

AN UNDERGRADUATE THESIS

AN ANALYSIS OF LANGUAGE FEATURE MASTERY
IN STUDENTS' WRITING DESCRIPTIVE TEXT
AT THE EIGHTH GRADERS OF SMP IT BAITUL MUSLIM
WAY JEPARA EAST LAMPUNG



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STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1437 H/2016

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Presented as a Partial Fulfillment of the Requirements
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in English Education Program

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**ANALISIS PENGUASAAN CIRI KEBAHASAAN
PADA TULISAN TEKS DESCRIPTIF SISWA KELAS DELAPAN
SMP ISLAM TERPADU BAITUL MUSLIM
WAY JEPARA LAMPUNG TIMUR**

ABSTRAK

Oleh:

ANITA MEILIA SARI

Language feature merupakan bagian penting dalam kegiatan *writing*. Mengingat pentingnya *language feature*, banyak siswa yang diharuskan untuk mengetahui penggunaan *language feature* tersebut. Namun demikian, menilik fenomena tersebut, penggunaan *language feature* masih membutuhkan penjelasan dan pembahasan lebih mendalam. Oleh karena itu, penelitian ini fokus pada mengetahui masalah yang dihadapi siswa dalam menggunakan *language feature* dalam penulisan *descriptive text* pada siswa kelas delapan SMP IT Baitul Muslim tahun ajaran 2015/2016.

Data primer penelitian ini diambil dari lembar kerja terhadap 10 siswa kelas delapan SMP IT Baitul Muslim tahun ajaran 2015/2016. Data dikumpulkan melalui hasil dokumentasi; dan diuraikan serta dianalisis secara mendalam, dan dijelaskan dengan menggunakan deskriptif kualitatif.

Analisis yang telah dilakukan menunjukkan bahwa pengetahuan mahasiswa tentang *language feature* masih perlu dikembangkan. Setelah menganalisis fenomena tersebut, terdapat beberapa faktor yang menyebabkan siswa kesulitan memahami *language feature*, seperti: kurangnya penguasaan *adjective*, kurangnya pemahaman tentang *simple present tense*, dan masalah yang dihadapi siswa saat aktivitas *writing*. Dari hasil penelitian ini, siswa kelas delapan SMP IT Baitul Muslim masih membutuhkan pemahaman lebih dalam tentang *idiomatic language feature* untuk mengurangi kesalahan dalam *writing*, khususnya dalam *descriptive text*.

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ABSTRACT

By:

ANITA MEILIA SARI

Language feature is an important content in writing activity especially in writing. Considering its importance, students are required to know its usage. Yet, about this phenomenon, the use of language feature mastery in writing descriptive text further explanation and discussion. Hence, this research focus on the problem of students' in using language feature in writing descriptive text on the eighth graders of SMP IT Baitul Muslim Way Jepara in the Academic Year of 2015/2016.

The primary data of this research were taken from ten students by the eighth graders of SMP IT Baitul Muslim Way Jepara in the Academic Year of 2015/2016. The data were collected by documentation and were decoded and analyzed deeply and represented the language feature mastery in writing descriptive text found by qualitative descriptive.

The analysis presented here shows that the students' language feature knowledge is still needed to be improved. After analyzing this phenomenon, there are some factors that have been found in students. They are lack of mastery in adjective, lack of mastery in simple present tense and problem in writing descriptive text. From this result, the students need further understanding of language feature to play down the error of comprehending of writing especially in descriptive text.

DEDICATION PAGES

This undergraduate thesis specially dedicated to:

- The writer's beloved parents, Mr.Sarjono and Mrs.Sri Utami. I will give you my the best effort.
- My sponsor and Co-sponsor, thank you for the guiding.
- My Almamater STAIN Jurai Siwo Metro.
- The big family of SMP IT Baitul Muslim Way Jepara, thanks for your appreciation.

Motto

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun. By the pen and that which they write (therewith).”

If you are not a child of king and you are not a child of a great figure, be a writer
(Imam Ghazali)

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Glory to Allah SWT, the most gracious merciful, Who always gives all what we need. Allah has given His gift to the writer that she could accomplish her undergraduate thesis. May peace will not stop be upon our prophet, Muhammad SAW, who has led us from the darkness to the brightness.

The undergraduate thesis entitled “An Analysis of Language Feature Mastery in Students’ Writing Descriptive Text at The Eighth Graders of SMP IT Baitul Muslim Way Jepara East Lampung”. In this research the researcher focuses on students problem in mastering the use of language features in writing descriptive text. The researcher cannot stand alone, there were many persons who contributed their meaningful hands in accomplishing her undergraduate thesis that the researcher could not mention one by one. Her big thanks to both of advisor, Dra. Umi Yawisah, M.Hum and Syahreni Siregar, M.Hum. May Allah SWT given them His better reward for their spending time to support and guide during the undergraduate thesis writing process. Great thanks present to the principal of STAIN Jurai Siwo Metro, who has given support and approval in order that the writer was able to conduct the research.

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Nobody is perfect. The researcher do apologizes for all mistakes she has made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher aspecially and for our campus and all readers generally.

Metro, Maret 2016

The researcher

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CHAPTER I

INTRODUCTION

A. Background of The Study

In teaching English, there are four language skills to teach, namely; listening, speaking, reading and writing. Writing is one of the skills which has higher difficulties level. To write well, every student must have good mastery in writing. Furthermore, students who want to make a story about something must be able to write and know the aspects of writing skill, such as: organizing ideas, constructing sentences, using spelling and punctuation.

Writing is one of the important skills in teaching English, but it should not be a simple thing, because English as a foreign language that has rules. The rules make students confuse and difficult to write the text, it is caused by the different rules. When the learners get in learning a new language, they get several problems, because they have to confirm the rules.

Writing is a medium to express message into the words. Furthermore, student expected to be able to express the

content of the message in the written text of short essay and functional text. There are many text which have to be mastered by the student in writing skill such as recount, narrative, descriptive, procedure, report, exposition, explanation, and review.

Based on curriculum of junior high school which was recommended by the government the student have to master some text, one of them is descriptive text. Descriptive text is a part of many kinds of writing text. The text influence the students ability in increasing writing skill. Descriptive text is kind of text to describe a particular person, place or thing in details. Absolutely, this text give a defiance for student to produce in writing text. Some of part in descriptive text involve social function, the generic structure, and language features or lexicogrammatical feature.

In SMP IT Baitul Muslim, some of students get difficulty to write a functional text from the assignment given by the teacher. Generally, they can not write the text clearly, because they can not write the text according to the language features of the text.

Based on the pre survey was done by the researcher on August 19, 2015 at the eighth graders of SMP IT Baitul Muslim. There are 26 students follow this activity. The reseacher conducted the pre survey through observed the students' workhsheet in writing activity. The researcher observed the students' writing text one by one and analyzed the result by the using of adjective and verb in the paragraph.

Table 1

The students' English learning result

No .	Score	Total of students	Catego ry	Percent age
1.	≥ 75	10	Passed	38,5%
2.	< 75	16	Failed	61,5%
Total				100%

The students' percentage that obtain passed grade only 38,5 % in writing activity. The result shows that student have difficulty in writing process. The researcher could identify the problem faced by the students related to writing skill. One of the most obvious problems is the student low in skill writing and just some of the students can write well in English. The difficulty faced by the students can be seen in writing a

simple paragraph. The students get difficulty in exploring their idea into words. They know about what they thinking but it is difficult to explore their ideas into the paragraph.

On the other hand, the students can not find their diction. The students understands the generic structure of descriptive text which is contains identification and description, but can not place the language feature in the text well. It will influence in effectively of teaching learning process in the classroom, especially in writing skill. Based on the evidence above, the writer tries to describe in descriptive text produced by the students and identify the problems faced by the students in writing text.

In writing descriptive text, the problem frequently happend because the text has language feature was relating to grammar. It can be concluded that student difficulties in writing based on the difficulty of understanding grammar. Furthermore, the students will get good score in writing descriptive text if the students be able to use language feature in descriptive text correctly.

Based on the problems above, the writer tries to study the problems faced by the students through the use of

language feature in students' written of descriptive text. The subject of the research is the eight graders of SMP IT Baitul Muslim Way Jepara, but the writer only concerns to analyze the language feature mastery in students' writing descriptive text.

Referring to the problem, the writer conducted the research about AN ANALYSIS OF LANGUAGE FEATURE MASTERY IN STUDENTS' WRITING DESCRIPTIVE TEXT AT THE EIGHTH GRADERS OF SMP IT BAITUL MUSLIM WAY JEPARA EAST LAMPUNG.

B. Focus of The Research

1. Problem Limitation

The writer focuses this research on analysis of the students' language features mastery in writing descriptive text at the eighth graders of SMP IT Baitul Muslim Way Jepara in the Academic Year of 2015/2016. The analysis of language features is focused on using simple present tense in writing descriptive text.

2. Problem Formulation

Based on the background of the study, the problem is what are the students problems in mastering the use of language features in writing descriptive text?

3. Objective and Benefit of the Research

a) Objective of the research

The objectives of the research are to figure out the students' ability in mastering the use of language feature in descriptive text among the students at the eight graders of SMP IT Baitul Muslim.

b) Benefit of the Research

This research is expected to have the benefits as follows:

- 1) Theoretically, it contributes an additional knowledge for the students and teachers about language feature in writing descriptive text. The result of this research can be used as the references for those who want to conduct and improve a research in English teaching-learning process, especially in writing descriptive text.
- 2) Practically, the students and the teachers, and certainly the writer can write descriptive text well. It gives reflection for English teachers at

SMP IT Baitul Muslim and other English teachers, especially in developing the students' writing skill. The result of this research will be helpful both for the students and teachers to reduce the problem in teaching and learning English, especially in teaching writing.

CHAPTER II

REVIEW OF THE LITERATURE

Review of the literature is a survey of selective, relevant and appropriate reading both of primary and secondary source materials.¹

A. Prior Research

According to theoretical description (prior research) that relevant with this research. The first research, entitled an analysis students' ability to identify correct and erroneous language features of descriptive text by the first grade student of SMA Negeri 5 Surakarta academic year 2008/2009 was conducted by Tetri Nur Hidayah at 2010. The result of the research can be concluded that the ability of students is poor and still encountered some difficulties in developing in language features of descriptive text. Referring the research, this research is to know the quality of students' mastery in using language feature in descriptive text.

The second research, entitled an analysis of descriptive texts written by the second year students of MTsN Susukan Semarang in the academic year 2011/2012 was conducted by Trimanto at 2012. The result of the research can be concluded

¹ RR. Jordan. *Academic Writing Course Study Skills in English*. UK: Longman. 1999. p, 138.

that the students' capability in writing descriptive paragraph which appropriate based on characteristic of identification and description in writing descriptive paragraph is good. There are 27 students who write appropriate and 3 students who write in appropriate. The problem faced by the students in writing descriptive paragraph is the difficulties in arranging description part. They have difficulties in imagine something to describe without a picture. Referring the research, this research is to know the capability of students' writing descriptive text based on characteristic of identification and description. Beside that, this research also analyze the problem faced by the students in writing descriptive paragraph.

B.The Concept of Writing

Writing is an activity to apply the the writer's knowledge in form of the text as an information to reader. Writing is not only conveying idea in form of text information, but also forward to the process of controlling text that we have written and the process of rereading and revising our written. Writing can be used as an integral part of a larger activity where the

focus is on something else such as language practice, acting out, or speaking.²

Writing as a process of expressing ideas or thoughts in words should be done at our leisure.³ Writing is psychological activity of the language user to put information in the written text.⁴ Written product is a result of developing idea, drafting and revising procedure. Depend on the definition, the purposes writing activity is to express thought or idea that convey information through the text or paragraph.

In this research, focus of the writing is text or paragraph that written by students. A paragraph is an linguistic unit, which is used as the tool of human communicative interaction.⁵ Paragraph give stimulate to student to explore their idea in the functional text. In paragraph, will found a lot of challenge to correlate between one sentence to other sentence. Writing not only make sentence activity using pen but also pour the idea in functional text to give information or message. In teaching writing context, student can use paragraph to communicate each other, this communication is indirectly.

² Harmer, Jeremy. *How to Teach Writing*. England: Longman, 2004, p. 33

³ Leo, Sutanto dkk. *English For Academic Purpose: Essay Writing*. Yogyakarta: Andi, 2007, p. 1.

⁴ Siahaan, Sanggam. *Issues in Linguistics*. Yogyakarta: Graha Ilmu, 2008, p. 215.

⁵ *Ibid*, p. 227.

Paragraph is a group about six to twelve sentences about one topic. Every sentence in a strong paragraph is about the same topic. All of the sentence explain the writre's main idea about that topic. A paragraph can give information, tell an opinion, explain something, or even tell short story. A paragraph has a topic sentence that directly tells the reader the main idea. The orther sentences in the paragraph, called supporting sentence, give more information about the topic.⁶

Writing is more than picking up a pen and putting words on paper. Writing requires thought and planning. it means anything to the receiver who reads it. Beginning writers run into difficulties because they often consider only themselves when they write.⁷

According to Hughes, there are some aspects of making a good writing, they are:

1. Grammar

Grammar is important to students to master it, because it is the basic to understand the language.

⁶ Zemach, Dorothy E. And Carlos, Islam. *Paragraph Writing*. Oxford: Macmillan, 2005, p. 9

⁷ *Academic Studies English Support Materials And Exercises Writing Paragraph And The Writing Process*. Canada: Winter, 1999, p. 34

2. Vocabulary

Appropriate vocabulary should be mastered in order to make the writing process flows significantly.

3. Mechanics

Mechanics included such as spelling, punctuation, and capitalization.

4. Fluency

Fluency is the use of correct structure and appropriate vocabulary to make the composition easy to understand

5. Form (organization)

The writer's purpose is the reader should be capable to understand the writer's intent. Is it give information, suggest, make a judgement, or express an opinion.⁸

The best way to ensure that writing will succeed, whether it is in the form of a memo, a resume a proposal, or a web page is to approach writing using the following steps:

1. Preparation

⁸ Harmer, Jeremy. *Op.cit*, p. 25

2. Research
3. Organization
4. Writing
5. Revision⁹

According to White and Arndt's process writing is an interrelated set of replaying steps which include in drafting is the first step before writing as a preparation; structuring as a process to order information and experimenting with arrangements; reviewing as step to check context, connections, assessing impact, and editing; focusing to make sure the message that writer want to get; generating idea and evaluation is assessing or subsequent the draft.

C. The Concept of Descriptive text

Descriptive writing requires the use of specific details and vocabulary that carries a strong meaning. In order to communicate information about a condition, the writer has to give the reader the same kind of information. It means that the writer must tell not only what the thing that they see, but also

⁹ Areld, Gerald. J et. al. *Handbook of Technical Writing*. New York: Bedford, 2009, p. XV

what they feel as smells tastes, touches and hears. For example, a scene in a school might include of the sound of the students' noisy, hear the students' sound when ask question to the teacher and feeling nervs when doing final test. The explanation can imagine the condition in a classroom. All these details represent the real situation through the written text so that the reader has the information to imagine being there.

Description deals with perception - most commonly visual perception. Its central problem is to arrange what we see into a significant pattern. Description is a form of writing that describe thing, place or person.¹⁰ Descriptive writing divided two kinds, that is objective and subjective. Objective description means that the writer sets a side those aspects of the perception unique to himself and concentrates on describing the percept in it self. It discribe factual information about subject on the five sense as sight, touch, taste, smell, and hearing. In subjective description means that a writer projects his or her feelings into the percept. It express personal opinion on the subject. Description use in all forms of writing to create a real describe of a person, place, object, or event. Description will help reader through the imagination, to

¹⁰ Thomas S, Kane. *Oxford Essential Guide to Writing*. New York : Berkley. 2000 , p. 7.

visualize a scene or a person, or to understand a sensation or an emotion.¹¹

According to Linda Gerot and Peter Wignell, descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person. It differs from report text which describes things, animals, persons, or others in general explanation. The social function of descriptive text is to describe a particular person, place, or thing.¹² A paragraph that explain something from where the object being described are located which is called spatial organization. In descriptive paragraph you make the location of the objects being described very clear.¹³

Description is used to make a visual image of people, places even of units of time-days, times of day, or seasons.¹⁴

The example of descriptive paragraph based on every describing functions:

¹¹ Wishon, George. E. And Julia, M. Burks. *Let's write English*. New York:1980, p. 128.

¹² Pw, M Mursyid "*English Learning Handout for Grade VIII Learning Descriptive text*". p.4.

¹³ Turmudi, Dedi. *Hanbook Smart and Skillful Writer Developing Writing 2 Revised Edition*. Metro: Laduny. 2014, p. 4

¹⁴ Wishon, George. E. And Julia, M. Burks. *Op.cit*, p.379.

1. People

It is usually people who are interesting or famous to readers. The writer tells how the person looks and how the person is like.

William Henry Gates III was born in 1955. Now, he is a businessman. His call name is Bill Gates. He is the chairman of Microsoft Corporation, a computer software company in the United States. Microsoft Windows and Microsoft Office are the product of the company. The product are very sucessfull. Therefore, he is a very important person in the computer industry. He is also the richest person in the world.

(Source: English On Sky)

2. Place

The important of description of place is how places look, smell and sound.

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung river. Jakarta dominates Indonesian's administrative, economy, culturul activities, and is a major commercial and transportation hub within Asia. With population of about

9 million, Jakarta has more people than any other cities in Indonesia. The climate is hot and humid year-round. Rainfall accours througout the year, although it is the heaviest from November to May.

(Source: Look Ahead an English course 1)

3. Units of time

Description of units of time are used to establish mood or emotional tone.

Borobudur is a Hindhu-Buddhist tample built in the 9th century under the Syailendra dynasty of Java. It is located near Magelang, on the Island of Java, Indonesia. Abandoned in the 11th century and partially excavated by archeologists in the early 20th century, Borobudur temple is well-known all over the world.

(Source: Look Ahead an English course 1)

Descriptive text have generic structure, which involves topic sentence, supporting sentence, concluding sentence, logical development.¹⁵ Generally, the generic structure have two aspects:

¹⁵Turmudi, Dedi. *Op.cit*, p. 5.

- a. Identification, it means that the content of a text identifies phenomenon to be described.
- b. Description it means the text describes parts, qualities, and characteristics.¹⁶

The purpose of descriptive text is most often expressive to help writer share their perceptions. There are many purposes of descriptive text such as:

1. To entertain
2. To express feelings
3. To relate experience
4. To inform for a reader which unfamiliar subject.
5. To inform create a fresh appreciation for the familiar
6. To persuade.

Some manners provided to writing descriptive text such as:

a. Vivid Language

The best descriptive text uses words that come alive. Student can write words that create pictures and impressions that appeal not only to the mind but also to the five senses: sight, sound, smell, taste, and touch.

¹⁶Pusat Kurikulum, Badan Penelitian dan Pengembangan Departemen Pendidikan Nasional. *Kompetensi Dasar Mata Pelajaran Bahasa Inggris SMA & MA*. Jakarta: Pusat Kurikulum, Balitbang Depdiknas: 2003, p. 81.

b. Precise Language

Use words and phrases that will turn the words on a flat page into a sensory experience for the reader.

c. Imagery

Similes and metaphors make comparisons to enhance the reader's understanding of an experience or event.

d. Show

To make a permanent image on the part of the reader, the description have to specific to the situation.

D. The Concept of Language Feature

Language feature is a characteristic of language that is used in writing text. Language feature also known as *lexicogrammatical feature*. Lexicogrammatical as stratum of wording formed by unity of grammar (involve closed system, general in meaning and structure) and lexis (open sets, specific in meaning and collocation).¹⁷

¹⁷ M.A.K. Halliday and Christian M.I.M. Matthiessen. *Halliday's introduction to functional grammar*. New York: Routledge. 2014, p. 64.

There are some features that must be an important and usually use in descriptive text. There are adjectives to describe the features of the subject and verb which are in the present tense. Descriptive texts are often written in the present tense, unless they are part of a past tense narrative, and the most commonly used verbs and adjectives are used to denote characteristics of the thing being described.¹⁸

A. Adjective

An adjective is a word class or part of speech which is used to modify a noun. It means to give information about a noun. Generally, it is used before a noun. It can use two or more adjectives in a sentence. The adjective is a modifier that has the grammatical property of comparison. It is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well.¹⁹

¹⁸ Jackson, Howard and Peter Stockwell, *An Introduction to the Nature and Functions of Language*. New York: Continuum International Publishing house. 2011. p. 84

¹⁹ Frank, Marcella, *Modern English A Practical Reference Guide*. New Jersey: Prentice Hall, 1972, p.109

An adjective describes, or tells about, a noun. It answer the question about *What kind of or Which? She has a red bag* is one of example that answer question about *what kind of*. The question is *What kind of bag does she have? The small brown dog is mine* is one of example that answer question about *which*. The question is *Which dog is yours*.

1) Compound adjective

Compound adjective is two or more words that act as a single idea to [modify](#) a [noun](#), for example: a *part-time* employee, a *high-speed* chase. As a general rule, the words in a compound adjective are [hyphenated](#) when they come before a noun (a *well-known* actor), but not when they come after (The actor is *well known*). Compound adjectives also formed with an [adverb](#) ending in *-ly* (such as *rapidly changing*) are usually not hyphenated.

Compounds Adjectives divided into:

2) With participles

Present participle: good looking girl, a heart-breaking story, a Spanish-speaking student, a long-suffering widow.

Past participle: a turned-up nose, a broken down house, new-born kittens, ready-made clothes.

3) With -ed added to nouns functioning as the second element of a compound: ill-tempered, tear-stained, far-sighted.

Other adjective compounds include various syntactic combinations:

- a) A prepositional phrase: a wall-to-wall carpet, a fly-by-night scheme.
- b) An infinitive: a hard-to-please employer, a never-to-be-forgotten plot.
- c) Coordinate elements (joined by and): a life-and-death struggle, a black and blue mark.²⁰

B. Verb

²⁰ *Ibid*, p.110

The verb is the most complex part of speech which is varying arrangements with nouns determine the different kinds of sentences- statements, questions, commands and exclamations.²¹ Verb divided into some parts, there are:

1. Verb *be* or linking verb

Verb *be* or linking verbs are used to express an statement.

a. Verb *be* (am, is, are)

Example:

I *am* a teacher.

They *are* my friends.

b. Linking verb

Example:

She *looks* smart.

This candy *tastes* sweet.

2. Action verbs (Transitive and Intransitive)

Action verb is used to tell what something or someone does.

²¹ Marcella Frank. *Op.cit.* p. 47

Example:

My brother *loves* football.

She *walks* to market.

3. Lexical verb and Auxiliary verb

Example:

I *will go* to Japan.

She *has had* her lunch.

4. Phrasal verb

Phrasal verb is an idiomatic expression which consist of verb and a preposition or adverb that modifies or changes the meaning.

Example:

She is *looking after* her children.

I *turn TV on*.

5. Verb followed by infinitive

Example:

I *hope to see* you again.

He *pretends to be* rich

6. Verb followed by gerund

Example:

They *stop* quarreling.

They *practice* speaking Japan.

7. Causative verb

Example:

I *let* him do the task by himself.

They *make* her happy.

The teacher *had* the students practice writing.

8. Verb of perception

Example:

I *watched* him leave.

I *heard* them cheer.

9. Subjunctive

Example:

She *recommended* that he *go* to a hospital.

It is *important* that she *come* early.

CHAPTER III

RESEARCH METHODOLOGY

A.Types and Characteristics of Research

In this case, the writer considered the importance of language feature mastery of descriptive text to be explored. The writer decided to apply qualitative research to analyze language feature mastery in writing descriptive text based on grammatical aspects in students' writing skill at SMP IT Baitul Muslim Way Jepara East Lampung.

In this research, focused on the qualitative descriptive research. A survey can be used to describe phenomena and summarize . The aim of using survey for descriptive research is getting a good step of certain things such as political preference. Descriptive analysis involves describing the common underlying characteristics of data. Descriptive research is useful because it can provide important information regarding the average member of a group.²² Qualitative research involves studies that do not attempt to

²² Marczyk, Geoffrey et. al. *Essentials of Research Design and Methodology*. USA: John Wiley & Sons, Inc. 2005, p. 16.

quantify their results through statistical summary or analysis. Qualitative studies typically involve interviews and observations without formal measurement.²³

Qualitative research is a type of educational research in which the researcher relies on the views of participants; asks broad, general questions; collects data consisting largely of words (or text) from participants; describes and analyzes these words for themes; and conducts the inquiry in a subjective, based manner.²⁴

B.Data Resources

1) Primary sources

Primary source are original materials on which research is based. The primary source is data source that provides to the researcher directly such as interview and observation.They are firsthand testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers.The primary source of the research is the student works at the eighth

²³ *Ibid*, p. 17

²⁴Creswell, John W. *Educational research:planning, conducting, and evaluating quantitative and qualitative research* USA: Pearson education. The third edition. 2008, p.46

graders (8th) in class VIII-E of SMP IT Baitul Muslim in the academic year of 2015/2016.

2) Secondary sources

Secondary source offer interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source is data source that provides the data to researcher indirectly such as documentation and archive. The second resource in this research is students' documentation, then the researcher will take the data from the institution or document and books related to the research as secondary data.

C. Data Collecting Technique

In qualitative research, the data collection tends to consist of collecting data using forms with general, emerging questions to permit the participant to generate responses. It means that the data collection get through:

1. Gathering word (text) or image (picture) data
2. Collecting information from a small number of individuals or sites.²⁵

²⁵ *Ibid.* , p. 55

Qualitative research typically follows an inductive process.²⁶ It means the data collection taken from process analyzing data become theory or interpretations. The relationship between data collection and theory development is more influential than linear correlation.

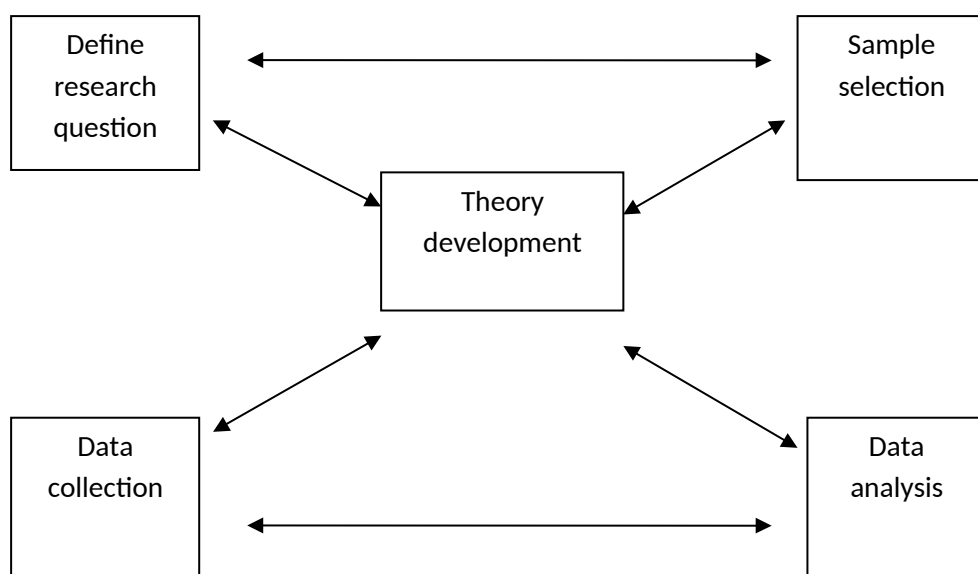


Figure I. Qualitative research process of Berg theory²⁷

In this research the researcher use two techniques to collect the data, there are observation and document.

1. Observation

²⁶ Kalof, Linda et.al. *Essential of Social Research*. England: Open university press. 2008, p. 85.

²⁷ *Ibid.*, p. 86.

Observation is a basic method for obtaining data in qualitative research and is more than just “hanging out.” The qualitative researcher’s goal is a complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors. Qualitative observation usually takes place over a more extended period of time than quantitative observation. Also, qualitative observation is more likely to proceed without any prior hypotheses.

2. Documents

Qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study.²⁸ Document analysis can be of written form or of nonwritten records. The analysis may be of existing artifacts or records, or in some cases the researcher may ask subjects to produce artifacts or documents. Documents can be classified into four categories: (1) Public records, (2) Personal documents, (3) Physical materials, and (4) Researcher-generated documents.

²⁸ *Ibid.*, p 431.

D. Data Analysis Technique

The important part in research study is analysing data, because the result become a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation.

Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis tends to two aspects, the aspect are the consist of text analysis and involve developing a description and themes.

The analysis of data has some of function in analyze research data that include in : to make the raw data meaningful, to test null hypothesis, to get the significant

results, to describe inferences or make generalization, and to calculate parameters.

The writer would apply Miles and Huberman model to analyze the data. The componets of this analysis model are pictured by this figure.

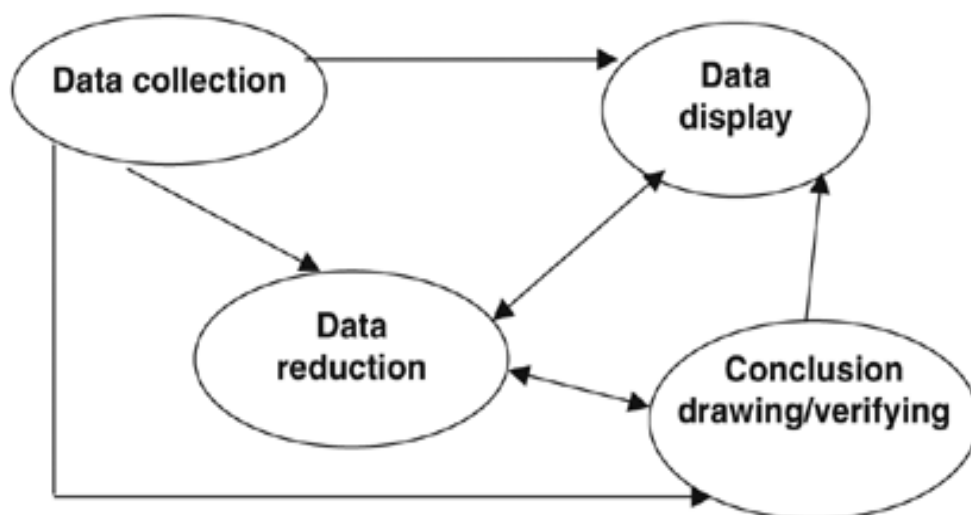


Figure II. *Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model conducts the following steps:

- 1) Data collection is the step when the writer gather all data which are used to complete the research.
- 2) The writer reduces the data he had gotten by summarizing and choosing specific things.
- 3) To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
- 4) Lastly, the researcher verifies his research by making conclusion of data findings.

E. Approach

A qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives or advocacy/participatory perspectives or both.²⁹

²⁹ Creswell, John W. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. USA: Sage publications. 2003, p. 18

In this research qualitative approach is a strategy of the research to solve problem of difficulties the students' writing.

Qualitative research has approach to study the research. This approach is useful for know the aim or methods when do the research. The approach of qualitative research enclose create theory grounded in the findings in research, describe the natural context, the research start on inductive then deductive process, searches for larger patterns, the aim of research is looking for complexity, relies on words and only minor use of numbers, and the reports written in descriptive language.

CHAPTER IV

RESULT OF THE RESEARCH

The chapter presents the result of the research to answer a problem statement in this research; the capability of students in writing descriptive text, and the problems faced by the students of using language feature in writing descriptive paragraph. The writer attempts to elaborate more completely of how the data are analyzed. The complete discussions are described below:

A. Description of Research Setting

1. SMP IT Baitul Muslim

SMP Islam Terpadu (IT) Baitul Muslim was established since year 2006. It was the only one of islamic full day and boarding school in Way Jepara East Lampung. SMP Islam Terpadu (IT) Baitul Muslim is located in Jl. Batin Kyai No. 99 Labuhan Ratu I Way Jepara, East Lampung. Learning activity of SMP IT Baitul Muslim based on islamic value. The purpose is to creat ten character; there are right believing, good in pray, have a good character, independent, knowledgeable, have strong body, conscientiously, orderly, smart to use time, and

useful for others. The school who lead by Riswanto, S.Si has the excellent program, it is to teach students to memorizing Al-Quran.

2. The total of the students at SMP IT Baitul Muslim

Table. 2 Student's Data in Last Five Year

Academic Year	Seventh Grader	Eighth Grader	Ninth Grader	Total
2011/ 2012	123	81	69	273
2012/ 2013	150	123	78	351
2013/ 2014	156	146	117	419
2014/ 2015	181	152	135	468
2015/ 2016	159	156	138	453

3. The vision and mission SMP IT Baitul Muslim

SMP IT Baitul Muslim has vision and mission as follows:

a. Vision

The vision of SMP IT Baitul Muslim is reality of educational institution to prepare student that has godly, smart, skilled, be autonomous and Islamic personality.

b. Mission

The mission of SMP IT Baitul Muslim are:

- a. Implementasion of mapping development, decree, basic competency, indicator, syllabus development, and lesson plan.
- b. Implementation of method development active learning, creative, efficient, fun, and intregated to islamic studies.
- c. Realize the professional teacher, quality of education and education personnel that apply islamic values in life.
- d. Implementation of MBS and school administration development.
- e. Realization graduates that has skill, religious, godly, and competitive.
- f. Realize the adaquate facilities and infrastructure that has quality and islamic.

B. General Description of Research Data

This research is followed by the students of eighth graders at SMP IT Baitul Muslim as the participants. There are 21 students follow this activity. In this part, the researcher describes the data that used as primary source and secondary source. The data is gotten by the documents result.

In this process, the students must answer all of questions and write a descriptive text. Regarding to the object of this research, the researcher analyzed the language feature mastery in writing descriptive text in the form students' worksheet as the documentation result. Some of the result of students' worksheet are:

The first student answered questions in part one, answered number 1 was beautiful, number 2 was a big, number 3 was a cool, number 4 was handsome, number 5 was pretty.

In part two, the student completed the first sentence with the answered is, second sentence was becomes, third sentence answered was, the fourth answered was, the fifth was covering, the sixth was is, the seventh was loading, the eighth was is and the ninth was is.

In part three the student write descriptive sentences about her friend.

My friend

"I have a friend. Her name is Mega Pertiwi. She is very pretty. She is live whit her parents and one sisters. Her dad's name is Sofyan and her mom's name is Sophie. And her sisters name is Raya. She was bort 8 December 2001. Her hobi's cooking and writing. Her hairs black and her eyes brown. And her boddy is tall and clever. And the last shi is so funny."

The second student answered questions in part one, answered number 1 was blue, number 2 was scarce, number 3 was snow, number 4 was handsome, number 5 was famous.

In part two, the student completed the first sentence with the answered it, second sentence was becoming, third sentence answered is, the fourth answered is, the fifth was covers, the sixth was is, the seventh was loading, the eighth was it and the ninth was is.

In part three the student write descriptive sentences about her sister.

"I have sister. She is beautiful and sweet, but about godting. She is a short and well. She is a love the kidding."

The third student answered questions in part one, answered number 1 was blue, number 2 was beautiful, number 3 was beautiful, number 4 was someone, number 5 was good.

In part two, the student completed the first sentence with the answered is, second sentence was becomes, third sentence answered is, the fourth answered was, the fifth was covers, the sixth answered is, the seventh was loading, the eighth was is and the ninth was is.

In part three the student write descriptive sentences about her sister.

"I have a sister. My sister it is beautiful and well. She is school in Pondok Modern in Java. At presen now days she is last get married. But not yet own child."

The fourth student answered questions in part one, answered number 1 was beauty, number 2 was cruel, number 3 was beautiful, number 4 was handsome, number 5 was good.

In part two, the student completed the first sentence with the answered is, second sentence was becomes, third sentence answered was, the fourth sentence answered is, the fifth sentence was covers, the sixth answered is, the seventh was load, the eighth was is and the ninth was is.

In part three the student write descriptive sentences about her self.

"My name is Haninda Aulia Yuandini. I am from Metro. I school in the SMP IT Baitul Muslim. My hobby is swimming and eating. I to have as Ideal become a doctor and hafidzah."

The fifth student answered questions in part one, answered number 1 was blue, number 2 was nice, number 3 was cold, number 4 was smart, number 5 was beautiful.

In part two, the student completed the first sentence with the answered is, second sentence was becoming, third sentence answered was, the fourth sentence answered is, the fifth sentence was covers, the sixth answered is, the seventh was loads, the eighth was is and the ninth was is.

In part three the student write descriptive sentences about doll.

Two doll

“Ghina have two doll be different. The first doll is a red. And the second doll is a yellow. She play something the doll with by turns. She very happy with the doll.”

The sixth student answered questions in part one, answered number 1 was blue, number 2 was eldest, number 3 was cold, number 4 was young, number 5 was beautiful.

In part two, the student completed the first sentence with the answered is, second sentence was becomes, third sentence answered are, the fourth sentence answered are, the fifth sentence was covering, the sixth answered are, the seventh was loading, the eighth was is and the ninth was are.

In part three the student write descriptive sentences about pen.

Pen

“This is pen. It are a blue. It are 24 cm long. Stem pen there line and a cozy. Everyday I use this pen.”

The seventh student answered questions in part one, answered number 1 was blue, number 2 was great, number 3 was cold, number 4 was nice, number 5 was fine.

In part two, the student completed the first sentence with the answered is, second sentence was becoming, third sentence answered was, the fourth sentence answered is, the fifth sentence was covert, the sixth answered is, the seventh was loaded, the eighth was is and the ninth was is.

In part three the student write descriptive sentences about her bag.

My bag

“She has colered blue and white. She has three pockets. Two pockets has resleting and one has button. I bags very beautiful.”

The eighth student answered questions in part one, answered number 1 was blue, number 2 was scarce, number 3 was beautiful, number 4 was handsome, number 5 was beautiful.

In part two, the student completed the first sentence with the answered is, second sentence was becomes, third sentence answered was, the fourth sentence answered is, the fifth sentence was covers, the sixth answered was, the seventh was loads, the eighth was is and the ninth was is.

In part three the student write descriptive sentences about table.

The table

“Table is thing dead. That to make of wood. And to own four foot. And to own long and broad and to own tall. And usually use by student, teacher, etc. On there is table cloth. That motif batik and etc.”

The ninth student answered questions in part one, answered number 1 was beautiful, number 2 was very, number 3 was possess, number 4 was someone, number 5 was very much.

In part two, the student completed the first sentence with the answered bes, second sentence was becomes, third sentence answered bes, the fourth sentence answered bess, the fifth sentence was coveres, the sixth answered bes, the seventh was loading, the eighth was bes and the ninth was bes.

In part three the student write descriptive sentences about her bag.

Two bag

"I possess two bag. With nationals possess betton. With color br different. With space very broad."

The tenth student answered questions in part one, answered number 1 was blue, number 2 was scarce, number 3 was cool, number 4 was handsome, number 5 was beautiful.

In part two, the student completed the first sentence with the answered are, second sentence was becomes, third sentence answered was, the fourth sentence answered is, the fifth sentence was covers, the sixth answered is, the seventh was loads, the eighth was are and the ninth was is.

In part three the student write descriptive sentences about her house.

My house

"I have a house. My house have nine room. There are living room. My bedroom, kitchen bathroom. In my bedroom there are pillow, iron bed, cupboard. I likes my room very much. In the kitchen there are stove, cup, plate. I likes my house."

There are two items which are used as instrument of this study. They are adjective and verb in simple present tense. After giving the test, the researcher get 294 answers about adjective and verb, and 21 paragraphs about descriptive text. From the students' answer sheet, the researcher found 96

correct answers about adjective and 122 correct answers about verb. The total number of correct answer about language feature is 218.

The correct sentences in descriptive text which used language feature are 10 students. There are some of examples of correct language feature done by students:

The first doll is a red.

She is smart.

Her body is tall.

It is very beautiful.

This bag is black.

My favorite color is green

She is very great.

I am very happy.

Shi is clever.

I have a new bag.

C. Analysis of Research Data

This research is qualitative research. The researcher makes an interpretation of the data.

Obtaining the data, the researcher uses documentation to analyze the capability of understanding language feature of students in writing descriptive text. The collecting data was held on 19-21 January, 2016.

The subject of the study is limited to the eighth graders students in class E of SMP IT Baitul Muslim Way Jepara. After the data are collected, the researcher read and learn the students' answer.

The following chart is to describe the analysis data result:

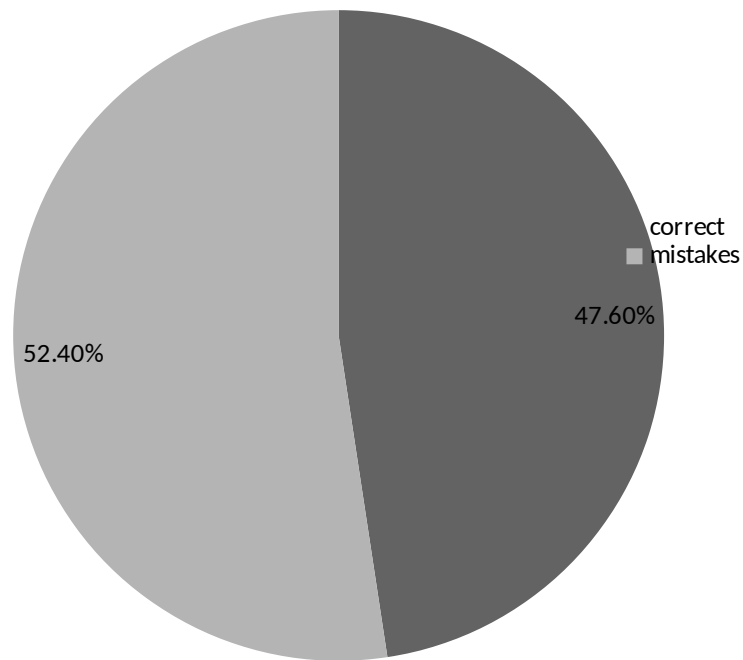


Figure III. *Frequency of language feature mastery in writing descriptive text*

The following description explain some examples of language feature mastery in writing descriptive text:

a. The correct sentences

The first doll is a red.

She is smart.

Her body is tall.

It is very beautiful.

This bag is black.

b. The error sentences

Table is thing dead

It very beautiful

The teacher in Baitul Muslim very friendly

She is have eye big

With space very broad

She is last get married

Based on the data, the mistakes which mostly happen in language feature are verb and adjective. The students repeatedly write incorrect sentence when the students write verb and adjective in a sentence simultaneously. This is very probably influenced by the students' understanding of language feature function in writing descriptive text. Some of student know about function of verb in descriptive text as a word to support explanation of the students' write and adjective as a word to describe something that students' write in the text more clearly.

Then, the researcher analyze the using of language feature in the text based on indentification, identifying the

problems faced by the students in writing descriptive paragraph and making summarize. The researcher found some of problems are probably faced by the students.

1. Lack mastery of adjective

Language feature is a element to supporting text or paragraph besides the generic structure of text. Adjective is part of language feature which usually use in writing descriptive text. Mastery of adjective in writing is a ability to help student improving the student in writing descriptive text.

Understanding the adjective to be the important part of writing, especially writing descriptive text. Without understand of using adjective, students difficult to write. Adjective is a modifier of noun, so it is very important to mastery. If understanding of adjective is low, the student will confuse when arrangement sentences into paragraph.

This is the most problem found in the students' writing. The students difficult to take adjective in sentence. The student almost always think adjective can take wherever position without look at the function of adjective it self. It makes students' fail in writing descriptive text correctly.

The student needs more to mastery adjective. When the student can understand adjective word, it is probable that student can write well but understanding of using adjective not only in understand of word but also in using word in sentence.

2. Lack mastery of verb in simple present tense

Language feature has one aspect which is very complex. Tense not only consists of word but also sentence. Mastery in simple present tense is very important because it is the main point of descriptive text. Simple present tense become characteristics of the text.

Mastery in simple present tense needs in writing activity. When the student can understand about adjective, they also should understand simple present tense. In this part student have to able in relating adjective and simple present tense in the sentence. Both of them have important role in writing descriptive text.

Researcher found that many students write wrong simple present tense. It caused by less of understanding tenses. Although, simple present tense is more easy than other tenses, many student difficult to write text by using it, especially in using to be or verb.

3. Problem in writing descriptive text

Descriptive text has characteristic. Using adjective and simple present tense are the main point. Mastery of writing activity especially in descriptive text needs understanding between adjective and simple present tense.

The researcher analyze the result of the student's writing. The student who knows function of adjective and simple present tense can write well than the student who not understanding them. Some of factors can influence their mastery in writing descriptive text. The factors are understanding in placement of adjective word in sentence and using to be or verb 1 as a characteristics of simple present tense.

Students often uses word that not commonly use in descriptive text, so the sentence has lack formating. The students looks confusing when they use to be or verb in sentence. The students appear not consistent in understanding every function of the word.

In one paragraph with one subject the student can use more than one to be. The student often does silly mistake in using to be and adjective in one sentence. This problem faced by the students in writing activity.

Therefore, enhancement in mastering language feature has important role to support the students writing activity especially in writing descriptive text.

Based on the result of the research, the capability of students in mastery language feature mastery still low. The students have to increase their understanding in language feature to help the student in writing. If the students can use language feature correctly, exactly the result in writing activity will be well.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the writer eagerly would like to conclude this research as follows:

1. Some problem faced by the students' mastery of language feature in writing descriptive text are lack of mastery adjective, verb and write sentence in writing descriptive text.
2. Many students have lack ability of language feature mastery. This is proven by the number of descriptive text which have language feature in their paragraph are more than the number of good paragraph in descriptive text.
3. The frequency of language feature mastery are 47,6% in correct sentence and 52,4% in mistakes sentence.
4. The quality of scientific students mastery of language feature in descriptive text greatly needs to be increased.

B. Suggestion

The researcher would like to constructively give suggestions as follows:

It is apparent that the students' mastery of language feature is absolutely required in English subject especially in writing, although it is hard to be mastered by student in the eighth graders.

1. For the Teacher

- a. Writing become complex problem around the student.
The teacher could pay attention to student and give affectiveness strategies to help students' learning in text types.
- b. The teacher could give more explanation about the corellation between language feature and descriptive text, and the function of language feature in descriptive text.
- c. The teacher could give support or motivation to the students, in order to the students has higher spirit to learn more.

2. For the Student

- a. Writing continously and practice to construct appropriate and correct structure are good step to increase the students' ability in writing. The student should be given

in understanding types of text to decrease many mistake in writing.

- b. The student should have deep understanding of language feature to help the student in writing activity.
- c. The student should knows more about function and characteristic of language feature especially in descriptive text.
- d. The student should enjoy learning process in a class to increase students' understanding about language feature.

3. For Other Researchers

The other researcher could increase more knowledge to support this reearch.

CURRICULUM VITAE



Anita Meilia Sari was born in Braja Asri, Way Jepara East Lampung on May 1, 1992. She is the first daughter and the only child. She was raised by her lovely parents, Mr.Sarjono and Mrs.Sri Utami.

She was enrolled his study at TK Pertiwi in 1997, then continued her study in SD N 3 Labuhan Ratu Satu in 1998 and graduated in 2004. By the same year she continued in SMP Muhammadiyah 1 Way Jepara and graduated on 2007, next she studied in SMA Negeri 1 Way Jepara until 2010. After graduating in her high school, she was enrolled to be a strata bachelor student of English Education Study Program (PBI) in STAIN Jurai Siwo Metro in 2011.

She was noted as a member of UKM LDK Al-Ishlah. She actively followed on mass organization called Forum Lingkar Pena (FLP) in 2011 until now. Her progresses realy want to continue in S-2, big desire to study in overseas.