AN ANALYSIS ON STUDENTS' DESCRIPTIVE WRITING OF ELEVENTH GRADE STUDENTS AT SMAN 1 TUMPANG MALANG

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Abstrak

Penelitian ini meneliti komposisi penulisan deskriptif yang telah dilakukan oleh siswa kelas sebelas di SMAN 1 Tumpang malang. Peneliiti menganalisis kesalahan dalam teks deskriptif siswa berdasarkan tata bahasa dalam deskriptip siswa berdasarkan pada fitur linguistik dan menggunakan teori Linguistik dari Brown dan Bailey Analitikal Skor. Tujuan Penelitian ini adalah untuk menganalisa tulisan deskriptif di SMAN 1 Tumpang Malang. Penelitian ini menggunakan metode deskriptif kualitatif. Subjek penelitian ini adalah 9 siswa dari SMAN 1 Tumpang Malang yang telah dipilih secara acak oleh peneliti untuk mengklasifikasikannya menjadi 3 tingkatan, baik, sedang dan rendah. Instrumen dalam penelitian ini adalah tulisan siswa mengenai deskriptif text itu sendiri. Dari hasil penelitian tersebut, para siswa dapat mengembangkan ide-ide mereka tetapi masih memiliki masalah dalam tata bahasa dalam menulis teks deskriptif. Hal ini dapat dibuktikan dari tulisan siswa dalam jangka waktu masing-masing komponen. Hasil penelitian menunjukkan bahwa tidak ada siswa mendapat tingkat yang sangat baik dalam mengembangkan ide-ide, lima siswa berada di tingkat yang baik, dan empat siswa di tingkat rendah. Dalam kategori organisasi, peneliti menemukan satu siswa berada di tingkat yang sangat baik, enam siswa di tingkat yang baik, dan siswa sisanya berada di tingkat yang rendah. , dalam hal tata bahasa, tidak ada siswa masuk baik, satu siswa berada di tingkat yang baik dan sisanya berada di tingkat rendah

Kata Kunci: penulisan, Teks deskripptif, analisis kesalahan

Abstract

This research investigated on the descriptive writing composition which has been made by the eleventh graders at SMAN 1 Tumpang Malang. The researcher analyzed grammatical errors in students' descriptive text based on the linguistic features and used the theory of Linguistic Category from *Brown and Bailey Analytical Scores*. The aim of this research is to analyze the students' descriptive text at SMAN 1 Tumpang Malang. This research used descriptive qualitative method. The subjects were 9 students of XI SMAN 1 Tumpang which had been chose randomly by the researcher to classify into 3 levels, excellent, good, and poor. The instrument in this research was students' work.From the result of the research, the students are able to develop their ideas but still have problems in grammar in writing descriptive text. It can be proved from the students' writing in the term of each component.The result of the research shows that there were none of the students got excellent level in developing ideas, five students were in good level, and four students were in poor level. In the term of organization, the researcher found one student was in excellent level, six students were in good level, and the rest students were in poor level. Thus, in term of grammar, none of the students got in excellent, one student was in good level and the rest were in poor level.

Key words: writing, descriptive text, error analysis.

INTRODUCTION

In using English, students are supposed to master not only receptive skills (Listening and Reading) but also productive skills (Speaking and Writing). Nunan (1991:35) stated that learning to write fluently and expressively is the most difficult of the macro skills for all language users regardless whether the language being learned is first, second or foreign language. It is unavoidable that the students will get difficulty in their writing since they would translate their ideas from first or native language into English as second language, then they stereotyped words and phrases that are directly translatable. In the process of writing, they usually translate the spoken form to written form.

Writing is different from other skills; it can be said as the combination of all skills. Heaton (1975:127) stated that writing composition is a task, which involves the students in manipulating word in grammatically correct sentences and in linking those sentences to form a piece of continuous writing which successfully communicates their writer thoughts and ideas of certain topic. To make a good writing, it must be constructed according to rules or conventions of target language. Learners must apply the five general components of the writing process; content, form, grammar, style, and mechanic. Nevertheless, the learners often do errors in writing composition because they are still influenced by Indonesian sentence structure in making and composing the structure of English sentence in writing of a paragraph.

One of the types of composition is descriptive text. It is needed very much to give a clear description of a place, person, or object. To make the readers understand the content or the meaning of each sentence in the paragraphs forming a descriptive text, the sentences must be acceptable and grammatically correct. Therefore, this study used on an analysis on descriptive writing composition text made by eleventh graders students in SMAN 1 Tumpang Malang. Thus, the object has not been research before. In order to analyze the students' descriptive writing composition, it is crucial to make an analysis in their terms of clarity idea, generic structure and the grammatical used. Then, by knowing the students' error in composing descriptive writing composition, they know what they should do and hoped can master English well, especially in writing skill.

Writing

(Leech,et al.,1982) stated that writing has the advantages of relative permanence, which allows for record-keeping in a form independent of the memories of those who keep the records. It means that writing is different from other English language skills because writing is more permanent and it's written in form. As a media to communicate between writers and readers, writing has to be understandable so the readers will know what the researcher means clearly. If the readers could not understand it clearly, they will not catch the idea that the researcher wants to deliver.

Heaton (1975:138) stated the statement about difficulty in terms of writing, which is said that writing skills are complex and difficult to teach, requiring mastery not only grammatical and rhetorical devices but also conceptual and judgments elements. It means that the teacher must bring the skills of grammatical rule and other skill in the teaching of writing.

The Elements of writing

There are some elements of writing as the consideration to establish a good text. The elements of writing help the writer arrange a clear and understandable text (Oshima and Hogue 1991:40).

1. Contents and Organization

Every good paragraph has unity that mean only one idea is discussed. Coherent means that every paragraph has to hold each other. The movement from one sentence to the following must be logical and smooth.

2. Grammar and vocabulary

Grammar is the study of the rules about how words change their form and combine with other words to make sentences. It also has influence to decide the meaning of the sentence. In addition, while focusing on grammar, the writer should choose and use appropriate vocabularies to make or develop a text in order not to get ambiguity.

3. Sentence Structure

According to Oshima and Hogue (1991:40), there are four kinds of sentence. They are:

a**. Simple Sentences
Simple sentence is consist of at least subject and predicate or noun and verb
b. Complex Sentence
complex sentence has one dependent clause (headed by a subordinating conjunction or a relative pronoun) joined to an independent clause.
c. Compound Sentence
It has two independent clauses joined by:
1. A coordinating conjunction (for,and,nor,but,yet,so)
2. A conjunctive adverb (e.g. however,therefore)
3. A semicolon alone

The Process of Writing

Process of writing is an interrelated set of recursive stages which include; (1) drafting, (2) structuring (ordering information, experimenting with arrangements, etc.), (3) reviewing (checking context, connections, assessing impact, editing), (4) focusing (that is making sure you are getting the message across you want to get across), (5) generating ideas and evaluation assessing the draft and/or subsequent drafts (Harmer, 2001)

To be good in writing, it is necessary for the writer to master the writing components. There are several components or criteria which should be given careful attention in order to make a good composition in writing. The final product of writing should be good in content, organization, vocabulary or words choice, grammatical used, etc. Langan (2001), cited in Hendriawati, stated that there are four major processes of writing, they are:

a. Pre-Writing

Pre-writing is a beginning process of writing. It helps the writer to handle his difficulty in the beginning of writing. There are five techniques of pre-writing that can help the writer to state and develop the ideas:

1. Free-Writing

In free-writing activity, the writer writes everything that he wants to write. He does not pay attention to the grammatical used, spelling, or punctuation. He lets the errors of his writing. He just explores the ideas that come to his mind.

2. Questioning

Asking WH-questions about subjects to generate ideas and details, for example "how can I deal with the problem?"

3. Making a List

This is also known as brainstorming which its purpose is to accumulate ideas. The writer collects the information from some references before he starts to write.

4. Clustering

This is also known as diagramming or mapping in which the writer classifies the ideas based on the topic.

5. Preparing a Scratch Outline

Before writing, the writer makes a sequel of his writing that includes the first for pre-writing techniques. A scratch outline consists of the main idea and supporting ideas which is arranged in order.

b. Writing a First Draft

In this stage, the writer completes the first draft. For the professional writer, the first draft is just a beginning. It needs editing, rearranging, and organizing. This statement means that completing the first draft does not mean the writing has finished. The writer needs to move to the next stage in order to produce a good writing result.

c. Revising Content

Revising can be defined as improving the writing by making additions, deletions, substitutions, and rearrangements the phrases, sentences, or paragraphs. This statement means that after writing the first draft, the writer has to check it carefully.

d. Editing

Editing is the final activity to produce a good writing result. In this stage, the writer usually checks, edits, and corrects the errors in spelling, grammar using, punctuation, etc. Editing is necessary to be done to avoid misunderstanding between the writer and the readers.

Errors

Making errors in the process of acquiring language is unavoidable. Dulay, et.al. (1982:138) stated learning and acquiring a language involves making mistakes and errors. There are some skills that should be well mastered by language learners and writing is considered to be the most difficult skill to be acquired. (Hyland, 2003) stated that writing is symbols arrangement on papers that is well governed by some rules to achieve its goal in communication. Recognizing the existence of rules in writing, good writers have to accomplish the demand to use appropriate rules by holding the principles of writing. Grammar is one of the principles that must be paid attention by the researchers.

In the term of errors there are some definitions that are given by linguists. Dulay,et.al. (1982) mentioned that error is a part of learning language. Meanwhile, Brown (1980) stated that error exists as the reflection of one's language mastery. Errors will occur in second language learning because the learners have not internalized the grammar of the second language. It means, they arise out of lack of competence, therefore errors are systematic. People cannot learn language without first committing errors. Lengo (1995:1) mentioned that errors are believed to be an indicator of the learner's stages in their target language development. It means that making errors cannot be separated from learning process. Moreover, errors are studied in order to find the student problem or area of difficulty in foreign language learning.

Error Analysis

Based on the fact that errors are often being made by learners during their learning process, and it

becomes an inevitable part of learning, a kind of study has been made to observe and analyze those errors further, namely error analysis. Hendrickson (1979:206) stated that error analysis is a study of learner errors by observing, analyzing, and classifying the errors to reveal something of the system operating within the learners. It studies further than merely predicting errors as contrastive analysis does. It studies the native of errors and present confirmations of prediction made by contrastive analysis. Ellis (1986:127) said that error analysis deals with collecting samples of learner language identifying the errors according to their hypothesized causes and evaluating seriousness of the errors. Furthermore, Brown (1980:173) mentioned that errors can arise from possible sources such as inter lingual transfer, context of learning and communication strategies. It will begin from examination of learner's problems to identify the possible sources, not just those resulting from native language transfer.

There is a lot of benefit we will found by analyzing students errors. As Corder (1974: 25) explained that teacher not only can detect the student difficulty in learning the target language but also they can determine the affectivity of their teaching methods. Therefore, the teachers will recognize the learner problems, how far they have learned and what remains for them to learn by analyzing their errors.

As reaction facing the fact of committing errors during the process of language learning, linguist argued that those errors need to be analyzed. It is studied in order to find out something about the learning process and about the strategies employed by human beings learning another language. Dulay (1982:138) mentioned that studying errors does not mean do not have purpose, it has two major of purpose. First, it provides data from which inferences about the nature of the language learning process can be made. Second, it indicates to teachers and curriculum developers which errors types detract most from a learner's ability to communicative effectively.

Types of Errors

Dulay (1982:16) made the classification of errors:

(1) Linguistic Category

There are many error taxonomies have been based on linguistic item which is affected by an error. These linguistic category taxonomies classify errors according to either or both the language components and the particular linguistic constituent the error affects. The language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style)

(2) Surface Strategy

A surface strategy of taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones: they may miss form items or miss order them. That surface elements of a language are altered in specific and systematic ways. It consists of:

a. Omission errors, which characterized by the absence of item that must be appeared in a well-formed utterance.

b. Addition errors, which characterized by the presence of an item which must not be appeared in a well-formed utterance.

c. Miss information, which characterized by the wrong form of the morpheme or structure. The types of errors are:

- Regularization -> The dog eaten the chicken
- Archi form ->I see her yesterday. Her dance with my brother.
- Alternating form -> I seen her yesterday

d. Miss ordering, which characterized by the incorrect placement of morpheme or group of morphemes in the utterance.

(3) Comparative Taxonomy

This taxonomy classifies errors based on comparison between the structure of language learner errors and certain other types of construction

(4) Communicative Effect Taxonomy

It deals with errors from the perspective of their affection the listener or reader. There are two types of errors in this taxonomy. They are global errors and local errors.

Descriptive Text

Descriptive text is one of some genres in English that should be mastered by the learners both in junior or senior high school students beside other English text. Faweett and Sandberg (1984:6) stated that descriptive text is a kind of text that described something, a person, a scene, or an object into words so others can imagine it. It is almost the same as Heinle (2002:73) stated that descriptive text shows how something looks, sounds, smells, tastes or feels. Siahaan (2008:119) also

give his opinion, that descriptive text is a text that describes an object, a person, or an event in detail. It can be an abstract object such as: hate, love, opinion, idea, belief etc.

If we are talking about genre, we can avoid that the learners will always face tow important components of the text itself that are generic structure and grammatical features. Descriptive text is also has two components. The students need to observe and find characteristic of the subject when they are about to write descriptive text. They can make a simple writing by describing people, animal, place and person. By describing the characteristic of those simple topics, students will learn more and capable to make descriptive text using more challenging topic.

1. Generic Structure

Generic structure is thing that should be contained in writing genre of text. It distinguishes one text to another. The significance of generic structure of descriptive text is identification and description (Djuharie 2007:24). The generic structure of descriptive text includes:

1. Identification
   This part introduces the subject of the description to the audience. It gives the audience brief details about the when, where, who or what of the subject. On the other words this part is stating classification of general aspect of thing, animal, public place, plant etc which will be discussed in specifically.
2. Description
   This part consists of several paragraphs. Each paragraph usually begins with a topic sentence. Each paragraph in this part should describe one feature of the subject. All the paragraphs in this part build the detailed description of subject. It may describe physical appearance, qualities, general personalities or idea, and the characteristics.
3. Conclusion (Optional)
   The concluding paragraph contains the conclusion of the topic, and signs the end of the text. There are two important part of the generic structure when writing descriptive text, the first is identification, and the second one is description. Students can add with the concluding paragraph but it is not a must.

2. Language features

Besides the generic structure, genre also has language features as the guideline in writing very part of the generic structure of the text. It deals with the grammatical features (tenses, phrase, conjunction, adverb, adjective, etc).

a. The use of General Nouns

Descriptive text is always using certain nouns; it is line with the purpose of the text to describe things.

b. Detailed Noun Phrase

A noun phrase is a phrase with a noun as the head, added with some adjectives or nouns or 'participle' as the modifier (Pardiyono, 2007:44).

- Public transport $\longrightarrow$ Head (noun)
  $\downarrow$
  Modifier (adjective)
- The most convenient $\longrightarrow$ Head (noun)
  $\downarrow$
  Modifier: article; adjective
- Falling water $\longrightarrow$ Head (noun)
  $\downarrow$
  Modifier: participle

Sometimes a noun phrase takes a number of words to be included. One important thing here is in each type of phrase, there is one word that becomes the 'head', while the rest are modifiers. The head of noun phrase is a noun. The 'head' in a noun phrase is always found before 'preposition.'

According to DEPDIKNAS (2004:60) a noun phrase in descriptive text is used to add information about the subject or things that they want to describe. The examples of the noun phrase are: a sweet young lady, it is a large house, an intelligent tall student, a big large beautiful wooden house, etc.

c. Descriptive Adjective

An adjective phrase is a phrase with adjective as the head, functioning to complete the predicate that takes the form of "be".

d. Technical Use of relating verbs

It is for giving information about subject. The examples are my sister is very cool; it has very thick fur, etc.

e. Technical thinking verbs and feeling verbs

It is used to express the researcher's personal opinion about the subject. The examples are: I think it is useful plant, Police believe the suspect is armed, etc. While the

example of action verb is like, the robot dances beautifully, etc.

6. Adverbials

An adverbial phrase is a phrase with 'preposition' as the head, which is then followed by another phrase-showing place, time, purpose, etc. The examples are: Down to a small lake; most of time; not far from Solo; etc. It is used to give the additional information about the characteristic f the subject. For example, fast, at the corner room.

7. Figurative Language

The figurative language is used to sign comparison, such as metaphor, simile, hyperbola, etc. For examples: Her eyes as round as globe, my throat is as dry as a desert; etc.

8. Simple Present Tense

Simple present tense is one of the common tenses in English, both in writing and speaking. Azhar (1999:11) said that simple present tense in English says that something was true in the past, is true in the present, and will be true in the future. It is used for general statements of fact/to express the habitual or everyday activity. There are only two forms of simple present tense by adding "-s" or "-es". The third person singular form created simply by adding "-s" almost in all verbs but the rest, it needs to add "-es" or changing the ending a little.

The changing letter in the simple present tense
(Table 1)

Ending of the Verb	The rule	The change
s	Add "-es"	She passes
z	Add "-es"	He dozes
sh	Add "-es"	She hopes
ch	Add "-es"	He watches
Consonant + Y	Change Y to I, then add "-es"	The baby cries

Forming the sentences:

(+) SUBJECT + V1 (s/es)+ OBJECT
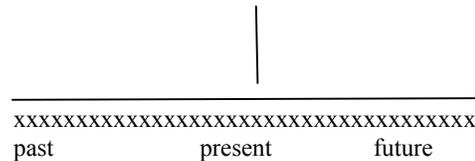
1. He loves me
2. I hate him

(-) SUBJECT + DO NOT / DOES NOT + V1 + OBJECT

1. He does not love me
2. I do not care

(?) DO/ DOES + S + V1 + OBJECT

1. Does he hate me?
2. Do I love him?

The picture shows the range of the time in the simple present tense.

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx
past   present   future

Simple present tense takes a big influence in descriptive text, in line with the function to describe specific information of the subject. It means that the fact of the subject, from the past, present and future will never change.

METHOD

This study focused on analyzes the students' descriptive writing text on eleventh grade at SMAN 1 Tumpang Malang. The research type used in this study is descriptive qualitative method. It focused on analyzing and describing students' descriptive text when the writing skill was used in teaching writing.

The data in this research is in the form of sentences. It was the students' descriptive text writing assignment which the teacher had given as an assignment for the students. Then, the researcher analyzed the clarity of idea, the grammatical and generic structure that found in the students' descriptive text writing composition using by using rubric of J.D Brown (1991). Thus, the researcher used the student's work as instrumentin collecting the data.

The subjects of this study were students of SMA Negeri 1 Tumpang.The researcher took 9 students of XI-IPA graders randomly. Then, the researcher conducted the observation to know the students' level of English ability and categorize into three levels; excellent, good, and poor level.

To analyze the data of the study, the researcher read all the data gathered from the students' work.The students' work of descriptive text was analyzed using rubric of J.D Brown (1991) which consists of (1) Content

aspect, (2) Organization aspect, (3) grammar aspect. Content aspect was about ideas of students' work which was descriptive text. Organization aspect included the compatibility between the students' writing and generic structures of descriptive text. Vocabulary aspect analyzed the word choice of students in composing recount text. Grammar aspect focused on the grammatical used by students in composing descriptive text,

The result of students' works completed the finding of the research. It gave information to the researcher the students' quality in writing descriptive text. First, the researcher described the result of student's errors in descriptive text based on generic structure,grammar and then described the result of the student's descriptive text based on their clarity of idea.

DISCUSSION

The Discussion on the Students' Descriptive Writing Composition

The results presented the students' ability to write descriptive text. The data of this study were descriptive text for the second year students of senior high school in the second semester. Then, the instruments that used in collecting the data in this study was students' work. In the meeting, students were asked to compose descriptive text. The data were analyzed using the rubric of J.D Brown (1991)and classified into three different levels, they are: excellent, good, and poor. This was proposed to explain the students' ability in writing descriptive text composition in terms of generic structure and linguistic features.

There were 9 students' works that were analyzed. Based on the fact that errors are often being made by learners during their learning process, and it became an inevitable part of learning, Brown (1980:173) mentioned that errors can arise from possible sources such as inter lingual transfer, context of learning and communication strategies. It will begin from examination of learner's problems to identify the possible sources, not just those resulting from native language transfer. Below are the analysis from the student's descriptive writing composition.

1. Content

In learning process, making errors is allowed, because it cannot be avoided. Students make errors first in their learning, and then they can learn better from their errors. There are three components which the researcher adapted from Brown and Bailey Analytical Scores for Rating Composition Task. They consist of content, organization and grammar.

In the content component, some students in good level because they can make the story by using their own words. They can develop the idea coherence between the first and the second paragraphs. In line withOshima and Hogue (1991:40) that every good paragraph has unity that mean only one idea is discussed. Coherent means that every paragraph has to hold each other. The movement from one sentence to the following must be logical and smooth. Here, the examples of student's work.

a) S**tudent with good ability in term of content**

> My Dreams and Hopes
> My name is RizkiRomadoni. My parents give me this name because I was born in the holy month. My name is hope and dream of my parents, they hopes mylife always is full with sustenances from god. All people was born with hopes and dreams, me too.
> I am a student in senior high school of one Tumpang. As a student I hope can be a good student, and get knowledges with the good value. Tomorrow, I want to be a teacher. But, sometimes I want to be a designer too because I like to drawing clothes. But my parent support me to be a teacher, because the teacher is good obsession for woman.
> Sometimes, I wish I can succes with my obsession. I wish I can make my family happy. I wish to be the best for my family.

This work was scored as 'good' criteria for content and clarity of idea aspectsince the clarity of the idea of the data above were mentioned as stand in line to the title by mentioning a sentence "Tomorrow, I want to be a teacher. But, sometimes I want to be a designer too because I like to drawing clothes. But, the supporting idea was still less and should be elaborate more. It could be better if including the idea about what efforts that the student do to make her dreams come true, or whose inspiring her to be a designer, and so on.

b. **Student with good ability in term of content**

> My name is AndiFajar R. I have a dream to make my parents right fully proud. I wish my parents right fully proud own me. For me they is father and mother a good. My dream I wish they are go to haji. So I will try with seriously for make make my parents right fully proud. With study and always prayer. My hope is get bussinessman be succesfull. I hope with get businessman I can personify. My dream that is my parents go to haji.

This work was scored as 'poor' criteria for content and clarity of idea because the idea of the data above was not clear enough. Firstly, there is no title that written in the text above. A title is very important in order to give brief overview what the text content is. Although the main idea of the student hopes and dreams was mentioned, but the supporting idea could not elaborate well. The elaboration of the supporting idea was less and need to be explained.

2. Generic Structure

Next aspect that will be analyzed is generic structure. There were three students in the excellent level who had introduction and conclusion in their writing; it has acceptable body of essay and logical sequence. Here, the researcher would give one example from student's work which is excellent. The student was correct when he used tenses, word order, and there was no run on sentences.

a) Student with excellent ability in term of generic structure

> Hopes and Dreams
> Hello my name is IhzaDio Ibrahim, My nick name is Dio. Now I am study inSenior High School 1 Tumpang. I am 17 years old. In the school, I am study in science because, when i study in science class, Ican study physic and math more long time. When i study physic or math, i can feel free, fresh, cool and spirit. I don't know why? Maybe physic and math like water. And all of people in the world certain need the water.I think enough about me. Now lets talk about my hopes and dreams.
> First, the one of my hope is I can study in Bandung next year. I will study at technical class. I want to make my parents so glad by my hardwork. And then because my hardwork can invite my parents go to Mekkah. And after I study in Bandung, I hope to get good work,absolutly the work is conjunct with my school.
> My next dream is i want to be the president of Indonesia because i want make Indonesia more better right now.
> Finally with my education I will make my hopes and my dreams come true. I want, I do!

For generic structure aspect, this work was scored as 'excelent' because the generic structure of the data above was coherent to the descriptive text generic structure; identification, description and conclusion (optional). Firstly, the identification shows in the first paragraph, which is introducing the subject (the writer) of the description to the audience by giving a brief detail about whom the writer is, and the meaning of the student's name is a hope from the student's parent. Then, a main idea of the topic, which is the student's dreams were mentioned in the second paragraph.

Thus, the description of the descriptive text above was elaborate in the second paragraph. It could be better if the main topic were separated into different paragraph. So, it can elaborate more and the student can develop the supporting idea well. Besides that this student can write a logical introductory and conclusion paragraphs, related topic and good arrangement of materials

b. Student with good ability in term of generic structure

> My Hope and dreams
> My name is Cindy glukosa. I have hope and dream. I want to be a doctor because , I want keep my family in order to not sick when there is my family sick. I can them cure.
> I have problem with my dream that I want a doctor , but I dislike with biology. I ever try to like biology , but all just useless.
> With my dreams two. I want get akutansi course. Because I give up to be a doctor and also I want diffirent from the order.
> There is say to me that many people want sign in to akutansi course. So , I must try and try go into akutansi course.
> I hope all can materialized.

For generic structure aspect, this work was scored as 'Good' because the generic structure of the student's composition above was coherent with descriptive text generic structure; identification, description and conclusion (optional). Firstly, the identification showed in the first paragraph, which is introducing the subject (the writer) of the description to the audience by giving a brief detail about who the writer is and the main idea of the topic description which is the student's expectation in the future.

Then, the part of description is delivered clearly. The supporting idea about why and what motivation to make the dreams come true was delivered clearly. Then, the conclusion was given in last of paragraph to sign the ends of the text. Unfortunately, there is a correction of the sentence *"I hope all can materialized"* should be written as *"I hope my dreams come true."*

c. Student with poor ability in term of generic structure

> My name SyafrilHidayahArif, I was born in Malang 21 June 1998. I live in Tumpang. One of the think my dream is have a hospital and enter university majors geography or mathematic. And my hope is win some competition with my friend, can do the test easily, and make this country much better.
>
> To make my country much better I must throw rubbish in trash to keep my country clean. And to make my dream's true I will study hard.

For generic structure aspect, this work was scored as 'Poor' because the generic structure of the data above was incoherent to the descriptive text's generic structure. It can be said although the identification already mention in the first paragraph by giving a brief details about who is the student is, when was the student born, where the student lives, and what is the student's expectation, but supporting explanation of the main idea (hopes to has a hospital or to be a mathematician or an expert geographical) could not developed well. In the second paragraph, the idea of student's hopes and dreams should be develop by giving supporting idea. Thus, after giving the elaboration of the main idea, the conclusion of the topic must be included to signs the ends of the topic.

3. Grammar

The last aspect that had been analyzed is grammar component, grammar is a study of the rules about how words change their form and combine with other words to make sentences. It also had influence to decide the meaning of the sentence. In addition, while focusing on grammar, the appropriate vocabulariesshould be choosen and used to make or develop a text in order not to get ambiguity.

a) Student with good ability in term of grammar

> Hopes and Dreams
> Hello my name is IhzaDio Ibrahim, My nick name is Dio. Now I am study inSenior High School 1 Tumpang. I am 17 years old. In the school, I am study in science because, when i study in science class, Ican study physic and math more long time. When i study physic or math, i can feel free, fresh, cool and spirit. I don't know why? Maybe physic and math like water. And all of people in the world certain need the water.I think enough about me. Now lets talk about my hopes and dreams.

> First, the one of my hope is I can study in Bandung next year. I will study at technical class. I want to make my parents so glad by my hardwork. And then because my hardwork can invite my parents go to Mekkah. And after I study in Bandung, I hope to get good work,absolutly the work is conjunct with my school.
>
> My next dream is i want to be the president of Indonesia because i want make Indonesia more better right now.
>
> Finally with my education I will make my hopes and my dreams come true. I want, I do!

The data above is categorized as "good" level in grammatical because aadvance proficiency in grammar and minor problems in complex construction. But several sentences of student's writing above need some corrections, such as:

a. " *nowI'mstudy in Senior High School 1 Tumpang*" should be " I'm studying *in Senior High School 1 Tumpang now*" (ommision)

> In the sentence above, there is an adverb of time "now". So, the tenses of the sentence above is present continues tense. Automatically, the word *study* should be *studying*.

b. "*I hope to get good work , absolutly the work is conjunct with my school*" should be " *I hope I get a job that related with my study*" (miss information)

> The written form of the word *absolutly*inthe sentence above must be absolutely. Then, since the meaning of the sentence is ambiguous, the structure of the sentence is complex. So, it is better if changed into the simple one.

c. " *I want to make indonesia more better right now*" should be " *I want to make indonesia better than now*"(addition)

> In the sentence above, the word more is no need to include within the sentence above, because the word better than is already enough to represent what the meaning is.

b) Student with poor ability in term of grammar

> My name is Nurussaadah. My nick name is Nurul or Uus. I was born in Malang 12 Mune 1998. I live in Slamet Karang

Jambevillage. I'm study in senior high school 1 Tumpang and now I'm state in sains class.

I'm very proud can join in sains class. Because in compliance with my ambbission. My ambission is a doctor if my ambission materialized I'm will help other people is not able. Someday, if I'm as be success people I want to make happy my parents with manner give them go up haji. After I'm permit in this senior high school, I want continue in healty university in Malang.

Now I'm will study seriously so that I'm not make sad my parents and I'm can get my ambission. Besides study I'm so always pray to Allah SWT. Because all wish will only granted be Allah SWT. But ambission is number one only make happy my parents.

The student's writing composition above is categorized as 'poor' lever in grammar because numerous serious grammar problems and difficult to understand the sentences. The correction above has proved that this writing was very lack in arranging sentences. Some problems occurred such as miss information and word choices that need some corrections. The corrections are below:

a. *" I'm very proud can join in science class because in compliance with my ambision"* should be *"I'm very proud can join science class because itrelevantto my ambition" (*Miss information)

The written form of *ambision* should be *ambition*. Then, the phrase *in compliance with my ambision*is better if change into *relevant to my ambition.*

b. *"If my ambission materialized, I'm will help other people is not able"* should be *" If my ambition realized , I will help other people which in poor condition"*(Miss information)

The to be *"am"* after the subject *"I"* is no need to include in the sentence above because there is a word *"will"*. Then the phrase *"is not able"* is not relevant to represent a people who is in a low economy condition.

c. *"Someday if I'm as be success people I want to make happy my parents with manner give gift go up haji."* Should be *"Someday if I become success, I want to make my parents happy. I'll give them a present holy pilgrim to Mecca" (*Miss information)

In composing English sentence, it is better if writes directly in English sentence structure rather than writes in Indonesian and then translate it into English. It will avoid the English with Indonesian writing styles.

d. *" my ambision is a doctor "* should be *" my ambition is become a doctor" (*Word choice)

The written form of*ambision*should be change as *ambition*. Then the meaning of first sentence (before the correction) is ambiguous, that is the writer wants a doctor, not wants to be a doctor.

e. *"After I'm permit in this Senior High School I want continue in healty university in Malang"* should be *"after graduate from Senior High School I want to continue my study in medical department in Malang"*

Firstly, written form of *healty* should be changing into *healthy*. Then, the word *permit*in the first sentence (before the correction) could be change as *graduate*. Here, sentence structure of the first sentence is affected by Indonesian writing style.

CONCLUSION

There are three kinds of conclusions since the researcher had three research questions. The first conclusion is about the result of the clarity of idea in the students' composition on descriptive text. The second concludes kinds of grammatical errors appear in students' composition on descriptive text, and the last conclusion is about the generic structure of the students'descriptive writing composition

The researcher took nine students based on the teacher suggestion which classified into three levels. They are excellent, good and poor. After analyzing the students' writing, the researcher noticed that the students had different style in expressing their ideas in term of content, organization and grammar. Thus, the students presented different results and progress. The result of the research shows that there were none of the students got excellent level in developing ideas, five students were in good level, and four students were in poor level. In the term of organization, the researcher found one student was in excellent level, six students were in good level, and the rest students were in poor level. Thus, in term of grammar, none of the students got in excellent, one student was in good level and the rest were in poor level.

Overall, students had been able to compose descriptive text. They had been able to deliver their idea in writing. The problem appeared in the students' ability

in mastering English grammar especially the use of present form. However, with time and regular practice, they will have their best dealing with grammar.

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