AN ANALYSIS OF GRADE ELEVEN STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

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Abstract

This research aims in finding out the Grade XI students' ability in writing descriptive text. It applied the descriptive method. The subject was the grade eleven students, with 31 students taken from one class by using a random sampling technique. The data of the research were collected by carrying out the interview, questionnaire, and test. The result of this research indicates that students' ability in writing the descriptive text was categorized as 'excellent' with a mean score of 87.5.

Keywords: Writing, Ability, Descriptive Text.

BACKGROUND

English is the easiest way to communicate with people from other countries about many aspects of human life such as technology, economy, social, and politics. In Indonesia, English is a foreign language. Learning a foreign language is an integrated process that the learner should learn. In the educational system in Indonesia, English is included in curriculum K13, starting from elementary to university levels.

In teaching and learning English, there are four skills such listening, speaking, reading, and writing that students should learn. In this research, the researcher focuses on writing skills. Writing is categorized as a mental work, the activities of writing focus more on the act of inventing ideas, thinking about how to organize and express them into sentences and paragraphs that enable a reader to understand the ideas of the written works.

Teaching writing is an ongoing process that facilitates in several ways. Teaching writing appropriately is important to facilitate the mastery of students' second language. Teaching writing is important for students because it can help students recognize thoughts, opinions, and ideas that are worth sharing with the world.

Descriptive text is a text that presents information about something. In a descriptive text, the information conveyed is very general. It provides information about the subject as the topic of the text. Even though it looks easy to learn, students have some difficulties in learning this material. The students do not know how to develop them to produce a descriptive text.

In a descriptive text, the students have to organize their thinking logically and when they want to describe people, places, or things then they have to be able to communicate with people in detail. The reason why the researchers chose descriptive text is that in the second year students in high school have also learned to the writing descriptive text in the first semester. Therefore, the researcher assumes that students already know about the descriptive text.

The researcher focuses her research on the students' ability in writing descriptive text. Their writing ability involves how they develop and organize their ideas, use appropriate vocabulary, write sentences with correct grammar and mechanics. There are generic structures of descriptive, writing which are identification, description, and conclusion. Identification is the part of the text where the students can identify the phenomenon while a description is a part where the students could describe qualities, parts, and characteristics. the conclusion is cluing the end of the text.

The researcher assumes based on her experience in learning English especially in writing descriptive text that there are some difficulties. The first, in developing ideas; the problem is the students wrote many main ideas in one paragraph. The second, in organizing; the problem is the ideas to write a descriptive text. Third, the students found difficulties in grammar. Fourth, when students process writing sentences, many problems could be found. Some students had a lack of vocabulary and they also got difficulties in developing ideas related to their topic. The last difficulty was related to spelling, punctuation, and capitalization.

Based on the cases explained above, the researcher intends to analyze and find out the students' writing ability especially in descriptive text.

The Nature of Writing

Writing is one of the important language skills that we must learn. Through writing, we could express our feelings, give messages to others, make transactions, and do many more things that we could do through writing. As we know, learning to write in a second language is not only *writing things down* and writing is one of the four basic skills which are very complex and difficult to learn.

Writing is a process to give ideas and messages. Hermanita and Tarina (2013) state that writing is a way to convey messages and ideas that are made in the form of writing on a piece of paper or other fields. This is the act of making a mark on a surface. Specifically, writing is a kind of expression in language created by a certain set of symbols, which have conventional values to represent certain visually arranged words. This means that writing is a way to convey messages and ideas, expressed through language created through symbols and visual arrangement.

Descriptive Text

Descriptive text is the process of describing something in detail. According to Noprianto (2017) explain that descriptive text is a depiction process that is carried out through clear sequencing of its characteristics, starting from naming, classifying, and handling attributes, behaviors, functions, and so on so that readers or listeners can pay attention to what is written by the author. about as if they could directly see it through their own eyes. Similar to Husna (2017) also explain that descriptive text is a text that describes something so that the reader or listener can get the same understanding as what the writer experienced with his/her six senses: appearance, smell, taste, action, taste, and sound.

Base on the explanation above, researchers conclude that descriptive text is a process of describing which has a detailed order according to its characteristics so that the reader or listener can feel or see it for real.

General Concepts of Descriptive Writing

Descriptive writing is writing that describes a person, place, thing, or idea in detail. Definition of descriptive writing, according to McCarthy (1998) is a writing domain that develops images through the appropriate use of sensory words and phrases, and through devices such as metaphors and the sound of words. McCarthy (1998) also explains that writing descriptively appropriately makes us think

about beautiful poems, vivid story paragraphs that help us see the setting of a forest or seascape or city street, about passages that show us people acting, speaking, and feeling in a way that makes them believable and real to us. This means that descriptive writing makes the reader imagine what is in the writing more deeply if the writer describes something in great detail.

Writing Analysis

In assessing students' writing skills, teachers must take several steps, the steps according to Harris (1988):

1) Previously decided on the appropriate research basis. Determine the value of emphasis to be given to various writing factors, such as content, formal grammar, style, and mechanics. The composition scoring consists of :
   a) The teacher must determine the number of scores on each criterion. In all criteria, the total score is a composition score.
   b) The teacher should make a general assessment for all criteria. The criteria are classified into several categories, such as poor, good, excellent, etc. Classification is based on categorical standards. However, it should also consider the performance of the class in general.

   The number of teachers should be considered in selecting the system. If there is only one teacher in the class, it is better to use the first method. However, if there are multiple scores to mark the composition, the second method is more appropriate to give a general impression for the essay.

2) If possible assess students' papers anonymously. However, it will be very difficult to apply this method if the number of students is very small in a certain class. The teacher, of course, still remembers the students' handwriting and style. When the numbers permit, on the other hand, anonymous scoring is highly desirable, for identifications of papers often leads quite unconsciously to score bias.

Papers may be scored anonymously simply by having the students put their names on the unusual back of the sheets or on the cover of the test booklets which may all be folded back before scoring begins.

3) Before the teacher assesses any paper, the teacher scans several papers to determine the general standard. Decide, for instance, a high, high-medium, low-medium, and low paper to serve the models. Then, as a teacher score the papers, return occasionally to the earlier models to ensure that the standards which are determined before are not shifting.

4) Each theme has at least two independent readers. Starting with a practice session, beforehand for all readers in which they mutually agree on the rating of the sample papers to determine a general standard and create a score for each component of the average score or number of more than one reader. When the second reader disagrees, then asks the paper to be read a third time and accepts the one that is closer to the experiment that has been shown by the third reader.

In short, the steps that teachers should do in assess students' written texts are; first is to determine the basis of the assessment, the second step is to rate student papers anonymously, the third step is to scan the paper to determine the standard score and the last step is to ask some readers to rate the students' paper.

The Elements of Writing

The teacher should know the five general components in elements of writing because these are important for a teacher to know and could make it easier for teachers to assess students' writing text. The five components are :

1) Developing Ideas

Developing ideas is thinking deeply about a topic and analyzing various aspects of writing. Generating ideas and sparking creativity are very important before completing a writing assignment. This requires students to express their understanding through the ideas which they have. Barnet and Stubbs (1986) stated that "a good paragraph has unity (it makes a point, or indicates where a topic unit begins and ends)". To have paragraphs, students must make ideas into sentences.

2) Organizing ideas

In writing, organizing ideas is how the ideas are put into writing. The organization of ideas refers to writing and how the paragraphs and sentences are written or organized according to the provisions of the aspects in writing. A plot in writing influences the reader to interpret ideas, so ideas have to be organized. In organizing ideas, the students should use two components of the generic structure of descriptive writing, which are identification and description. In the identification component, students must identify the phenomenon to be described. That is, in the description component, the students should describe the parts, properties, and characteristics of objects.

Gerot and Wignell (1994) stated that "there are two components in descriptive text, (1) identification; identify the phenomenon to be described, and (2) description; describe parts, qualities, and characteristics". In the identification component, students must identify the phenomenon to be described. That is, in the description component, the students should describe the parts, properties, and characteristics of objects.

3) Grammar

Grammar is the rule in using language that regulates the structure of words, sentences, and sounds. Grammar could help people to learn a language. In learning a language we will learn the grammar of that language. In grammar, there are rules of language structure. If we use language using good grammar it will make it easier for people to understand what we are saying.

In grammar, there are tenses. Tenses are the concepts of a sentence that explain the occurrence and time of a statement. The present tense is tenses that are often used in descriptive text and also in daily activity. In factual point of view description, for example; eating, bathing, sleeping, etc. According to Knapp and Watkins (2005) the parts of speech used are :

a) Simple present tense

According to Hashemi and Murphy (2004), a speaker use the present simple to talk about things in general. He uses it to state that something happens all the time or repeatedly, or that something is true in general. While Leki & Azar (1982) states in general, the simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the future.

Simple Present Tense: S + V + E/ES + O

Example: Dhita always brings some novel in her tote bag.

b) Adjective

The adjective is one of the word classes that explains nouns. The adjective has some functions in a description. Adjectives are used to add more information to nouns and technical, every day or literary, depending on the text type; for example:
Technical: Kue rambutan is wrapped with chocolate and abundant topping.
Everyday: Durian has a sharp smell
Literature: His very sharp eyes give a frightening impression to his enemies
Adjectives are often used in literary descriptions that have an impact on the emotions of the reader because maybe it combined with verbs and adverbs.

4) Vocabulary

Vocabulary is the basic stage in learning a language. Having a lot of

vocabulary will help you master a language faster. All vocabulary could be used in writing. According to Hadfield & Hadfield (2007) vocabulary is divided into two kinds, those are; a) productive vocabulary or active is words that can be generated by themselves, b) receptive vocabulary or passive is words that they never produce, but they understand.

5) Mechanics

Mechanics is the rules of writing in the placement of spelling, punctuation, capital letters, etc. Without mechanics, writing will not be neatly arranged. An example of mechanics is when writing begins with a capital letter, such as; My sister speaks English fluently. Examples of violations of mechanical rules, such as; my sister speaks English fluently.

Punctuation in mechanics is very important. Punctuation makes writing easy to understand, clear and consistent. Here are four functions of punctuation, those are;

a) Grammatical structure marking
   Commas and periods are used to mark words, phrases, and clauses, for example:
   However, the child realized it, he began to cry, he realized that his mother had died.
b) Instructions for reading text aloud (prosody)
   The use of commas, question marks, and exclamation points, for example:
   Where are you going? Turn right, Run!
c) Highlighting semantic units (blocks of the meaning)
   The use colons and semicolons, for example:
   His eyes glazed over; he is sleepy.
   Shopping list: tissue; chocolate; glasses; biscuits; toothpaste and pears.
d) Emphasize meaning by using graphic dimensions
   Heavy use of exclamation points, scare quotes, capitalization, etc. As an example:

My 'sister' is a psychopath. She KILLED all of her friends!!!

In short, there are several aspects that a teacher should consider when a teacher analyzes a student's written text. These aspects are content, form, grammar, style, and mechanics that are basic in students' written texts. In writing, all these components can not be separated from each other to produce good writing.

Components of the Rubric

There are several components of the rubric in assessing student performance. Those are the components :

1) Criteria
   Criteria are indicators and standards used to assess students' writing performance. The writing aspect has several different criteria. The criteria represent the quality of performance that students should do.
2) Level
   The level is used as a measure of the extent to which the quality of student performance in writing. Describe the quality level of student performance in several ways. Experts use descriptive scales such as; "less", "enough", "good", and "expert".
3) Descriptors
   Descriptors describe students' achievement in each performance and assessment aspect. Descriptors make it easier for teachers to assess student work.

METHOD OF THE RESEARCH

This is descriptive research. The researcher involved herself deliberately in collecting data. It referred to the activity of collecting data from the subject of the research by using an instrument to get a description of the revealed problems.

The subject of this research is the grade eleven students of SMA Negeri 3 Palu. The subject consisted of thirteen classes (MIA 1-

7, IPS 1-5, and Bahasa 1). The researcher used a random sampling technique in this research. The subject of this research is one class.

This research conducted at SMA Negeri 3 Palu, focusing at grade eleven students. It is located at Jl. Dewi Sartika No. 104. Palu, Sulawesi Tengah.

Before collecting data, the researcher conducted the observation first. The researcher used three instruments. The instruments are interviews, questionnaires, and tests. The instruments were used to find out the students' ability in writing descriptive text.

Procedures of Data Collection. The first is an interview. In this research, the interview was given to the teacher. The purpose of the interview is to find out more information related to students' ability in writing descriptive text. It is additional information to support the result of the data. It consists of five items. The second is a questionnaire. The researcher gave the questionnaire to students. The purpose of the questionnaire is to find out more information related to students' ability in writing descriptive text. It is additional information to support the result of the data. It consists of seven items.

Test

Last is a test. The researcher gave the test to the students. The purpose of the test is to find out students' ability in writing descriptive text. The researcher used the scoring criteria adapted from Hughes (2003). Scoring criteria are as follows :

Aspects	Criteria	Scores	Categories
Content: Topic development	- Thoroughly develop topics	10	Very good
	- Less detail, but relevant to the topic	9	Good
	- Not qualified in topic development	8	Fair
	- Have no knowledge of the topic	7	Poor
Organization: Paragraph structure	- Write paragraph structures correctly	5	Very good
	- Lack of organized but ideas stand out	4	Good
	- Incoherent ideas and lacks logical sequencing	3	Fair
	- Does not write paragraph correctly	2	Poor
Vocabulary: Choice diction	- Accurate and effective in words/diction selection	10	Very good
	- Not effective in using words/diction, but accurate	9	Good
	- Use less accurate words/diction, but the meaning is clear	8	Fair
	- Meaning becomes unclear, due to mistakes in choosing diction/words	7	Poor
Grammar: Sentence structure/ construction	- Correctly in using the tenses, pronouns, subject-verb agreement, etc.	10	Very good
	- Errors in tense, subject-verb agreement, etc., but the meaning is clear	9	Good
	- Errors in tense, subject-verb agreement etc. and the meaning is not clear	8	Fair
	- Dominated by errors, because they do not understand grammar	7	Poor
Mechanics: Spelling, punctuation and capitalization	- No errors in mechanics	5	Very good
	- Some errors in mechanics, but the meaning is clear	4	Good
	- Many mechanical errors and unclear meaning	3	Fair
	- Dominated by errors in mechanics	2	Poor
Total Score 1-40			

Source: Hughes (2003).

The researcher used final scores categories from Shukla and Limbasiya (2015), as follow:

Range of Final Scores	Categories
86-100	Excellent
76-85	Very Good
60-75	Good
55-59	Average
<-54	Poor

Source: Shukla and Limbasiya (2015)

In analyzing the data and the percentage, the researcher counted

individual scores. The formula is adapted from Ratnawulan and Rusdiana (2014), as follow:

$$S = \frac{R}{n} \times 100$$

S = Individual score
R = Obtained score
n = Maximum score

In analyzing the mean score, the researcher applied a formula from Ananda and Fadhli (2018), as follow:

$$M = \frac{\Sigma x}{n}$$

M = Mean score
Σx = the number of scores
n = Sum of distribution

FINDING AND DISCUSSION

Research Findings

The researcher has conducted her research at SMA Negeri 3 Palu to thirty-one students of grade eleven students by using a random sampling technique. The observation was conducted at one class and the researcher found the results as follows.

Result of the Interview

The researcher interviewed the English teacher to get accurate data to support this research. The interview consisted of five questions. The results of the teacher's interview can be seen below.

Researcher	:	*Do the students understand the descriptive text?*
Researcher	:	
English teacher:		*Yes, all of the students understand the descriptive text.*
Researcher	:	*Can the students write descriptive text properly and correctly?*
English teacher:		*Some of them can not write properly and correctly because they just focus on their favorite subject. So, if English is not their favorite subject they will not focus on it, but if English is their favorite subject, they will focus on it.*
Researcher	:	*Do students have difficulty writing descriptive texts?*
English teacher:		*Yes, some of them have, because some of them do not like English subjects. So they do not have the motivation to study English and they are lazy to study.*
Researcher	:	*Can the students write descriptive text according to the topic?*
English teacher:		*Yes, most of them could write according to the topic, because they understand the descriptive text.*

| Researcher | : | *Can students use grammar, vocabulary, spelling, capitalization, and punctuation properly?* |
| English teacher : | | *No, they can not, because they are still confused to use grammar and mechanics.* |

The researcher concluded that the result of the teacher's interview shows that most of the students can write descriptive text and some of the students can not because they do not like English subjects, so they could not focus and are lazy to study English.

Result of the Questionnaire

The questionnaire consisted of seven statements and was already distributed to the students. As follow:

No	Statements	SA	A	D	SD
1.	I understand the descriptive text	6	25	-	-
2.	I can write descriptive text properly	3	24	4	-
3.	I find it difficult to write a descriptive text	5	12	14	-
4.	I can write descriptive text according to the topic	1	27	2	1
5.	I understand and can use spelling, capitalization, and punctuation properly	4	16	6	5
6.	I can use grammar properly	1	11	18	1
7.	I can use vocabulary properly	1	17	9	5

The first statement shows that all of the students understand the descriptive text. No one of the thirty-one students picked 'strongly disagree'. No one picked 'disagree'. Twenty-five students picked 'agree'. Six students picked 'strongly agree'. It means all of the students understand the descriptive text.

The second statement is about students' ability in writing descriptive text. It shows no one student picked 'strongly disagree'. Four students picked 'disagree'. Twenty-four students picked 'agree'. Three students picked strongly agree'. It means most of the students can write descriptive text properly and correctly.

The third statement is about students' difficulty in writing descriptive text. It shows no one student picked 'strongly disagree'. Fourteen students picked 'disagree'. Twelve students picked 'agree'. Five students picked 'strongly agree'. It means most of the students have no difficulty in writing descriptive text.

The fourth statement is about students' understanding of using mechanics. It shows one student picked 'strongly disagree'. Two students picked 'disagree'. Twenty-seven students picked 'agree'. One student picked 'strongly agree'. It means most of the students understand using mechanics.

The fifth statement is about students' ability in writing Descriptive text according to the topic. It shows five students picked 'strongly disagree'. Six students picked 'disagree'. Sixteen students picked 'agree'. Four students picked 'strongly agree'. It means most of the students can write Descriptive text according to the topic.

The sixth statement is about students' understanding of grammar. It shows one student picked 'strongly disagree'. Eighteen students picked 'disagree'. Eleven students picked 'agree'. One student picked 'strongly agree'. It means some of the students can use grammar properly and correctly.

The seventh statement is about students' understanding in choosing the diction. It shows five students picked 'strongly disagree'. Nine students picked 'disagree'. Seventeen students picked 'agree'. One student picked 'strongly agree'. It means that most of the students can not use and choose the diction properly and correctly.

Result of the Test

The researcher gave a test as the instrument in collecting data. The test focused on the students' ability in writing descriptive text. The researcher instructed the students to write descriptive text based on the topic given and all of the students made the descriptive text in their own words.

Then, the researchers checked the results of the test.

Based on the results of the test, most of the students scored in the 'excellent' category. From thirty-one students, two students scored in the 'good' category, nine students scored in the 'very good' category, and twenty students scored in the 'excellent' category. Based on the table above, it shows that students' means score is as follow:

$$\Sigma M = \frac{2.712,5}{31} = 87.5$$

Based on the mean score, it showed that all of the thirty-one students got 87.5 as the mean score, and in the final score category of 87.5 is 'excellent'.

After calculating the students' scores on the test, the researcher explained the students' ability in writing descriptive text based on five scoring criteria, which are; content, organization, vocabulary, grammar, and mechanics.

The total score of thirty-one students in terms of content was 100%. From the aspect of content, three students got the 'poor' category with a percentage score of 9.67%. They do not know about the topic. Four students got the 'fair' category with a percentage score of 12.90%. Their topic development is inadequate. Five students got the 'good' category with a percentage score of 16.12%. Their topic is relevant but lacks detail. Nineteen students got the 'very good' category with a percentage of 61.29%. They wrote with thorough development of the topic.

The total score of thirty-one students from the organization aspect was 100%. In the organization aspect of the thirty-one students, five students got the 'poor' category with a percentage score of 16.12%. They have not written paragraphs correctly. Three students got the 'fair' category with a percentage score of 9.67%. The ideas are incoherent and lack logic. Fourteen students got the 'good' category with a score percentage of 45.16%. The ideas stand out but lack of organized. Nine students got the

'very good' category with a score percentage of 29.03%. They have written paragraph structure correctly.

The total scores of thirty-one students from the vocabulary aspect were 100%. In the vocabulary aspect, one student got the 'poor' category with a percentage score of 3.22%. They made errors in employing and choosing diction, making the meaning of the words obscured. Five students got the 'fair' category with a percentage score of 16.12%. They employed diction of less accuracy, but the meaning is not obscured. Nineteen students got the 'good' category with a score percentage of 61.29%. They employed accurate diction but were ineffective. Six students got the 'very good' category with a score percentage of 19.35%. They employed and chose accurate diction.

The total score of thirty-one students from the grammar aspect was 100%. In this aspect, no one gets the 'poor' category. Seven students got the 'fair' category with a score percentage of 22.58%. They have a lot of errors on tenses, pronouns, subject-verb agreement and their meanings are obscured. Eighteen students got the 'good' category with a percentage score of 58.06%. They have very few errors on tenses, pronouns, subject-verb agreement, and their meanings are obscured. Six students got the 'very good' category with a score percentage of 19.35%. They used correct grammar.

The total score of thirty-one students from the mechanical aspect was 100%. In this aspect, no one gets the 'poor' category. Six students got the 'fair' category with a score percentage of 19.35%. They have written with a lot of errors on the mechanics, but the meaning is not obscured. Twenty-two students got the 'good' category with a score percentage of 70.96%. They have some errors in the mechanics, but the meaning is not obscured. Three students got the 'very good' category with a score percentage of 9.67%. They used the correct mechanics and have no errors in the mechanics.

Discussion

After collecting data from students, which aimed to find the students' ability in writing descriptive text at grade eleven in SMA Negeri 3 Palu, the researchers compared the correlation between the instruments. In this research, there is a correlation between teacher's interviews, students' questionnaires, and students' tests. The discussion is divided into three parts; analysis of data collected from teacher interview results, students questionnaires, and tests.

The first analysis is data collected through the interview of the teacher. Regarding the research objectives, the findings show that the teacher said all students understood descriptive text, but some of them could not write descriptive text properly, because most of the students only focused on the subject they liked. So, if they do not like English then they do not want to focus on learning English and that makes them less motivated to learn. Some students have difficulty of writing because they like to choose subjects and only focus on the subjects they like. Even so, most students can write based on the given topic. The teacher also said the students were also not good at using mechanics.

The second analysis is the data obtained in the students' questionnaire. These data are almost the same as the results of the teachers' interview, which in table 4.1 students agree that they understand the descriptive text. In table 4.5 they agree that they could write according to the topic. In table 4.6 some of the students agree that they could use grammar properly. However, in table 4.2 almost all students agree that they could write descriptive text properly. In table 4.4 they also agree that they could use capitalization, spelling, and punctuation properly. In table 4.3 they also do not agree that they have difficulty in writing descriptive text and in table 4.7 they also agree that they could use vocabulary properly.

The last analysis is the data collected from the students' tests. From these data, it can be seen that most of the students got high scores. In table 4.8, it can be seen that two students got 'fair' category, three students got 'good' category and twenty-six students got 'very good' category and can be seen that the mean score of the students is high and got 'very good' category.

The results of the data collected from the students' test show the students' abilities in five aspects. The first is the content aspect. In this aspect, it can be seen that three students got the 'poor' category. They do not have any knowledge of the topic. For example, DS wrote about her pets, while the topic given was about family. Four students got the 'fair' category, they developed the topic inadequate. For example, in the second sentence, the NLGSA wrote that she had parents who loved her. However, after that she wrote, *How could I not just be alone who can be seen I just my child.* The sentence was inadequate in the development of the topic. Five students got the 'good' category, they wrote less detail, but it is related to the topic. For example, ESH develops his topic with less detail, he repeats the sentence he has written before and in the section, he describes his siblings but it lacks detail. Nineteen students got the 'very good' category, they developed the topic thoroughly. For example, MYM wrote about her mother and from beginning to end he describe his mother with thorough development of the idea.

The second is the organization aspect. In this aspect it can be seen that five students got the 'poor' category, they do not write paragraphs correctly. For example, MTL wrote with the development of a good idea, but incomplete at the end of the word, as follows, *he is the one that mak* this sentence is completely incomplete. Three students got the 'fair' category, their ideas are incoherent and logical. For example, MFW in the first paragraph he describes that he has a common family and in the second paragraph he wrote,

I am the first child of two siblings, my family lives at home and I also live at home and am grateful to be alive today despite many obstacles. The development of the idea in the sentence is not incoherent and logical. Fourteen students got the 'good' category, their ideas were stand out but the organization was lacking. For example, SM has described herself and her family with the idea of standing out, but the organization is loose. Nine students got the 'very good' category, they wrote the paragraph structure correctly. For example, ARA wrote three paragraphs that are well structured and correct.

The third is the vocabulary aspect. In this aspect, it can be seen that one student got the 'poor' category, she wrote with errors in the selection of diction, and the meaning is obscured. As an example, *"How could i not just be alone who can be seen i just my own child.* the sentence has an unclear meaning. Five students got the 'fair' category, they use inaccurate diction, but the meaning was not obscured. For example, MBK wrote, *My family is my best family ever*. This sentence is not accurate, he should write *the best family*, not *my best family*. Nineteen got the 'good' category, they used accurate but ineffective diction. As an example, WS wrote, *she is both a mother and a father to me*, in this sentence the placement of the word 'both' is not effective. Six got the 'very good' category, they used accurate and effective diction. For example, NAR wrote about herself and her family in two paragraphs, and in those two paragraphs, she used accurate and effective diction.

The fourth is the grammar aspect. In this aspect, no one got the 'poor' category. Seven students got the 'fair' category with a major error in Grammar. For example, AML described her siblings, but in the sentence *"he is quite smart diligant, and help full person"*, improper use of the subject makes the meaning unclear. Eighteen students got the 'good' category, they wrote with a few grammar errors but the meaning was clear.

For example, EKA wrote about his brother, but in the sentence, *His name is Alsya Putri Sigandhia and Elsya Nekita Salara* in the sentence it is clear that the subject and to be are not correct but the meaning is clear because the object makes the meaning clear. Six students got the 'very good' category, they used the grammar correctly. For example, FBL wrote using the correct grammar in all the paragraphs she made.

The last is the mechanical aspect. In this aspect, it can be seen that no one got the 'poor' category. Six students got the 'fair' category, they wrote with errors in mechanics but the meaning is clear. For example, S wrote *about* the wrong spelling in the descriptive text she made. Twenty students got the 'good' category, they wrote with some errors in mechanics and the meaning was clear. For example, FBL in the first paragraph has spelled *mother* wrong. Three students got the 'very good' category, they do not have errors in mechanics. For example, NH wrote without errors in mechanics.

CONCLUSION AND SUGGESTION

Based on the research findings obtained from this research, it could be concluded that the students' ability in writing descriptive text at grade eleven students at SMA Negeri 3 were categorized as 'excellent' with a total mean score of 87.5.

There suggestions for the teacher, students, and future researchers related to The teaching and learning process especially in writing decriptive text.

1) For the Teachers
   The teachers should develop their methods of teaching writing descriptive text because if they only teach through theory, students will not understand it clearly.
2) For the Students
   The students should further improve their abilities in studying the descriptive text, especially in all aspects.
3) For further Researchers

The result of this study was hopefully able to give input for those who want to conduct developmental research especially on analysis students' ability in writing or other English skill. The researcher also suggests that further research be conducted research about analyzing students' writing in different genres even in different levels of students.

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