN TEMPLE

Prambanan temple is located in the east of Yogyakarta around 17 kilometers. It is the most beautiful hindu temple in Indonesia. It is the largest hindu temple compound in Indonesia.,

There are 16 temples still complete and 224 prewar temples in ruins. Each complete temple has 29 meters broad central building and 47 meters high central building inside a large complex of individual temple. Prambanan temple is 5 meters highest ~~than Borobudur~~ temple. It was made of stones that arranged ~~to be temples~~

Prambanan temple appears to be very beautiful. A beautiful park has been designed, especially for the children. So that, the building of Prambanan temple looks so interesting. If you visit there, you may play in and loads of fun while enjoying the magnetic beauty of compound. You also may learn about the ancient history of Prambanan temple, all the surrounding temples, and wanabaya's discoveries.

ag = 14

Names : Lailatin Mukarramah  
Selpina Oktaroyani  
Ahmad  
Lecture : Writing II  
Lecturer : Dina Novitasari, S.Pd.I

### *MY BEST FRIEND*

Let me tell you about my best friend, her name is Jamilah. As like as her name, she has a beautiful face with a small mole upper her lips, right side exactly. Moreover, she has an oval face (it's make her so beautiful when she wears a veil), the dimple in her both cheeks, long brownish-black hair, a sharp nose, black sharp eyes sight, white skin, slim body and the long-legged.

What I like from her (is), she is not only perfection in just physical, but she also perfect from behavior facet. She is friendly to any person who she meets, she never felt bright pretend though she in fact a bright girl.

As a best friend, she always admonish me when I make mistake. Unfortunately, she suffers a very dangerous disease that is Leukemia, this disease makes her not like first again, and she only sleeps...sleeps...and sleeps.... Finally, on sixteenth at the hospital, she walks off us permanently. Although she has gone permanently, but she there will always in my memory.



**DEPARTEMEN AGAMA**  
**SEKOLAH TINGGI AGAMA ISLAM NEGERI PALANGKA RAYA**

Alamat: Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73112  
Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email: stain\_pry@yahoo.com

**SATUAN ACARA PERKULIAHAN ( SAP )**

Mata Kuliah/SKS : WRITING II  
Kode : TBI 516.2  
SKS : 2  
Prasyarat : TBI 515.1  
Semester/Kelas : VI/A  
Jurusan/Program Studi : Tarbiyah/TBI  
Pembina Mata Kuliah : DINA NOVITA SARI, S.Pd.I  
Standar Kompetensi : This course is designed to enable the students to write good and complete paragraphs ( narrative, descriptive and expository modes )

Session	Basic Competence	Main Material	Indicator	Learning Strategy	Teaching Media	Sources
1	2	3	4	5	6	7
1.	The students are able to understand in elements, function and nature of paragraph	Elements, fuction and nature of paragraph	The students understand in elements, function and nature of paragraph	Lecturing, Assignment	Handbooks, Hand outs of essays, there are narrative, descriptive, and expository	1. Arnaudet, M.L and M.E Barret, 1981. <i>Paragraph Development</i> . Prentice Hall, Inc

2.	The students are able to orderly arrangement	Orderly arraggement of paragraph	The students understand orderly arrangement of a paragraph	Lecturing, Assignment		2. Butler, Robert A. 1978 <i>Handbook of Practical Writing</i> . New York: Gregg Division, Mc Graw – Hill Book company 3. Canavan, P. Joseph. 1975. <i>Paragraph and Themes</i> . Lexington: D.C. health and Company 4. Wishton, George E. and Julia M. Burks. 1980. <i>Let's write English</i> . Revised Edition. New York: Lipton Educational Publishing international
3.	The students are able to repetition in a paragraph	Repition in a paragraph	The students understand in repetition in a paragraph	Lecturing, Assignment		
4.	The students are able to unity in a paragraph	Unity in a paragraph	The students understand the unity of paragraph	Lecturing, Assignment		
5.	The students are able to methods of developing a paragraph	Methods of developing a paragraph	The students understand the unity of paragraph	Lecturing, Assignment		
6.	The students are able to write a narrative essays in present tense form	Narrative Essay	The students understand to write narrative essay in present tense form	Lecturing, Asassignment		
7.	The students are able to write a narrative essay in past tense form	Narrative Essay	The students understand to write narrative essay in past tense form	Lecturing, Assignment		
8.	Midterm Test					

9.	The students are able to write descriptive essay	Descriptive essay	<b>The students understand to write descriptive essay</b>	Lecturing, Assignment		
10.	The students are able to present their writing in descriptive essay	Student's presentation ( 1 )	<b>The students can present their writing in descriptive essay</b>	Discussion		
11.	The students are able to present their writing in descriptive essay	Student's presentation ( 2 )	<b>The students can present their writing in descriptive essay</b>	Discussion		
12.	The students are able to write expository essay	Expository paragraph	The students understand to write expository essay	Lecturing, Assignment		
13.	The students are able to present their writing in expository essay	Student's presentation ( 1 )	The students can present their writing in expository essay	Discussion		
14.	The students are able to present their writing in expository essay	Student's presentation ( 2 )	The students can present their writing in expository essay	Discussion		

Mengetahui  
Ketua Jurusan Tarbiyah,

Hj. Hamidah, MA  
NIP. 150279310

Palangka Raya, 6 Februari 2009

Pembina Mata Kuliah,

Dina Novita Sari, S.Pd.I  
NIP.



**DEPARTEMEN AGAMA**  
**SEKOLAH TINGGI AGAMA ISLAM NEGERI**  
**PALANGKA RAYA**

Alamat: Jl. G. Obos Kompleks Islamic Centre Palangka Raya,  
Kalimantan Tengah 73112

Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email:  
stain\_pry@yahoo.com

**SOAL MIDDLE TEST**

Subject : WRITING II  
Code : TBI 516.2  
SKS : 2  
Semester/Class : VI/A  
Department/Prodi : Tarbiyah/TBI  
Lecturer : DINA NOVITA SARI, S.Pd.I

I. Make an essay in narrative or descriptive essay!

II. From your essay, It is determine :

1. Topic of Paragraph
2. Topic Sentence
3. Support sentence
4. Unity
5. Coherence

Penilaian :

- I. Essay  $\Rightarrow$  50
- II. Topic  $\Rightarrow$  10.  
Sentence
- III. Support  $\Rightarrow$  10.  
Sentence
- IV. Topic of  $\Rightarrow$  10.  
Paragraph
- V. Unity  $\Rightarrow$  10.
- VI. Coherence  $\Rightarrow$  10.

## Documentation of Observation and Interview





## AGREEMENT OF DESIGN PROPOSAL

Title of the Thesis : **The Problems in Writing Descriptive Paragraph  
Written by the Fourth Semester of TBI of Palangka  
Raya State Islamic College**

Name : MARIYA ULFAH

SRN : 0401120135

Department : Education

Study Program : English Education


level : S-1

Palangka Raya, 8 April 2009

Approved by,

Pembimbing I,

Advisor II,

  
**Drs. H. Abdul Qodir, M.Pd.**  
NIP. 150244629

  
**Sabarun, M.Pd.**  
NIP. 150408757

Known by,  
The Department of Education Chair

  
**Hj. HAMIDAH, M.A.**  
NIP. 150 279 310

Palangka Raya, 4 April 2009

Hal : **Mohon Izin Riset/ Penelitian**

Kepada  
Yth. Ketua STAIN Palangka Raya  
di Palangka Raya

*Assalamu'alaikum Wr. Wb.*

Yang bertanda tangan di bawah ini:

Nama : **Mariya Ulfah**  
NIM : 0401120135  
Jurusan/ Program : Tarbiyah/ S-1 (Strata 1)  
Program Studi : Tadris Bahasa Inggris  
Alamat : Jl. G. Obos XII

Dengan ini mengajukan permohonan untuk mendapat izin riset/ penelitian dalam rangka penyusunan skripsi saya yang berjudul:

**The Problems in Writing Descriptive Paragraph Written by the Fourth Semester of TBI of Palangka Raya State Islamic College**

Tempat/ lokasi penelitian: **STAIN Palangka Raya**

Penelitian ini akan dilaksanakan selama **2 bulan** dari tanggal **8 April** s.d tanggal **8 Juni** tahun **2009**.

Dan akan menggunakan metode:

1. Observasi
2. Dokumentasi

Demikian permohonan ini disampaikan, atas perkenan Bapak disampaikan terima kasih.


*Wassalamu'alaikum Wr. Wb.*

Mengetahui,  
Pembimbing I,



**Drs. H. Abdul Qodir, M.Pd.**  
NIP. 150244629

Pemohon,



**MARIYA ULFAH**  
NIM. 0401120135



**PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
STAIN PALANGKA RAYA**

Jl.G.Obos Komplek Islamic Center Tlp. (0536) 3239447/3226356 Fax. 3222105 Palangka Raya 73112

**SURAT KETERANGAN**

**No: 43/PAN-SPSM/SG/III/2009**

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa :


N a m a : MARIYA ULFAH  
NIM : 040 112 0135  
Jurusan / Prodi : TARBIYAH/ TBI  
Judul Proposal : ~~THE PROBLEMS IN WRITING~~ THE PROBLEMS IN WRITING DESERIPTIVE PARAGRAPH WRITTEN BY TBI STUDENTS' THE SEEAND YEARS OF STAIN PALANGKA RAYA.

Telah melaksanakan Seminar Proposal Skripsi pada tanggal 16 Maret 2009 di Ruang Aula STAIN Palangka Raya dengan Penanggap Utama : **SIMINTO,M.Hum** Moderator : **UMMI SHALIAH,S.PdI** dan dinyatakan **lulus** dapat diterima sebagai syarat penyelesaian skripsi.

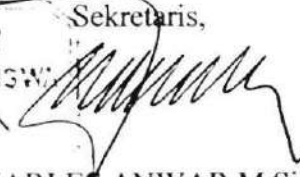
Palangka Raya, 20 Maret 2009

**PANITIA**

Ketua,

  
**ASMAWATI, M.Pd**  
NIP. 150 311 460

Sekretaris,

  
**HARLES ANWAR, M.Si**  
NIP.150 292 523



**DEPARTEMEN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI**

Palangka Raya, 16 April 2009

Nomor : Sti.15.8/TL.00/906/2009  
Lampiran : -  
Perihal : Pemberian Izin Observasi / Penelitian

Kepada  
Yth. Sdr. Mariya Ulfah  
NIM. 0401120135  
Jurusan Tarbiyah/TBI  
di-  
Palangka Raya

Berdasarkan surat saudara tertanggal 6 April 2009 perihal Izin Riset/ Penelitian dalam rangka mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, maka ketua STAIN Palangka Raya memberikan Izin Riset/ Penelitian kepada saudara:

Nama : MARIYA ULFAH  
NIM : 0401120135  
Jurusan/Prodi : Tarbiyah/ Tadris Bahasa Inggris (TBI)  
Jenjang : Strata 1 (S.1)  
Lokasi Penelitian : STAIN Palangka Raya  
Judul Skripsi : THE PROBLEMS IN WRITING DESCRIPTIVE PARAGRAPH WRITTEN BY THE FOURTH SEMESTER OF TBI OF PALANGKA RAYA STATE ISLAMIC COLLEGE.  
Metode : Observasi, dan dokumentasi  
Waktu Pelaksanaan : 2 (dua) bulan, terhitung sejak tanggal 15 April 2009 s/d 15 Juni 2009

Demikian Surat Izin Riset/ Penelitian ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

An. Ketua

Pembantu Ketua I



**Drs. H. ABU BAKAR HM, M.Ag.**  
NIP. 150 265 103

Tembusan:

1. Yth. Ketua STAIN Palangka Raya (sebagai laporan)
2. Arsip