

CHAPTER V

DISCUSSION

In this chapter the researcher would like to interpret the research findings. The researcher try to interpret the students' ability in writing a descriptive text, students' linguistic problems in writing a descriptive text and the last is students' non-linguistic problems in writing a descriptive text.

A. Students' Ability in Writing Descriptive Text

Many aspects can be used to understand the students' ability in writing a descriptive text, to make a good writing both of linguistic aspects and non-linguistic aspects are needed by the students. Genesee and Upshur (1966 : 207) suggest five general categories which are often used for the evaluation of the students writing, namely : content, organization, language use of grammar, vocabulary, and mechanics.

Then the researcher here, divide five general categories above become two parts, the first is linguistic abilities and the second is non-linguistic abilities. Base on the researcher's interview with both of the English teacher and English learners and also researcher's document related to students' writing task in writing a descriptive text, the researcher understood that students' ability in writing a descriptive text are:

1. Students' Linguistic Abilities

Writing a descriptive text must use simple present tense as the rule of descriptive text itself, based on the interview with English teacher, the students confused how to add *s* and *es* in present verb because majority of them use pronoun *she*, *he*, and *it*. The students also have weakness in part of speech or classification of words, the researcher found on students' text they wrote some sentences without verb.

"I would to description my home town", and they wrong in arranging the sentence "Mrs. Risma women is very kind", they put noun before adjective "Mrs. Risma is a techer very best".

According to Genesee and Upshur (1966: 207) students' ability in grammar aspect is included fair to poor because they use simple sentences with frequent error.

Another linguistic aspect base on Genesee and Upshur (1966: 207) is vocabulary or diction, beside students must write with correctly in grammatical rule, they also look in the word they will choose to write. Perhaps their sentences are correct in grammatically but their sentence have negative meaning and unsupported to the title or the object. Base on the students' text, the researcher found a student and she described her favourite teacher but her sentences not indicate that her teacher is kind and helpful.

“The are many teachers in my junior high school. Most of them are kind and helpful. But my favourite one is Mrs. Risma, my English teacher”

On this sentence also have wrong spelling at the first word.

Another weakness in diction aspect is she does not use possessive adjective

“She has mouth is small”

It can be reducing their variation of their diction. So according to Genesee and Upshur (1966: 207) students’ ability in diction aspect is fair to poor because they just used limited vocabulary and sometime with frequent errors.

While in mechanical accuracy (spelling and punctuation aspects), majority of the student have problem in spelling and minority of them have problem in punctuation. Base on the students’ text the researcher found some inaccuracy spelling such as;

Berau located in around six hundred kilometre from centre of prvinsi.

In Berau there are various cutures and have many quarters.

For tourists place in araund Berau there are derawan island.

She is about threety four

And the students’ problem of punctuation aspect such as the text was made by S4;

Hello introduce me Tsalitsa, here I will describe about my school. My school is callen MAN Rejoso or what is now called MAN two Jombang. From the front we can directly see writing library MAN Rejoso. Building in dominance green color, why the color is green? Because MAN is a school based on Islamic, building there are two to three storied, although there is still a first floor building, not so shady, there a multipurpose field can

be used parking a lot until the big even area is not to big but enough to build many building there is a computer laboratory language, library, musholla, counseling, room teacher, bathroom boys and girls, classroom from class ten to twelfth grade, MAN Rejoso follow cottage institution so each class diverse extracurricular include OSIS, PMR, scout, PASKIBRA, basketball, volleyball, and many others. The lesson is not only formal but also non formal, such as Arabic language, nahwu shorof, aqidah, tajwid, read the book and so forth. Teachers good and friendly teachers in everyday there is schedule of worship, like Monday until Wednesday school residents are obliged to attend dhuha prayer and reciting the thirty juz, Saturday there is a morning ceremony there is the appearance of the whole class of ten and the day of the week there is aqidahtul awwam. In MAN Rejoso used national exam standard computer or UNBK, starting in 2017, and the result is god willing to succed. School MAN Rejoso also apply a full day school system where the student leave at 07.00 until 16.00. (see appendix)

So according to Genesee and Upshur (1966: 207) the students' ability in mechanical accuracy aspect (spelling and punctuation) are good to average because some innacuracy in writing the words and putting punctuation.

2. Students' Non Linguistic Abilities

According to Genesee and Upshur (1966: 207) they also suggested evaluating some aspects that included non linguistic aspect as like content, organization and mechanical accuracy. Content aspect is related to the function of descriptive text itself. The function of descriptive text is providing a vivid picture of certain person, place, object or event. Base on the research finding, there is student just focused on their relation with the object and minimally focused on the object, but majority of the student are consistently focused on the

object. So according to Genesee and Upshur (1966: 207) the students' ability in content aspect are good to average because their text minimally focused on the object.

On the other aspect descriptive text should consist of introduction and identification as generic structure of descriptive text, although base on the interview with English student, they 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. So according to Genesee and Upshur (1966: 207) the students' ability in organization aspect are good to average.

B. Students' Linguistic Problems in Writing a Descriptive Text

Students' linguistic problems in writing a descriptive text are the students' problem in writing a descriptive text related to linguistic studies such as grammar and diction. According to Abdul Chaer (2012: 18) analysis on linguistic conducted on language itself or level of language such as phonetic, phonemic, morphology, syntactic, and semantic.

1. Students' Problem in Grammar

Base on the researcher's interview with the english teacher she said:

“Actually some students are having problem in grammatical rule, in this case the students' problem is confuse or maybe forget to add *s* or *es* after 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 pronoun *she*, *he* or *it*.”

From this interview the researcher knew that students’ problem in grammar. They confuse or maybe they forget to add *s* or *es* as additional in present verb if they use subject *she*, *he*, or *it*.

Another problem is the students wrong in arrange some sentences, it shows they don’t understand part of speech of classification of the words. Base on the students’ text, the researcher found they wrote without verb.

“I would description my home town” and they wrote noun before adjective “Mrs. Risma is teacher very best” even the researcher found they wrote use simple past tense “I called her, EL”

Furthermore base on the researcher interview with the English students, majority of them said that they have problems in grammatical rules when they write a descriptive text, such as how to add *s* or *es* in present verb, how to determine in using *a*, *an*, and *the* (article) before a noun, even there is a student who she doesn’t know what kind of tense used in writing a descriptive text.

2. Students’ Problem in Diction

Base on the students’ text, there is student wrote

“The are many teachers in my junior high school. Most ofthem are kind and helpful, but my favourite one is Mrs. Risma, my English teacher.”

Here the conjunction “but” makes the readers have an interpretation that her favourite teacher is not kind and helpful, so why she regard her teacher as the favourite teacher. So her diction to choose the conjunction “but” is not suitable or unsupported with the title.

Another students’ problem in diction base on the students’ text is they don’t use possessive pronoun as like *my*, *your*, *her*, and *his*. They just wrote:

“She has mouth is small”

“She has skin colour is white”

Where they should write with using possessive pronoun “Her mouth is small and she has white skin or her skin is white.

3. Students’ Problem in Mechanical Accuracy.

The last students’ non-linguistic problem is mechanical accuracy. Mechanical accuracy is related to spelling and punctuation, such as comma and full stop, majority of the students ignore it (see appendix students’ tasks in writing a descriptive text). Although they have no problem practically in organization, but in the last aspect, that is mechanical accuracy the researcher found some problem in spelling and punctuations.

Based on the researcher’s interview with the English teacher she said that she found the wrong spelling words such as “hand some” and “fafourite” on the students’ task in writing a descriptive text. On the

other hand, base on the researcher's document of students' text, the researcher found some wrong spelling words in students' descriptive text such as the wrote

“In Berau there are various cutures and have many quarters.”

There is no meaning in word “cutures” and base on the entire sentence she try tell to the readers about varieties of the culture and quarter in Berau, so she should write “cutures” become “cultures.” On the other sentence she also wrote in wrong spelling

“For tourists place in araund Berau.”

In underline word she should write “around.” Base on the students' text the researcher also found a student wrote a descriptive text with minimally punctuation, majority of her sentences there is no punctuation to separate one sentence to the others (see appendix student 3 tasks in writing descriptive text).

C. Students' Non Linguistic Problems in Writing a Descriptive Text.

Abdul Chaer (2012: 18) states that “analysis on linguistic conducted on language itself or level of language such as phonetic, phonemic, morphology, syntactic, and semantic, so students' non-linguistic problems in writing a descriptive text are the students' problems in writing a descriptive text related to non-linguistic studies such as content, organization, and mechanical accuracy.

1. Students' Problem in Content

A descriptive text should contain many sentences which it explain the object clearly by using the characteristics of the object. Besides the students must understand the linguistic aspects; the students must to know the thing that they want to describe it, because background knowledge of the object will be related to the content aspect.

Based on the researcher's interview with the English teacher, she said that understanding of the thing or the object that it will be described is very important. Because she has found that one of her student cannot describe a city because her student comes from another city and she does not know what kind of the city which it was asked by the teacher to describe it.

"I have found there is a student her name is Farha Afifa, she is my student in X IPA 3, and she is comes from Borneo. Usually she was included a smart student but yesterday when I ask all of my students to make a descriptive text and describe about Jombang, she cannot write well. She just mentions a general point of a town as a general rule. So I called and asked her, what is her problem? Why she cannot write as well as usually. She doesn't know about the thing that should be described"

Then based on the researcher's interview with the English student she said that she has problem to find special characteristic of the object, the researcher also found this problem on students' text, she directly mention on her text that she doesn't know enough about the object especially in special foods of the object.

In berau there are various cultures and have many quarters such as java, bugis, sunda, dayak and so on. Berau have special foods too. But I don't know much about special foods berau.

Another student also wrote just focused on her relation with the object, it is good at introduction part but at description part it will be a problem because the readers will not know about the specific characteristics of the object.

2. Students' Problem in Organization

The other aspect that is organization aspect, based on the interview with English students there are some students don't know the generic structure of descriptive text (see appendix interview with the English student 1, 2, and 3), although they cannot mention what generic structures of descriptive text are, but in practice the students have no problem in this aspect, they usually introduce the object before they started to describe it (see appendix students' tasks in writing a descriptive text).