

CHAPTER IV

DATA PRESENTATION AND RESEARCH FINDINGS

This chapter mainly includes data presentation and the findings of the research, which are derived from the method and procedure describe that has been explained in the third chapter. The data presentation and the data finding are in the form of narrations describing the result of interview and documentation.

A. Data Presentation

Here are the presentations of having interview and documentation which has done by the researcher. The interview has conducted four time during 6th -10th may 2017 while the documentation has conducted once on 8th of may 2017. Before the researcher describes the result the researcher will explain that the word “Ability” in this research doesn’t mean a score because the researcher uses descriptive qualitative approach so the ability here explained in narration form.

1. Data Presentation the Students’ Abilities in Writing Descriptive Text.

According to Genesee and Upshur (1966: 207) they suggested five general categories which are often used for the evaluation of the students writing, namely: content, organization, language use of grammar, vocabulary, and mechanics. So the researcher divide students’ abilities in writing a descriptive text into two parts, first is

linguistic aspects as like grammar, spelling, and diction or vocabulary aspect, and the second is non linguistic aspects as like content, organization, and the last is mechanical accuracy. Base on the result of researcher's interview and documentation, the researcher found both of students' abilities in linguistic aspects and non linguistic aspect.

Students' abilities in linguistic aspects are included grammar, diction or vocabulary and spelling included punctuation; the students have weakness in grammar aspect. They confuse how to add *s* and *es* as additional in present verb if use pronoun *she*, *he*, or *it*. Base on the interview with the English teacher, she said "actually some students are having problem in grammatical, in this case the students' problem is confuse or maybe forget to add *s* or *es* behind the present verb. Most of descriptive text which made the students is using pronoun of the third person or a thing. So they should add *s* or *es* after verb because they use "*she*, *he* or *it*" and the students also have weakness in diction or vocabulary aspect so they change or look for the similarly word as S1 said "actually my vocabulary is limited and I don't know many words in English but usually I use simple words so it can help me when I write a descriptive text" but the students can solve this problem as like her. Another student also have weakness in spelling and punctuations, as like S3 on her text she wrote with minimum punctuation, so there is no limit between one sentence to the others, but the other students have good enough in punctuation aspect.

On the other hand the students are good in content and organization aspect, the teacher said “talking about the content I think that my students understood enough what should be mention in the descriptive text, even though there are some students still have problem in detail. For organization aspect I think my students know about the generic structure of descriptive text it’s self.” It means that students’ ability in content and organization aspect is good enough, and it strengthened by the interview with the students, they can mention the generic structure of descriptive text as like S4, she said that “there are two generic structures of descriptive text, introduction and description. Description can be divided become some parts they are part or thing, qualities and the other characteristics,” even though there are some students don’t know the generic structure of descriptive text its self. The students also good enough in mechanical accuracy aspect, the teacher also said “majority of them have understood enough how to put comma, full stop and the other punctuations, but some of them usually forget to put full stop and make the sentence be difficult to understand by the readers” base on the students’ text they wrote with good content, organization and punctuations, even though the fact is there is student have weakness in content aspect as like S4, she described her younger sister but majority the content of her text was not explaining her younger sister or the object but she focused on the relationship between she and her younger sister or the object.

2. Data Presentation the Students' Linguistic Problem in Writing Descriptive Text.

Students' linguistic problems in writing descriptive text are included how they make a sentence base on the grammatical rule of English as grammar aspect and how their variation to choose the words to make the sentence easy to be understood by the readers as diction aspect. Base on the interview with English teacher, in grammar aspect the researcher found they have some problems. Their problem are how to add *s* and *es* as additional in present verb as the researcher mention above according to the teacher, the other problem is they do not understand enough about part of speech or the word's classification its self as like S1, on her text she wrote "I would description my home town" on her sentence there is no verb because the word "description" is a noun, and another students as like S2, she wrote noun before adjective "Mrs. Risma is teacher very best" she should write as English grammatical rule as like "MRs. Risma is the best teacher" in another sentence on her text she also wrote "she loved students as childrens" base on the rule between English grammatical and descriptive text her sentence wrong in two parts, first her sentence is wrong because she used simple past tense and it means that her teacher love her as the students as the children but it happened on the past so now or today maybe her teacher doesn't love her, and the second her sentence wrong in the word "childrens" so it show that she doesn't understand if the

word “children” without *s* is plural form from the word “child” in singular form. Another student as like S4, she also wrote “I called her, EL” base on the grammatical rule this sentence is no problem but the word “called” should be write “call” even though both of call and called have same meaning but a descriptive text use present verb not past verb.

On the other hand the students also have limited vocabulary as the teacher said “in the diction aspect majority of the students’ still use simple vocabulary” and the researcher also found mistakes on students’ text as like S2, she wrote “Most of them are kind and helpful. But my favourite one is Mrs. Risma, my English teacher.” The conjunction “but” give the effect of her teacher does not kind and helpful. The other student as like S2, she has some diction mistake on her text, she wrote “she has mouth is small, long hair, eyes has colour is black and she has skin colour is white.” It shows that she doesn’t understand how to use possessive pronoun; if she understand it she will be able to choose the better sentence as like “she has a small mouth” or “her mouth is small” even though both of these sentence have same meaning. The students also said that they make descriptive text in Indonesian language first then when they finished to write but they have difficulties to translate it in English form, it mean that they have problem in vocabulary so they feel difficult to translate their text. So base on the interview with teacher and the students and proved from

students' text, students' limited vocabulary caused they have problem in diction aspect.

The last one is mechanical accuracy aspect. Mechanical accuracy is related to the spelling and how the students use punctuation as like *colon*, *comma* and *full stop*. Although the students are good enough in organization aspect, but students' spelling and punctuation (mechanical accuracy aspect) have many problems. The teacher said that even she found there are some students have wrong spelling in writing some words. They should write "handsome" but they write "hand some," "favourite" becomes "faforite" and from the students' text the researcher found some wrong spelling also as like S3 text, she wrote "My school is callen MAN Rejoso" and S1 text, she wrote "Berau located in around six hundred kilometre from centre of prvinsi" "in Berau there are various cutures and have many quarters." and "for tourists place in araund Berau there are derawan island,..." on S4 text, she wrote "but I can not see her everyday." While in S2 text, she wrote "she is about threety four." On the other aspect, S3 wrote with limited punctuation (see appendix) so her sentence will make the readers confused.

3. Data Presentation the Students' Non Linguistic Problem in Writing Descriptive Text

Students' non linguistic problems in writing descriptive text are included; content, organization, and mechanical accuracy aspect. Content aspect is related between the students' sentences on their text to the object which it should be described by the students. Base on the interview with English teacher she said that one of the students ever failed to describe something because the student doesn't know the object details. So in content aspect sometimes the students have problem because they don't know the thing that should be described by them, and from the student text there is a student as like S1, she wrote directly on her text "but I don't know much about special foods Berau." Another student who name is S4 also have problem in content aspect, on her text (see appendix) she described her younger sister but she just focus to her relation with the object, and she didn't mention the specific characteristics of the object. On her text she just mentioned that the object is small, cute and if the object is crying maybe the object want to sleep.

Organization aspect is related to arrange some sentences to be a coherent paragraph and especially for descriptive text, the text should be comprised of identification and description. Actually in the organization aspect the students understood enough; even though there are some students don't know the generic structure of descriptive text (see appendix) in theoretically but on their text the researcher saw that

they have understood to organize it. The students always introduce what the object is, before they started to describe it.

B. Research Findings

Here research findings base on the interview with the English teacher, English students and collecting documentation from the students' writing a descriptive text.

1. Students' Abilities in Writing Descriptive Text.

Students' abilities in writing descriptive text can be divided into two parts; first is linguistic aspects and the second is non linguistic aspects. Base on the data presentation above, the researcher found that students' ability both of linguistic aspect and non linguistic aspects in writing a descriptive text are:

a. Linguistic Aspects

Grammar and vocabulary (diction) are included students' linguistic aspects. The researcher found students' grammar aspect in writing a descriptive text is weak, the students confused how to add *s* and *es* after verb as additional in present verb if they use pronoun *she*, *he*, and *it*. Furthermore they don't know classification of the word or part of speech, it caused they wrong to arrange a sentence. Sometimes they put noun before adjective and sometimes their sentence have no verb. This weakness going to be worse, it

because they have weakness also in vocabulary or diction aspect, they confess have limited vocabulary so they feel difficult in choosing the word. Some of the students said that actually they feel difficult in translating the text because they make descriptive text in Indonesian language first, then they translate it in English and another student also write a descriptive text with minimum punctuations, there is no limit between one sentence and the others. It can make the reader confused with her text.

Table 4.1 Students' Linguistic Ability

No.	Aspects	Ability
1.	Grammar	Weakness in determining verb and part of speech so sometime there is no verb on their sentences and they put noun before adjective
2.	Diction	Limited vocabulary, don't use possessive adjective
3.	Mechanical Accuracy (spelling and punctuation)	Sometimes wrong in spelling the words and there is student wrote with minimally punctuation on her text.

b. Non Linguistic Aspects

On the other hand, they are good enough in non linguistic aspects as like content, organization and mechanical accuracy aspects then linguistic aspects even though just in theoretically.

The word good here means they have understood enough in theoretically. The students can mention and explain *identification* and *description* as the generic structure of descriptive text. Although they understand enough about it, but the fact they also have weakness in practicing, base on their text the researcher found there is student just focus on her relationship with the object.

Table 4.3 Students' Non Linguistic Ability

No.	Aspect	Ability
1.	Content	Focused on the object but sometime just explain with minimum characteristic of the object
2.	Organization	Don't know generic structure of descriptive text but practically they good enough and introduce the object before mention more specific characteristic of the object.

2. Students' Linguistic Problem in Writing Descriptive Text.

Students' linguistic problem in writing a descriptive text are related to students' grammar and vocabulary or diction aspects as the researcher mentioned above. The researcher also found some problems non linguistic aspect; first problem the researcher found they have problem in grammar aspect. The students confused to add *s* and *es* as the rule of simple present tense, then the researcher found on students'

text, there is some wrong sentences base on the grammatical rule. Sometimes they write a sentence without verb in verbal form, sometimes they put noun before adjective, and sometimes they correct in grammatical rule but they use simple past tense while language features of descriptive text is simple present tense. Another student's problem in grammar base on the interview with students is how to use article *a*, *an*, and *the* before noun.

The second problem is students' vocabulary or diction aspect. The researcher found they used wrong conjunction and caused negative meaning on the sentence so the sentence becomes unsupported to the object. Another student doesn't use possessive adjective while a descriptive text usually use so on her sentences looked as mixed between verbal and non verbal form.

The last students' linguistic problem in writing a descriptive text is spelling and punctuation (Mechanical Accuracy aspect), some of the students have wrong spelling to write some words as like *faforite*, *hand some*, *callen*, *provinsi*, *around*, *can not*, and *threety*. There is also a student wrote the text with minimally punctuation, as like there is no comma and full stop punctuation between one sentence to the others.

Table 4.4 Students' Linguistic Problem

No.	Aspect	Problem	Prove
1.	Grammar	Additional <i>s</i> and <i>es</i> as	Interview with english teacher

	aspect	the rule of simple present tense	
2.	Grammar aspect	There is no verb	Students' text "I would <u>description</u> my home town"
3.	Grammar aspect	Noun before adjective	Students' text "Mrs. Risma is <u>teacher very best</u> "
4.	Grammar aspect	Use past tense	Students' text "I <u>called</u> her, EL"
5.	Grammar aspect	How to determine article <i>a</i> , <i>an</i> , and <i>the</i> before noun.	Interview with English students
6.	Diction aspect	By using "but" her sentence indicated that her teacher are not kind and helpful	Most of them are kind and helpful. <u>But</u> my favourite one is Mrs. Risma, my English teacher.
7.	Diction aspect	She didn't use possessive pronoun	<u>she has mouth is small</u> <u>eyes has colour is black</u> <u>she has skin colour is white</u>
8.	Spelling aspect	The students have wrong spelling such as "fafourite and hand some"	Interview with English teacher
9.	Spelling aspect	A student, S3 have wrong spelling	Students' text "My school is <u>callen</u> MAN Rejoso"
10	Spelling aspect	A students, S1 have wrong spelling	Students' text "Berau located in around six hundred kilometre from centre of <u>prvinsi</u> "
11	Spelling aspect	A students, S1 have wrong spelling	Students' text "in Berau there are various <u>cutures</u> and have

			many quarters.”
12	Spelling aspect	A students, S1 have wrong spelling	Students’ text “for tourists place in <u>araund</u> Berau there are derawan island”
13	Spelling aspect	A students, S4 have wrong spelling	Students’ text “but I <u>can not</u> see her everyday”
14	Spelling aspect	A students, S2 have wrong spelling	Students’ text “she is about <u>threety</u> four”
15	Mechanical accuracy aspect	A student, S3 wrote with limited punctuation	See appendix

3. Students’ Non Linguistic Problem in Writing Descriptive Text

Students’ non linguistic problems in writing descriptive text are included; content, organization, and mechanical accuracy aspect. The researcher also found some problems non linguistic aspects. The first students’ non linguistic problem in writing a descriptive text is content aspect. At content aspect base on the interview with English teacher, the students sometime don’t know about the object. It caused the students cannot mention specific characteristics of the object and the researcher found on the students’ text she directly write on her text that she doesn’t know about specific characteristic of the object especially in the object food. Another student also have problem in content aspect, majority of the sentences on her text she just focused on her relationship between she and the object.

The second students' non linguistic problem in writing a descriptive text is organization aspect. The researcher found the problem from the basic thing as like some of the students don't know generic structures of descriptive text, the researcher found this problem when doing interview with the students.

Table 4.5 Students' Non Linguistic Problem

No.	Aspect	Problem	Prove
1.	Content aspect	The student doesn't know about the object	Interview with the teacher
2.	Content aspect	S1 directly mention on her text that she doesn't know enough about the object especially in special foods of the object.	Students' text
3.	Content aspect	S4 just described her younger sister but she just focus to her relation with the object, and she didn't mention the specific characteristics of the object. On her text she just mentioned that the object is small, cute and if the object is crying maybe the object want to sleep	Students' text
4.	Organizati on aspect	there are some students don't know the generic structure of descriptive text	Interview with the students