

The Students' Writing Ability in Descriptive Text of the Senior High School Students in Berau

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ABSTRACT

English in Indonesia is a foreign language that should be learned and mastered by students. Education is a process of fundamental skills intellectual and emotional. The aim of education is to improve the quality of students in Indonesia, especially in writing. There are so many ways conducted by educational institution in improving student's English quality in Indonesia. One of the institutions is SMA Negeri 1 Berau. Based on research conducted the researcher found that in SMAN Negeri 1 Berau has a language major program. The objective of this research is to know the students' writing ability in descriptive text and their problems in writing of tenth grade language major students. This research used descriptive quantitative. The instruments are writing assessment and interview. The technique of collecting data, the researcher asked students to write a descriptive text with a place as a topic to measure the students writing ability and asked the students several questions to know their problem in writing. The data analysis technique was scoring based on writing rubric. The assessing of writing focused on five components, they are content, organization, vocabulary, language use, and mechanic. The assessing of writing had been given to some of the students of tenth grade language major students in SMA Negeri 1 Berau that consist of 8 students. Based on the data finding, it showed that writing ability of tenth grade language major students in SMA Negeri 1 Berau was 3,75 that categorized into mediocre level. The average category of content was mediocre, the average category of the organization was mediocre, the average category of vocabulary was good, the average category of the language used was mediocre, and the average category of the mechanic was mediocre. From the interview, the students have difficulties in finding references in writing, word choices, arranged words to be a good sentence, arranged sentences to be a good paragraph, and developing the idea. Most of them admit difficulties with the language use. Some of them said they have no problems with vocabulary and mechanic such as capitalization, punctuation, and spelling.

Keywords: writing ability, descriptive text, senior high school students

A. INTRODUCTION

Learning to write something in a new language is not always easy. It is a great challenge for us. There is some reason why the students often make a mistake in writing.¹ They assume that they cannot make good writing, because it gives them more "Thinking time". They do not want to write, because it is boring. They believe they have "nothing to say". They are not able to express their thought and feeling from one's head onto the page. They do not have the ideas to write. If learning to speak and read a new language, we must be ready to begin writing too. To write well in a different language, it is important to understand the way native speakers of that language organize their thoughts.² From the statement above, through writing, we can inform others, carry out transactions, persuade, and tell what we feel. Writing can be defined as an act of interpreting ideas.

There are four forms of writing. They are narration, description, exposition, and recount. First is narration, Narration tells "what happened". It tells a story. Narratives always deal with some problems which lead to the climax and then turn into a solution to the problem.³ Second is a description, description tells how something looks or feels or sounds. It talks about such features as size, shape, color, sound, or taste. The third is exposition, exposition is writing that explains something. It often answers the questions of what, how, and why. The purpose of an exposition text is to persuade the reader or the listener by resending one side of an argument.⁴ The last is a recount, recount tells about "what happened" and it is focused on a sequence of events, all of which relate to the occasion.

One form of writing is a description, description is a kind of writing used for presenting a verbal portrait of a person, or thing. This writing is used when the writers want to give details information and to make vivid writing. In other words, it is used to develop a picture of "what is look like" it seems that the interpretation of the writer will color the result of the writing. It is because the writer does not only give the information itself but also creates a certain image of the object ⁵.

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. Besides, a good description is like a "word picture"; the reader can imagine the object, place, or person in his or her mind. A writer of a

¹ Siti Ratna Ningsih, Azizah. Error Analysis in the Descriptive Text Writing of Vocational High School Students. *Dinamika Ilmu* 1(19) (2019): 177

² Karen Blanchard and Christine Root, *Ready to write more : from paragraph to essay*,(New York: Pearson Education, 1997)p.1.

³ Sudarwati . *Look Ahead*. (Jakarta: Erlangga, 2007).p. 62.

⁴ Anderson, Mark and Anderson. Kathy. *Text Type in English*. (Australia: Macmillan Education Australia,1998).p. 22

⁵ Buscemi, Santi V. *A Reader for Developing Writers*. (New York: McGraw-Hill Companies, Inc 1990).p.78-79.

good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader. The descriptive text also helps students to develop their imagination through write some descriptive text. They not only focus on one topic, but they can choose another topic they like to describe. In the descriptive text, students can choose a subject they would like to describe, it will be a thing, people, animal, or place. It will help them to know new vocabulary while writing a descriptive text.

Based on the interview result with one of the English teachers in SMAN 1 Berau, generally, there were some problems during writing descriptive text faced by the students, especially by the tenth-grade students, such as lack of vocabulary, the ambiguous idea development, unorganized idea, incorrect grammar and mechanic. Vocabulary is a crucial thing in writing a text. Because English is a foreign language, some students had a problem with vocabulary mastery. It made them hesitate to choose the correct words during writing a text. From this problem, confusion appeared in developing an idea by the students. The next problem was composing the idea in the ambiguous paragraph. Some students were often found to write many main ideas in one paragraph while other students wrote only one sentence in one paragraph. That made the idea in the paragraph not clear. Besides, not a few students were often found to get difficulty in organizing the idea. The ideas written by students did often not sequence and not readable or hardly comprehensible which baffled the reader. Furthermore, the very common problem faced by students was grammar. Grammar is a set of rules which make the words able to be modified and united into sentences. Grammar plays an important role to deliver a clear message so that the meaning of the sentences could be easily deliverable without having miscomprehension or misunderstanding. So, it undeniable that a grammar system of language might be able to produce what the writing should be, which is comprehensible and understandable. The last is the mechanics component consisting of punctuation, spelling, and capitalization.

Therefore, an analysis of students' abilities and difficulties have an important role to solve the students' problem in writing descriptive texts, to know the causes of the students' difficulties in writing descriptive, to know how students' ability in writing descriptive and to know how the student can learn from their mistakes in writing descriptive text so that the students do not make same mistakes in writing descriptive text again. Those are the reasons why the researcher is interested to find students' abilities and difficulties in writing descriptive text. In this research, the researcher wants to find out the students' abilities and difficulties in writing descriptive text of tenth grade language major students in SMAN 1 Berau.

Some researcher has done the study about writing, such as An Analysis of Students' Writing Skill in Descriptive Text at Grade X1 Ipa 1 Of Man 2 Padang".⁶ This research was conducted by Lailatul Husna in MAN 2 Padang. The result was the quality of students' test is satisfactory and the students still have a problem with composing a text. An Analysis of Students' Writing Skill in Descriptive Text of The Second Year Students at Smpn 2 Bangun Purba.⁷ This research was conducted by Haryadi Dwi Atmono in SMPN 2 Bangun Purba. The result was the writing descriptive skill of the second-year students of SMPN 2 Bangun Purba was at average level. Analysis of Student's Skill in Writing Descriptive Text at the Eighth Grade of SMPN 7 Tambusai Utara.⁸ This research was conducted by Isriana Fitri in SMPN 7 Tambusai Utara. The result was the students writing skill in descriptive text categorized at the poor level.

The Student's Ability in Writing Descriptive Text at the Tenth Grade Student of SMAN 11 Jambi.⁹ This research was conducted by Nurul Fitri in SMAN 11 Jambi. The result was the students' ability in writing the descriptive text was good. An Analysis of Students' Ability in Writing Descriptive Text of Second Semester of English Educational Program at STKIP Nurul Huda Oku Timur.¹⁰ This research was conducted by Zulaikah et.al in STKIP Nurul Huda Oku Timur. The result was the students writing ability in descriptive text was considered as the average level.

Based on the research background above, the researcher formulates the research problem, as follow:

1. How is the students' writing ability in descriptive text of tenth grade language major students in SMA Negeri 1 Berau?
2. What are the students' problems in writing a descriptive text of tenth grade language major students in SMA Negeri 1 Berau

B. RESEARCH METHODOLOGY

The design of this research is descriptive quantitative research. Descriptive research describes and interpreted what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, an evident effect, or

⁶ Husna, L, "An Analysis Of Students' Writing Skill In Descriptive Text At Grade X1 Ipa 1 Of MAN 2 Padang. *Jurnal Ilmiah Pendidikan Scholastic*, 1(1) (2017): 16-28

⁷ Atmono, "An Analysis of Students' Writing Skill in Descriptive Text of The Second Year Students at Smpn 2 Bangun Purba," *Jurnal Mahasiswa FKIP Universitas Pasir Pangaraian* 1(1) (2015): 1-6

⁸ Isrina Fitri, "An Analysis of The Students' Skill in Writing Descriptive Text at The Eighth Grade of Smpn 7 Tambusai Utara," *Jurnal Mahasiswa FKIP Universitas Pasir Pangaraian* 3(1) (2017):1-5

⁹ Nurul Fitri, "An Analysis of Students' Ability In Writing Descriptive Text at The Tenth Grade Students of SMAN 11 Jambi," *Journal of English Language Teaching* 2 no. 2 (2018): 39-46

¹⁰ Zulaikah; Agustina, Eka; Muklas, M. An Analysis Students Ability in Writing Descriptive Text of Second Semester of English Educational Program at STKIP Nurul Huda Oku Timur. *Jurnal Darussalam: Jurnal Pendidikan, Komunikasi dan Pemikiran Hukum Islam* 10(1) (2018): 12-30

trends that are developing¹¹. Latief states that quantitative research data are usually resulted from a formal assessment, like a test, questionnaire, structured interview, etc.¹² On the other hand, descriptive research is a study in which the researcher finds out and explains the fact in current situations.

Before the sample was collected, the researcher had to determine the population. A population is a group of individuals who have the same characteristic.¹³ Similarly, a population is a group of individuals, objects, or items from among which samples are taken for measurement.¹⁴ The population of this research is students of tenth grade language major in SMA Negeri 1 Berau. This language major class consists of 27 students, 12 male, and 15 females. The sample is a part of the population that wants to be analyzed. Therefore, the sample shall be seen as a notion to population. The sample must be representative if one is to be able to generalize with confidence for the sample to the population.¹⁵ The researcher used the purposive sampling. The category of sample is male/female, have done the writing task before the research, have high score in English, at least 80. Based on three categories above, the researcher chooses 8 students as the representative of all students in the class.

This research applied some research instruments, such as; writing assessment and interviews as the instruments for collect data. To know the level classification of students' writing ability, the researcher applied the mean of scored or average scores as computation for the research. The result of score distribution of writing test made by tenth grade language major students in SMA Negeri 1 Berau.

C. FINDINGS

1. The Students' Writing Ability

The Researcher collected research and completed the data used some instruments of research. The Researcher visited directly to SMAN 1 Berau on 1st July. The researcher started to collect the students writing text from 13th October 2020 until 20th April 2020. Meanwhile, the situation was not conducive, the researcher collected the writing text of students online.

On 19th October, there were 5 students who submitted their writing texts. On 20th October, there were 3 students who submitted their writing texts. After collected all the students writing a text on the date of 20 October of each student, the

¹¹ John W. Best, *Research in Education*, (New Jersey: Prantice-hall. Inc, 1977) p.116

¹² Latief, Muhammad Adnan, *Research Method on Language Learning An Introduction*, (Malang: IKIP Malang), p.29

¹³ Cresswell, John W. *Educational Research Fourth Edition*. (Boston: Pearson, 2012), p. 142

¹⁴ Singh, Kultur. *Quantitative Social Research Methods*, (Los Angeles: Sage Publications, 2007), p. 88

¹⁵ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis*, (Jakarta: PT. Rineka Cipta, 2002), p.131

researcher started to analyze the text and made the script descriptions to ensure the writing ability of students easily.

Data and results from this research were presented based on results from writing assessment, and interview. The students were asked to write a descriptive text with the topic based on their writing task in English Book. The topic is "Place". The text consists of an introductory paragraph, one or more description paragraph, and conclusion paragraph.

The goal of doing a writing assessment in this research was to determine the writing ability of language major students in SMAN 1 Berau. To determine and ensure their writing ability, the researcher analysis every capability of subjects. Their writing ability can be got to make sure the components of writing all respondents are based on the assessment of writing such; content, organization, vocabulary, language use, and mechanic.

The researcher in determining their writing ability followed the writing components criteria guide by Brown to analyze all writing ability of tenth grade of language major students in SMAN 1 Berau and got a criterion of their writing ability. The result of their writing ability can be viewed as a description table follows:

Table: Students' Writing Scoring

Respondent	Writing Components					SUM
	Content	Organization	Vocabulary	Language Use	Mechanic	
1.	4	4	5	3	4	20
2.	4	5	4	4	3	20
3.	5	5	5	3	5	23
4.	4	4	5	3	3	19
5.	3	3	3	4	3	16
6.	5	4	5	4	3	21
7.	2	1	3	4	3	13
8.	4	4	4	3	3	18

Furthermore, to know the description of the students' writing ability score, the researcher used formula, as follows:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

- \bar{X} : Mean Score
- $\sum X$: Total Score
- N : Total Number of Students

Table: Students' Writing Ability

No	Name	Total Score	Mean	Category
1.	Student A	20	4	Good
2.	Student B	20	4	Good
3.	Student C	23	4,6	Good
4.	Student D	19	3,8	Mediocre
5.	Student E	16	3,2	Mediocre
6.	Student F	21	4,2	Good
7.	Student G	13	2,6	Fair
8.	Student H	18	3,6	Mediocre
Total mean score			30	

To get the mean score of students' writing ability, the researcher calculate based on formula as follows: The Students' Writing Ability in Descriptive Text

$$\begin{aligned} \sum X &= 30 \\ N &= 8 \\ \bar{X} &= \frac{\sum x}{N} \\ \bar{X} &= \frac{30}{8} \\ \bar{X} &= 3,75 \end{aligned}$$

Based on five components of writing, the mean of students' writing ability is 3,75 that categorized into mediocre category. Based on the findings above, it can conclude that students writing ability in descriptive text of tenth grade language major students in SMA Negeri 1 was categorized into "mediocre" category.

2. The Students' Problem in Writing

To collected data, the researcher interviewed some language major students, in SMA Negeri 1 Berau to know their problems in writing. Interview with students was conducted on 20th October 2020. The interview questions is Yes/No Questions. The results of interviews about the students' problems in writing a text can be showed in table and description below:

Table: students' Interview Result

Writing Components	Questions Number	Answer	
		Yes	No
Content	7	4	4
Organization	6	5	3
Vocabulary	4	5	3
Language Use	5	5	3
Mechanic	8	-	8
	9	-	8
	10	3	5

Based on interview above, 50% of eight students have difficulty in the content, 62,5% of eight students have difficulty in the organization, 62,5% of eight students have difficulty in the vocabulary, 62,5% of eight students have difficulty in the language use, 37,5% of eight students have difficulty in the mechanic especially in spelling.

D. DISCUSSION

The discussion of the research was made based on the research findings above. This discussion focused on the students writing ability in descriptive text. Based on research findings the researcher knows that the writing ability of tenth grade language major students at SMA Negeri 1 Berau was the average category of content was mediocre, the average category of the organization was mediocre, the average category of vocabulary was good, the average category of the language used was mediocre, and the average category of the mechanic was mediocre. In conclusion, the students' writing ability in the descriptive text of tenth-grade language major students at SMA Negeri 1 Berau was "mediocre" category. Based on the classification above, the researcher found out that generally, the component which was mastered by them in the best way was vocabulary. Their vocabulary was all clear when writing descriptive text and only a few word choice mistakes were used but didn't disturb the communication.

The findings of this research indicate that the writing ability of tenth grade language major students at SMA Negeri 1 in write a descriptive text was mediocre. According to Brown, writing ability has five components which are generally recognized in analyzing writing. The components are content, organization, vocabulary, language use, and mechanic. Based on the research findings, the researcher has measured each writing components of tenth grade language major students at SMA Negeri 1 Berau.

Brown states that writing must convey the logical development of ideas. The essay addresses the assigned topic; the idea is concrete and toughly developed; no extraneous material; the essay reflects.¹⁶ Besides, Heaton stated that one of the characteristics of good writing is thoughtful. It means it reflects the writer's desire to think about certain things as a topic.¹⁷ Based on the result findings in my research showed that the content of tenth grade language major students at SMA Negeri 1 Berau was categorized into the mediocre category. These findings contrast with Lailatul Husna's finding showed that their content of the descriptive text of students MAN 2 Padang was good.¹⁸ It means their text assigned the topic. But these findings contrast with Isriana's finding in *An Analysis of The Students' Skill in Writing Descriptive Text at The Eighth Grade of SMPN 7 Tembusai Utara* showed that the content of eighth-grade students' is categorized as a poor level.¹⁹ Because they have difficulties to assigned the topic in the descriptive text.

The organization in writing is a crucial element that has an important role in providing readers an easiness to understand a written text through the existence of cohesion and coherence. Brown stated organization includes the effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length.²⁰ Based on the result findings in my research showed that the organization of tenth grade language major students at SMA Negeri 1 Berau was categorized into the mediocre category. These findings contrast with Lailatul Husna's finding showed that their organization of the descriptive text of students MAN 2 Padang was good.²¹ It means their text adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed, sequence is logical but transitional expressions may be absent or misused.

¹⁶ H. Douglas, Brown. *Language Assessment: Principle and Classroom Practice*. (New York: Pearson Education. 2004)p. 244

¹⁷ J.B Heaton, *Writing English Language Text*, (New York: Longman Group, 1989), p.146

¹⁸ Husna, L, "An Analysis Of Students' Writing Skill In Descriptive Text At Grade X1 Ipa 1 Of MAN 2 Padang. *Jurnal Ilmiah Pendidikan Scholastic*, 1(1) (2017): 16-28

¹⁹ Isrina Fitri, "An Analysis Of The Students' Skill In Writing Descriptive Text At The Eighth Grade Of Smpn 7 Tambusai Utara," *Jurnal Mahasiswa FKIP Universitas Pasir Pangaraian* 3(1) (2017):1-5

²⁰ *Teaching By Principles* p. 357

²¹ Husna, L, "An Analysis Of Students' Writing Skill In Descriptive Text At Grade X1 Ipa 1 Of MAN 2 Padang. *Jurnal Ilmiah Pendidikan Scholastic*, 1(1) (2017): 16-28

These findings contrast with Isriana's finding in *An Analysis of The Students' Skill in Writing Descriptive Text at The Eighth Grade of SMPN 7 Tembusai Utara* showed that the organization of eighth-grade students' is categorized as a poor level.²² Because their text absence of introduction or conclusion, no apparent organization of body, severe lack of supporting evidence.

Vocabulary is one of the important components of language proficiency.²³ It provides much of the foundation for how well learners speak, read, write, and listen. Richards and Schmidt stated that vocabulary is a set of a lexeme, including a single word, compound word, and idioms.²⁴ The explanation above shows that vocabulary is an important element to major English well, besides the other English components and skill. It is concluded that vocabulary must be learned by students to learn English successfully. Without moderate vocabulary, students are having problems communicating effectively and cannot show up their idea in both oral and written form.

Based on the result findings in my research showed that the vocabulary of tenth grade language major students at SMA Negeri 1 Berau was categorized into the good category. Haryadi's findings showed that vocabulary of students At Smpn 2 Bangun Purba is the good category. In Zulaikah's findings the vocabulary of Second Semester students Of English Educational Program at STKIP Nurul Huda Oku Timur is also the good category. But in Isriana's finding the vocabulary at the Eighth-Grade students of SMPN 7 Tambusai Utara is the poor category.

Thornbury stated grammar is a description of the rules for forming sentences, including an account of the meaning that these forms convey.²⁵ Language use in writing is the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out a logical relationship in paragraph writing.

Based on the result findings in my research showed that the language use of tenth grade language major students at SMA Negeri 1 Berau was categorized into the mediocre category. These findings consistent with Lailatul Husna's finding showed that their language use of the descriptive text of students MAN 2 Padang was categorized to mediocre category.²⁶ Haryadi's findings showed that language use of students At Smpn 2 Bangun Purba is also the mediocre category. In Zulaikah's

²² Isrina Fitri, "An Analysis Of The Students' Skill In Writing Descriptive Text At The Eighth Grade Of Smpn 7 Tambusai Utara," *Jurnal Mahasiswa FKIP Universitas Pasir Pangaraian* 3(1) (2017):1-5

²³ Jack C Richard - Schmidt, *Language Teaching and Applies Linguistics*, Third Edition Edition (London, 2002), p. 147.

²⁴ Jack C Richard - Schmidt, *Language...*, p. 215.

²⁵ Thornbury, Scott. *How To Teach Grammar*. (Essex: pearson education limited. 1999), p. 13

²⁶ Husna, L, "An Analysis Of Students' Writing Skill In Descriptive Text At Grade X1 Ipa 1 Of MAN 2 Padang. *Jurnal Ilmiah Pendidikan Scholastic*, 1(1) (2017): 16-28

findings the language use of Second Semester students Of English Educational Program at STKIP Nurul Huda Oku Timur is the very good category. But contrast with Isriana's finding the language use at the Eighth-Grade students of SMPN 7 Tambusai Utara is the poor category.²⁷

Heaton states "the mechanic concerns about the writers' ability to use correctly those conventions peculiar to the written language – such as punctuation and spelling." The mechanic of writing also refers to the use of capitalization.²⁸ Then, Oshima and Hogue add "using correct punctuation is important because it conveys meaning just as words do." While the spelling means the word looks like. If the writer wrote the wrong spelling, so it will create un-meaningful words.²⁹

Based on the result findings in my research showed that the mechanic of tenth-grade language major students at SMA Negeri 1 Berau was categorized into the mediocre category. These findings consistent with Lailatul Husna's finding showed that their mechanic of the descriptive text of students MAN 2 Padang was categorized to mediocre category.³⁰ Haryadi's findings showed that mechanic of students At Smpn 2 Bangun Purba is also the mediocre category. In Zulaikah's findings the language use of Second Semester students Of English Educational Program at STKIP Nurul Huda Oku Timur is the mediocre category. But Isriana's finding the mechanic at the Eighth-Grade students of SMPN 7 Tambusai Utara is the poor category.³¹ It means their mechanic problems such as writing conventions, capitalization, punctuation, and spelling interfere with the reader and disturb the meaning of the text.

Based on research findings the researcher found that the writing ability of tenth grade language major students at SMA Negeri 1 Berau was mediocre category. The average category of content was mediocre, the average category of the organization was mediocre, the average category of vocabulary was good, the average category of the language used was mediocre, and the average category of the mechanic was mediocre.

Based on research findings the researcher found that the students' problem in writing. The interview results are 50% of eight students have difficulty in the content, 62,5% of eight students have difficulty in the organization, 62,5% of eight

²⁷ Isrina Fitri, "An Analysis Of The Students' Skill In Writing Descriptive Text At The Eighth Grade Of Smpn 7 Tambusai Utara," *Jurnal Mahasiswa FKIP Universitas Pasir Pangaraian* 3(1) (2017):1-5

²⁸ Heaton, J. B. *Writing English Language Tests*. (London: Longman Group.1988),p. 148

²⁹ Oshima,A. and Hogue,A.*Writing Academic English: A Writing and Sentence Structure Handbook. Second edition*. (New York: Addison- Wesley Publishing Company, Inc.1991),p. 245

³⁰ Husna, L,"An Analysis Of Students' Writing Skill In Descriptive Text At Grade X1 Ipa 1 Of MAN 2 Padang. *Jurnal Ilmiah Pendidikan Scholastic*, 1(1) (2017): 16-28

³¹ Isrina Fitri, "An Analysis Of The Students' Skill In Writing Descriptive Text At The Eighth Grade Of Smpn 7 Tambusai Utara," *Jurnal Mahasiswa FKIP Universitas Pasir Pangaraian* 3(1) (2017):1-5

students have difficulty in the vocabulary, 62,5% of eight students have difficulty in the language use, 37,5% of eight students have difficulty in the mechanic especially in spelling.

E. CONCLUSION

The conclusion is drawn from the analysis descriptive texts are content, organization, vocabulary, language use, and mechanic. Based on statement of the research problems, the result show that the writing ability of tenth grade language major students at SMA Negeri 1 Berau was mediocre category. The average category of content was mediocre, the average category of the organization was mediocre, the average category of vocabulary was good, the average category of the language used was mediocre, and the average category of the mechanic was mediocre. In generally, the component which was mastered by them in the best way was vocabulary. Their vocabulary was all clear when writing descriptive text and only a few word choice mistakes were used but didn't disturb the communication. Thus, from the data presentation, it can be concluded that the writing writing ability in descriptive text of tenth-grade language major students in SMA Negeri 1 Berau was in mediocre category.

The findings of this research can answer the reserach problem. Based on interview results, the researcher found that 50% of eight students have difficulty in the content, 62,5% of eight students have difficulty in the organization, 62,5% of eight students have difficulty in the vocabulary, 62,5% of eight students have difficulty in the language use, 37,5% of eight students have difficulty in the mechanic especially in spelling.

In conclusion, based on the analysis of researcher in writing ability in descriptive of text tenth-grade language major students at SMA Negeri 1 Berau was categorized to mediocre category. Based on the analysis of researcher in writing problem of tenth-grade language major students at SMA Negeri 1 Berau was the students have difficulty in all components such as content, organization, vocabulary, language use, and mechanic (capitalization, punctuation, and spelling).

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