

## ABSTRACT

CHOIR, MISBACHUL. Registered number 2813133071, 2017, A STUDY ON THE TENTH GRADE STUDENTS' PROBLEMS IN WRITING DESCRIPTIVE TEXT AT ISLAMIC SENIOR HIGH SCHOOL (MAN) REJOSO PETERONGAN JOMBANG IN THE ACADEMIC YEAR 2016/2017, Advisor: Dr. Susanto, SS, M.Pd.

Key word: Writing a descriptive text, Linguistic and non-linguistic problems

English is very important subject to learn. In Indonesia teaching and learning English are aimed to prepare Indonesia students in facing the rapid progress of science and technology. That is why the students must have good skills in English, especially in writing skill. As a productive skill, it is important to be mastered to express or to communicate in written form.

The research problem of this study are (1) How is the description of writing descriptive text ability of the tenth grade students of MAN Rejoso Peterongan Jombang? (2) What linguistic problems in writing a descriptive text are possessed by the tenth grade students of MAN Rejoso Peterongan Jombang? (3) What non linguistic problems in writing a descriptive text are possessed by the tenth grade students of MAN Rejoso Peterongan Jombang? The objectives of this research are (1) To elaborate writing descriptive text ability of the tenth grade students of MAN Rejoso Peterongan Jombang. (2) To describe linguistic problems in writing a descriptive text possessed by the tenth grade students of MAN Rejoso Peterongan Jombang. (3) To investigate non linguistic problems in writing a descriptive text possessed by the tenth grade students of MAN Rejoso Peterongan Jombang.

Research design of this study is descriptive with qualitative approach. The subjects of the research are tenth grade students and an English teacher at Islamic Senior High School (MAN) Rejoso Peterongan Jombang. The method of collecting data used are documentation and interview. The data are analyzed through familiarizing and organizing, coding and reducing, interpreting and representing.

The research findings are (1) The students have weakness in linguistic aspect such as grammar and diction aspect. In grammar aspect the students are confused how to add *s* and *es* in present verb because majority of them use pronoun *she*, *he*, and *it*. They also make errors in arranging sentences, they put noun before adjective. If referred to Genesee's and Upshur's category (1966: 207) the students' ability in grammar aspect is included fair to poor because they use simple sentences with frequent error. In diction aspect they have limited vocabulary and they do not use possessive adjective and sometimes they have problem to choose conjunction and made the sentences do not support to the topic or the object. Regarding to Genesee's and Upshur's criteria (1966: 207) students' ability in diction aspect is

fair to poor because they just use limited vocabularies and sometimes with frequent errors. Although they have weakness in linguistic aspect, on the other hand they are good in non linguistic aspects such as content, organization and mechanical accuracy aspect. In content aspect, the students consistently focus on the object, although they have problem in detail. Regarding to Genesee's and Upshur's (1966: 207) criteria the students' ability in content aspect are good to average. In organization aspect, they do not know generic structure of descriptive text but practically on their text, they are able to introduce the object before mention more specific characteristic of the object. If viewed from Genesee's and Upshur's (1966: 207) the students' ability in organization aspect are good to average. Finally, in mechanical accuracy, the students have some inaccuracy in punctuation and spelling. If it is seen from Genesee's and Upshur's (1966: 207) criteria the students' ability in mechanical accuracy aspect are good to average.

(2) The Students' linguistic problems are in grammar aspect they are confused in additional *s* and *es* as the rule of simple present tense, there is no verb in verbal sentence, they put noun before adjective, they use past tense instead of present tense. They also confuse how to determine article *a*, *an*, and *the* before noun. In diction aspect, they lack of ability in using conjunction and their sentences do not support the object or the topic. They do not use possessive adjective and their sentences are ambiguous between verbal and non verbal form.

(3) Students' non linguistic problems are; in content aspect, sometimes the students do not have knowledge about the object, even there is a student mention on her text directly, there is student just focus on her relation with the object and her sentences do not focus on the object. In organization aspect, some students do not know the generic structures of descriptive text theoretically, but practically they do not forget to introduce the object before they describe it. In spelling and punctuation aspects, majority of the students have mistakes in spelling such as *hand some*, *fafourite*, *callen*, *provinsi*, *cutures*, *around*, *can not*, and *threety*. While in punctuation aspect, majority of the students are good in putting punctuation, although there is a student who writes with minimally accuracy in punctuation.