

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF THE STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXT AMONG THE ENGLISH DEPARTMENT OF IAIN
METRO**

**By:
NUR ROHMAN
Student Number: 1501070197**



**Tarbiyah And Teachers Training Faculty
English Department Students**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M**

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DESCRIPTIVE TEXT AMONG THE ENGLISH DEPARTMENT OF IAIN
METRO**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:
NUR ROHMAN
Student Number : 1501070197

Tarbiyah and Teachers Training Faculty
English Department Students

Sponsor by Dr. Ahmad Subhan Roza, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M



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APPROVAL PAGE

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WRITING DESCRIPTIVE TEXT AMONG THE ENGLISH
DEPARTMENT OF IAIN METRO

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To be discussed in an undergraduate thesis (munaqosyah) in Tarbiyah Faculty and
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Metro, *May 24th*, 2022

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NOTIFICATION LETTER

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of Nur Rohman**

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The Honorable the Head of Tarbiyah Department
of State Institute for Islamic Studies of Metro

Assalamu'alikum, Wr.Wb.

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum, Wr.Wb.

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Kepada Yth,
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Institut Agama Islam Negeri (IAIN) Metro
Assalamu'alikum, Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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ENGLISH DEPARTMENT OF IAIN METRO

Sudah kami setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum, Wr.Wb

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RATIFICATION PAGE

B-3271/IN-28.1/D/PP-00-9/06/2022

An Undergraduate Thesis entitled AN ANALYSIS OF THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AMONG THE ENGLISH DEPARTMENT OF IAIN METRO Written by: Nur Rohman, Student Number 1501070197, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, Juni 16th 2021 at 09:00–11:00 a.m.

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The Dean of Tarbiyah and Teaching Training Faculty



**AN ANALYSIS OF THE STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXT AMONG THE ENGLISH DEPARTMENT OF IAIN
METRO**

ABSTRACT

**By:
NUR ROHMAN**

This research aims to find out the ability of the students' writing descriptive text with vocabulary, mechanics and organization. The population of this research was the second semester students of the English Department at IAIN Metro. The sample was the second semester students (class b) which consisted of 25 students.

This research consists of problems, research objectives, methods, research findings and conclusions. This research focused on students' ability to write descriptive texts. Descriptive texts included in the type of text that are not too difficult but still found some difficulties faced by students when writing this essay, this is the background of researchers doing this research. In collecting data, researchers used a writing test as an instrument. The components analyzed are vocabulary, mechanics and organization. Researchers analyzed students' writing abilities based on five categories: excellent, very good, good, fair, very poor.

The results of this study illustrated that students face difficulties in the vocabulary component. Likewise in mechanics and student organizations are still difficult.

Keywords : *Writing, Descriptive Text, Students Ability and Difficulty*

**ANALISIS KEMAMPUAN SISWA DALAM MENULIS TEKS
DESKRIPTIF PADA JURUSAN BAHASA INGGRIS
IAIN METRO**

ABSTRAK

**Oleh:
NUR ROHMAN**

Penelitian ini bertujuan untuk mengetahui kemampuan menulis teks deskriptif siswa dengan kosa kata, mekanika dan pengorganisasian. Populasi penelitian ini adalah mahasiswa semester dua jurusan bahasa Inggris di IAIN Metro. Sampel penelitian adalah mahasiswa semester dua (kelas b) yang berjumlah 25 mahasiswa.

Penelitian ini terdiri dari masalah, tujuan penelitian, metode, temuan penelitian dan kesimpulan. Penelitian ini difokuskan pada kemampuan menulis teks deskriptif siswa. Teks deskriptif termasuk dalam jenis teks yang tidak terlalu sulit tetapi masih ditemukan beberapa kesulitan yang dihadapi siswa saat menulis karangan ini, hal inilah yang melatarbelakangi dilakukannya penelitian ini. Dalam pengumpulan data, peneliti menggunakan tes menulis sebagai instrumen. Komponen yang dianalisa adalah kemampuan menulis siswa berdasarkan lima kategori :bagus sekali, sangat baik, baik, lumayan,sangat buruk.

Hasil penelitian ini menggambarkan bahwa siswa menghadapi kesulitan pada komponen kosa kata. Begitu juga di mekanik dan pengorganisasian siswa masih sulit.

Kata Kunci : *Menulis, Teks Deskriptif, Kemampuan Siswa dan Kesulitan*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : NUR ROHMAN
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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, May 20th 2022
The Researcher



Nur Rohman
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ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : NUR ROHMAN
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 20 Mei 2022
Yang Menyatakan,



Nur Rohman
NPM. 1501070197

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا , إِنَّ مَعَ الْعُسْرِ يُسْرًا

So verily with hardship there is ease, verily with hardship there is ease

DEDICATION PAGE

This undergraduate thesis would highly dedicated to:

1. *My beloved Parents Mr. Sugiono and Mrs. Nariyah, My lovely brother and sister in law, Ari Setiawan and Nurul Elia who always gave me support, spirit, motivation, and inspiration.*
2. *My sponsor Dr. Ahmad Subhan Roza, M.Pd, thank you very much for your time and guidance.*
3. *Last but not least, I want to thank me for all of my beloved friends.*

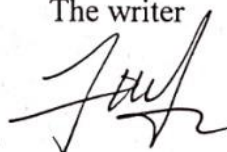
ACKNOWLEDGEMENT

Glory be to Allah SWT, who is all gracious the most merciful, who always gives all that we need. Allah has given His gift to the writer that she could finish her research proposal. This proposal entitled “An Analysis Of The Students’ Ability In Writing Descriptive Text Among The English Department Of IAIN Metro”.

The writer would like to thank her parent for financial and spiritual support. Her deepest thanks to Dr. Ahmad Subhan Roza, M.Pd to their spending time to support and guide the writer to finish this undergraduate thesis. The writer also say thanks to the honorable lecturers English Education Department who help her, the students of English Education Department who become a good partner in studying English, and also all her friends whenever they are who support and pray for her.

The writer apologizes for all mistakes of this undergraduate thesis. Hopefully, this writing can be a meaningful benefit for the writers especially and for our campus and all readers generally.

The writer



Nur Rohman

1501070197

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is a foreign language as a verbal communication used throughout the world that is learned to share knowledge in order to maintain the existence of tradition and culture and especially to maintain human relations. English is a language that is used daily in life between countries in fields of trade, cooperation, and so on. The benefits of knowing English include of increasing knowledge, making it easier to communicate with other people, as a means to introduce the culture of one's own country, and so on. In addition, there are four important skills namely, listening, reading, speaking, and writing. Among these skills writing is a part that cannot be separated in us learning English and for us to make a certain scientific work.

Furthermore, as one of the skills in English, writing is an activity to create a record or information on a media by using characters. Writing is also an activity that can help someone to easily get information and get something in various existing media. Along with the development of technology and media, writing activities also grows rapidly in the world. Through electronic media, everyone can get writing material from the internet; so the writer is more efficient in time, cost, and energy.

In addition, writing has a very important role for humans who are always required to socialize with others, many benefits can be obtained from writing activities. If people want to write, it will certainly cause curiosity and

exercise sensitivity in seeing the reality around. Sensitivity in seeing an environmental reality is sometimes not owned by people who are not writers. With writing activities encourage us to look for references such as books, magazines, newspapers, journals and the like. With writing activities, people are trained to arrange our thoughts and arguments in a coherent, systematic and logical manner. Writing psychologically will reduce our level of tension and stress. All uneasiness, pleasure, or sadness can be spilled through writing where in writing people can freely write without being disturbed or known by others.

However, writing is not a skill in English that is easily mastered in a short time. There are various kinds of problems experienced by the writer in the process of writing in English. These problems can be caused by the weakness of the linguistic factors possessed by them. These factors include of vocabulary limitations, poor grammar mastery, difficulty in developing ideas according to the topic of writing, the author experiences problems from his psychiatric factors, weak self-confidence to write in English, limited media writing and weakness in the choice of teaching strategies be the cause of someone's writing achievement.

Futhermore, foreign language is a language originally from another country than the speaker. These two charateristic do not exhoust the possible definations, however, and the label is occasionally applied in ways that are variously misleading or factually in accurate.

In addition, the researcher had conducted a pre-survey taken by the lecture's archive on December 28th, 2021 among the second semester at IAIN Metro. In the pre survey research, the researcher got the data of the students writing scores from he lectures. The scores cab be seen as follows:

Table 1
The Data Pre-Survey of Writing Mastery of the Students' of IAIN Metro

No	Initial Name	Final Score	Criteria
1	ADW	43	Incomplete
2	ARN	68	Incomplete
3	AR	56	Incomplete
4	DWA	56	Incomplete
5	DPD	75	Complete
6	F	43	Incomplete
7	FA	50	Incomplete
8	IF	75	Complete
9	MA	56	Incomplete
10	ML	62	Incomplete
11	MA	75	Complete
12	NK	68	Incomplete
13	NAS	56	Incomplete
14	NF	50	Incomplete
15	ND	50	Incomplete
16	PA	75	Complete
17	RCS	68	Incomplete
18	RU	43	Incomplete
19	SO	56	Incomplete
20	SDS	37	Incomplete
21	SUB	50	Incomplete
22	SM	62	Incomplete
23	SHA	75	Complete
24	TRP	75	Complete
25	YA	62	Incomplete
Min Score		37	
Max Score		75	
Average		59,3	
Complete		6	
Incomplete		19	

In addition the writing mastery of the second semester at IAIN Metro was categories in to for categories of writing as follow :

Table 2
The Data of Pre-Survey of Writing Mastery the Students' of IAIN Metro

No	Grade	Explanation	Frequency	Percentage
1.	≥ 70	Complete	6 students	24%
2.	<70	Incomplete	19 students	76%
Total			25 students	100%

Based on the data pre-survey above it is know that most students have in adquat writing mastery because 76% students have fair criteria on their writing students of the second semester at IAIN Metro have problem in writing they have low in organization, vocabulary and mechanics. It means that the percentage of students who have the ability to write about descriptive text. Therefore it can be concluded that the writing ability of students at IAIN Metro is low.

B. Research Questions

Base on the above background, the researcher formulates the research question as follows:

1. How are the students' ability in writing descriptive text at the English Department of IAIN Metro?
2. What are the students' difficulties in writing descriptive text at the English Department of IAIN Metro?

C. Objective and Benefits of the Study

1. Objective of The Study

In relation to the problem above, the main objective of the research are as follows:

- a. To find out the students' ability in writing descriptive text at the English Department of IAIN Metro.
- b. To find out the students' difficulties in writing descriptive text at the English Department of IAIN Metro.

2. Benefits of the Study

For students, they can find out their strength and weakness so that they can fix the weakness and improve the strength in writing descriptive text. Further researcher, the research findings are expected to give information about writing in descriptive text. It is hope to be an inspiration for the next researchers who will do research in this field. It can be the guidance for them to do a better research.

For English lectures it is advisable to pay more attention to teaching the structure of descriptive text in the development of ideas, setting ideas, grammar, vocabulary and mechanics. Lectures are also expected to provide more examples and exercises about descriptive text to students so as to achieve educational goals well, especially English subject.

D. Prior Research

This research will be carried out by considering several prior researches. The first prior research is carried out by Inda Susanti entitled “Improving Students Ability At Writing Descriptive Text By Using The Learning Cell Learning Strategy At The First Year Of MTs Yayasan Islamiyah Medan In 2016/2017 Academic Year”¹. The purpose of the first prior research is to analyze the improving of descriptive text in writing ability. The method of research used by the first prior research is qualitative. The first prior research sample intralingual errors caused by faulty learning or teaching, forgetfulness or overexposure to informal use of the target language.

This research and the first prior research have similarities and differences. The similarity between this research and their research lies in the similarity of writing skills and the components studied. This research and that research focus on writing skills in descriptive text. The difference between both of the researches lies in the differences in the sample.

Furthermore, the second prior research is carried out by Fikri Fauzi Alawi entitled “Improving Students Ability In Writing Descriptive Text Using Clustering Technique”². The second prior research sample is student academic writing samples collected at eight grade students of MTs. Darul Ma’arif Cipete, Jakarta. The similarity between this research and the second prior research lies in the similarity of writing skills and the components studied that are the

¹ Inda Susanti, “Improving Students Ability At Writing Descriptive Text By Using The Learning Cell Learning Strategy At The First Year Of MTs Yayasan Islamiyah Medan In 2016/2017 Academic Year”2017.

² Fikri F Alawi, “Improving Students Ability In Writing Descriptive Text Using Clustering Technique”2011.

students' academic writing skills in English. The difference between both of the research lies in the differences in the sample.

Furthermore, the third prior research is carried out by Isna Wahyumi entitled “An Analysis Of Students Ability and Difficulties In Writing Descriptive Text”³. The purpose of the third prior research is to give information about student writing as such, and to investigate a disciplinary discourse which remains largely uncharted at the linguistic level. The research method used by the third prior research is descriptive qualitative research.

This research and the third prior research have similarities and differences. The similarity between this research and the that research is students ability in the writing skills. This research and the that research focus on writing skills in english. The differences between research and the fifth prior research lies in the differences in the descriptive qualitative research and differences in writing documents.

Based on explanation above, the researcher would like to continue the first prior research by conducting qualitative research method in the title of “An Analysis Of The Students’ Ability In Writing Descriptive Text Among The English Department Of IAIN Metro”.

³ Isna Wahyumi, “An Analysis Of Students Ability and Difficulties In Writing Descriptive Text”2019.

CHAPTER II

REVIEW OF LITERATURE

A. Concept of Writing

1. Nature of Writing

Writing is not only concerning about speech written down on paper but it is also the expression of ideas and meaning on the page which is relied by the writers.⁴ It means that writing is something that is not just the result of writing on paper but there are also aspects that are expressing ideas to be written on paper.

Furthermore, writing is not an isolated activity that merely involves writing a document, but requires a thorough understanding of the wider socio- economic context, and the ways this defines research priorities and public money allocations.⁵ In the other words, in the process of writing the writers do not only look at the context and fixate on one context but must see from all broader social contexts.

Moreover, writing is its clear and logical organization, which makes it ideal as a self-study and reference guide for students needing to work independently. This is a recognition that most courses in academic writing are inevitably time-constrained, and that some students may have

⁴ Melor Md Yunus & Siti Fatimah Haris,” The Use of Discourse Markers among Form Four SLL Students in Essay Writing,”Selangor: Canadian Center of Science and Education, 7, No. 2; (2014):54

⁵ Maggie charles & Diane Pecorari,” Academic Writing At the Interface of Corpus and Discourse”(london: Continuum International Publishing Group,2009),67

no other option.⁶ It means that writing is something that is really needed by students so students can work independently, writing is a routine activity of students in order to store a memory into the mind.

2. Writing Process

According to Alice Oshima Ann Hogue, there are four steps in in the process of writing, as follows:⁷

a. Creating (Prewriting)

The first step in the writing process is to choose a topic and collect information about it. This step is often called prewriting because the writer do the step before the writer start writing.

b. Planning (Outlining)

In the second step, the writer chooses topics and narrowed them, and generates ideas by brainstorming. In the second step of writing process, the planning stage, the writer organizes the ideas into an outline. The writer developed three different lists of ideas: communication problems, classroom environment, and American family life. As a first step toward making an outline, the teacher divides the ideas in the communication problems list further into sublist and cross out any items that do not belong or that are not useable.

⁶ Stephen Bailey,” Academic Writing A Handbook for International Students”(London:routledge,2003),14

⁷ *Ibid.*,275-289 Alice Oshama Ann Hogue.

c. Writing

The third step of writing process is writing the rough draft. Follow the writer outline as closely as possible, and don't worry about grammar, punctuation, or spelling. A rough draft is not supposed to be perfect. Above all, remember that writing is a continuous process of discovery. As the writer are writing, the writer will think of new ideas that may not be in the writer brainstorming list or outline. The writer can add or delete ideas at any time in the writing process.

d. Polishing

The fourth and final step in the writing process is polishing what the writers have written. This step is also called revising and editing. Polishing is most successful if the writers do it in two stages. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar and punctuation (editing).

3. Components Of Writing

There are five general components of writing, as follows:⁸

a. Language Use

Language use deals with the ability to write correct and appropriate sentences. It means that writing by the rules of the language is used in the writing process.

⁸ J.B Heaton, Writing English Language Test(New york,Loungman,1990),p.135

b. Mechanical Skills

Mechanical skills deal with the ability to use correctly those conventions peculiar to the written language e.g punctuation, spelling. It can be said, that the author must understand the concept of interaction of writing in order to produce good quality writing.

c. Treatment of Content

Treatment of content connect to the ability to think creatively and develop thoughts, excluding all irrelevant information. It means that in the process of developing ideas from a written topic requires creativity to make the quality of writing can be better.

d. Stylistic Skills

Stylistic skills deal with the ability to manipulate sentences and paragraphs, and use language effectively. It means that this skills requires the ability to use language effectively to manipulate sentence and paragraphs to produce better sentences and paragraphs.

e. Judgment Skills

Judgment skills connect to the ability to write in an appropriate manner for a particular purpose with particular audience in mind, together with an ability to select, to organize and to order relevant information. It can be said, that judgment skills related to writing skills that focuses on the objectives with what is assessed in general.

4. Writing Assessment

The writing result should be assessed by using a writing rubric to evaluate the quality of each writing component. One of the writing rubrics is stated by J.B. Heaton that is illustrated in the following table:⁹

Table 3
Writing Assessment

Content		
30-27	Excellent to very good	Knowledgeable, substantive-etc.
26-22	Good to average	Some knowledge of subject-adequate range-etc.
21-17	Fair to poor	Limited knowledge of subject, little substance-etc.
16-13	Very poor	Does not show knowledge of subject, non-substantive-etc.
Organization		
20-18	Excellent to very good	Ideas clearly stated-etc.
17-14	Good to average	loosely organized but main ideas stand out.
13-10	Fair to poor	an idea confused
9-7	Very poor	Does not communicate, no organization,
Vocabulary		
20-18	Excellent to very good	effective word/idiom choice and usage
17-14	Good to average	Adequate range, occasional errors of word/idiom from, choice, usage but meaning not obscured.
13-10	Fair to poor	frequent errors pf word/idiom from, choice, usage
9-7	Very poor	Essentially translation, little knowlege of English vocabulary.
Language use		
25-22	Excellent to very good	Effective complex constructions
21-19	Good to average	Effective but simple constructions
17-11	Fair to poor	Major problems in simple/complex constructions-etc
10-5	Very poor	Virtually no mastery of sentence

⁹ J.B Heaton, Writing English Language Test (New york,Loungman,1990),p.146

		construction rules
Mechanics		
5	Excellent to very good	Demonstrates mastery of conventions
4	Good to average	frequent errors of spelling, punctuation
3	Fair to poor	Frequent errors of spelling punctuation, capitalization
2	Very poor	No mastery of conventions

Source : J.B Heaton *Writing English Language Test New Edition*

Based on the table above, each category has a different high score. That is the content 30 score, organization 20 scores, vocabulary 20 scores, language use 25 score. Therefore, the highest grade is 100.

Table 4
The Categories of Scores

No	Criteria	Grade
1	Excellent	81-100
2	Very Good	71-80
3	Good	69-70
3	Fair	47-68
4	Very Poor	0-46

B. Concept of Descriptive text

1. Definition of Descriptive text

Description or descriptive etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described.¹⁰

Descriptive text is a text which says what a person or thing is like.

¹⁰ Wy. Dirgeyasa (2014), *College Academic Writing: A Genre-Based Perspective*. Medan : Unimed Press, p.3

According to Mukarto in his book that written by Kusdianto Kusuma Rahman in his website, that descriptive text is a kind of text to describe something, someone or place. Descriptive text has two main parts, they are identification and description. The structure of a text is called the generic structure. Descriptive text is likes describe white house, animals, fruits, etc.¹¹ From Mukarto's statement, we can conclude that descriptive text is a text to describe something, someone or place and descriptive text have two main parts such as identification and description that's call generic structure.

Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or person we know well. A good descriptive text includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate. Descriptive text may also paint picture of the feeling person, place or thing invokes in the writer.

2. The Generic Structure of Descriptive Text

Descriptive text has structures as below:

1. Identification

In this generic structure introduces to the subject of description.

¹¹ Kusdianto Kusuma Rahman (Post on April 28, 2015). Definition and Characteristic Writing Descriptive Text). Retrived January 27, 2017 at 09.27 PM. From: <http://www.idwrite.com/2015/04/definition-and-characteristic-of.html?m=1>

2. Description

In this part give details of the characteristic features of the subject. Such as : qualities, characteristics, describing the phenomenon in parts, qualities, or/and characteristic, size, physical appearance, ability, habit, daily live, etc.

3. The Language Feature of Descriptive Text

Significant Grammatical feature of descriptive text are:

- a. Focus on specific participant (my English teacher, Andini's cat, my favorite place).
- b. Use of Simple Present Tense.
- c. Use of Past Tense if extinct.
- d. Verb of being and having 'Relational Processes' (my mum is really cool, she has long black hair).
- e. Use descriptive adjectives (strong legs, white fangs).
- f. Use of detailed noun phrase to give information about the subject (a very beautiful scenery, a sweet young lady, very thick fur).
- g. Use of action verb 'material processes' (it eats grass, it runs fast)
- h. Use of adverbial to give additional information about behavior (fast, at treehouse).
- i. Use of figurative language (Jhon is as white as chalk).

4. Types Of Descriptive Text

Most writing contains description. Following are a few types of writing that depend heavily on descriptive language:¹²

- a. Descriptions of a person, place or thing contain sensory details that bring to life actual people, places, and things.
- b. Observations describe an event the writer has witnessed. Often, the event takes place over an extended period of time.
- c. Travel Brochures contain factual information as well as persuasive language to encourage tourism.
- d. Character sketches describe fictional characters—their appearances, personalities, hopes and dreams.

5. The Assessment of Writing Descriptive Text

The goal of classroom assessment is to enhance student learning result. Instructors use variety of method in the classroom to get feedback about student's learning in terms. There are nine categories of writing descriptive text assessment taken from *College Academic Writing: A Genre-Based Perspective* book. Each category is rated on five point scale. The highest score possibly acquired is 100 if a student gets the highest point in each category.

¹² Joyce Amstrong Carrel (2001), *Writing and Grammar Communication and Action*. America : Prentice Hall, p.101

Table 5
Assessment at Writing Descriptive Text

No	Performance Indicators	Scores				
		5	4	3	2	1
1	First paragraph introduces the topic clearly and grabs the reader's attention					
2	The content/idea of the text is in line with the topic/title					
3	Overall writing makes sense/has clear message.					
4	The text structure/generic structure meets the nature of descriptive generic structure					
5	All paragraphs flow cohesively and Coherently					
6	The structural patterns follow the convention of the English language and in line with the descriptive text.					
7	The vocabulary and word choices are correctly and properly used.					
8	The words are correctly spelled.					
9	The text mechanics are correctly and properly used.					
Total Score						
Student's Score : total score/45x100						

There are five level of the students' writing ability encompassing poor, fair, average, good, excellent.

Table 6
The Students' Score Skill Level

No.	Score	Categories
1	71-100	High
2	51-70	Medium
3	0-50	Low

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

In this case, the researcher will consider the importance of writing mastery especially descriptive text to be explored. The researcher will decide to use qualitative research to analyze writing descriptive text of students at IAIN Metro.

According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.¹³ It can be said that qualitative research means investigate and understanding the problem of human or social by individual or groups.

Qualitative research is a research that aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to descriptive study that proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others' experience to establish decision.

The characteristic in this research focuses on the descriptive qualitative research. The researcher will take a survey that it can be used to describe phenomena and summarize. The aim of using survey for descriptive

¹³ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches 3rd Ed*(New Delhi: Sage Publications, 2003), 4.

research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.¹⁴ In line with the explanation above, the purpose of this research to know the students' ability in writing descriptive text of the students at IAIN Metro.

B. Data Resources

In this research the researcher divides the sources into two items. They are primary and secondary.

1. Primary sources

Primary source are original materials on which research is based. They are 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 this research is writing product of the second semester of IAIN Metro. The total numbers of the students are 25 students.

2. Secondary sources

Secondary source offers 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 in this research is from

¹⁴Geoffrey Marcyket. al., *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 16.

documentation, journals, e-books and articles that are related to the research.

C. Data Collecting Technique

Qualitative research typically follows an inductive process.¹⁵ It means that the data collection taken from process analyzing data become theory or interpretations. Creswell said that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”¹⁶. The data collection is the accumulation of specific evidence that will enable the researcher to properly analyse the results of all activities by his research design and procedures.

The data are needed in a research work to serve the raw material that is used in the production of data. It provides a definite direction and definite answer to a research inquiry. Whatever inquiry has to give a definite answer to an investigation. Data are very essential for a scientific research. In addition, the data are needed to substantiate the various arguments in research findings.¹⁷

Qualitative researchers also have a toolbox of data-gathering techniques, including in-depth interviewing, participant observation, and document analysis.¹⁸ The researcher in this research uses document to collect the data. The researcher takes documents from the result of the students' ability in writing descriptive text. In the process of collecting the data, the researcher

¹⁵Linda Kalofet.al., *Essential of Social Research*(England: Open University Press, 2008), 85.

¹⁶ John W. Creswell, *Research Design*(California: Sage Publications, 2000), 184.

¹⁷Yogesh Kumar Singh, *Fundamental of Research Methodology and statistics*(New Delhi: New Age International Publisher, 2006), 212.

¹⁸Donald Ary et. al., *Introduction to Research in Education Eight Edition* (USA: Wadsworth Cengage Learning, 2010), 32.

collects the results of writing students to analyze and to identify the using of writing.

In this research, the researcher use three techniques to collect the data. There are observation, documentation and writing test.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.¹⁹ As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who are difficulty verbalizing their ideas (e.g., preschool children). Some of the disadvantages of observations are that you will be limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if the individuals are unaccustomed to formal research (e.g., a non university setting).

2. Documentation

Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study.²⁰ In this research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public

¹⁹John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*(England: University of Nebraska, 2002), 53.

²⁰*Ibid.*, 432

documents provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes.²¹ Accordingly, the secondary data needed are documented as data resource in the form of documentation. Furthermore, the researcher got the data form the result of students' writing document.

3. Writing Test

The researcher collect the data from writing test, the procedure as follows :

- a. Firstly, the researcher gave instrument the students about descriptive text.
- b. The researcher explained how to work out the writing test.
- c. The researcher gave the test to the students.
- d. The researcher asked the students to do the best.
- e. The researcher analyzed the students' writing test.

D. Data Analysis Technique

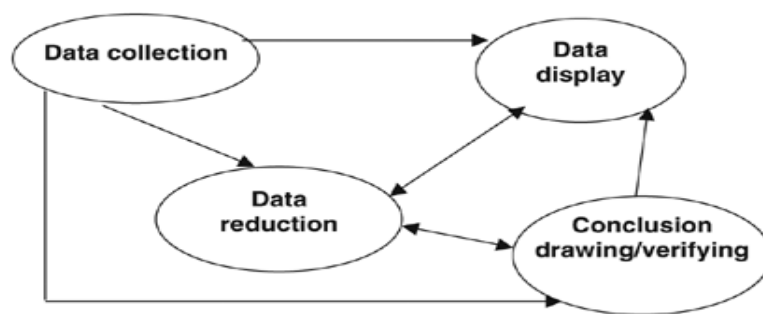
The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and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

²¹Jhon W. Creswell, *Research Design*(California: Sage Publications , 2000), 180.

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 includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

The researcher would apply Miles and Huberman model to analyze the data.²² The componets of this analysis model are pictured by this figure.

Figure 1
Analysis Components of Miles and Huberman Model



Data analysis by Miles and Huberman model conducts the following steps:²³

1. Data collection is the step when the researcher gather all data which are used to complete the research.
2. The researcher 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.

²²Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429.

²³*Ibid*,

4. Lastly, the researcher verifies his research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; making the meaningful raw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

E. Research Approach

In this research the researcher use six steps in the process of research, as follows:²⁴

1. Identifying a Research Problem

Writer begins a research study by identifying a topic to study typically an issue or problem in education that needs to be resolved. Identifying a research problem consists of specifying an issue to study, developing a justification for studying it, and suggesting the importance of the study for select audiences that will read the report.

2. Reviewing the Literature

Skills required for reviewing the literature develop over time and with practice. The writer can learn how to locate journal articles and books in an academic library, access computerized databases, choose and evaluate the quality of research on your topic, and summarize it in a review. Library resources can be overwhelming, so having a strategy for searching the literature and the review is important.

²⁴ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002), 7.

3. Specifying a Purpose for Research

If the research problem covers a broad topic of concern, writer needs to focus it so that writer can study it. A focused restatement of the problem is the purpose statement. This statement conveys the overall objective or intent of the research. As such, it is the most important statement in your research study.

4. Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, the writer engages in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.

5. Analyzing and Interpreting the Data

During or immediately after data collection, the writer needs to make sense of the information supplied by individuals in the study. Analysis consists of “taking the data apart” to determine individual responses and then “putting it together” to summarize it.

6. Reporting and Evaluating Research

After conducting the research, the writer will develop a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

CHAPTER IV

RESEACH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The Historical Background of IAIN Metro

IAIN Metro is located in Metro city, Lampung province. IAIN Metro is the only one the State Institute for Islamic Studies in this city. IAIN Metro is change of status from STAIN Jurai Siwo Metro. It is dedicated in 2017 based on the decision of Presidents No. 71 on 1 August 2016. IAIN prepared this change since 2010. From 2011, STAIN Jurai Siwo Metro continued to strive for the development of STAIN Jurai Siwo Metro to be IAIN Metro.

STAIN Jurai Siwo Metro was establish on April 23-25, 1997 based on the explanation letter of president RI No. 11 in the year 1997. The establishment of STAIN Jurai Siwo Metro cannot be separable with the history of IAIN Raden Intan Bandar lampung. The existence of IAIN Raden Intan Bandar lampung began from the effort of elite and religion figures that were joined together in Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two faculties, Education faculty and Islamic Law faculty, which were domiciled in Tanjung Karang. Through the persistent strunggle of YKIL, on 13 October 1964 the status of islamic Law faculty was changed from private to state.

Referring to the decision of Indonesian President No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. For that reason, YKIL opened Ushuludin Faculty that is domiciled in Tanjung Karang in 1965. As an effort to realize the founding of STAIN Al-Jami'ah in Lampung, the first step was to make state-owned all Faculties which were still in private status at that time. Finally, it realized the dream of Lampung society to found STAIN Al-Jami'ah based on the Decree of Minister of Religious Affair of RI No. 187/68 which was named “ State Islamic Institute Raden Intan Tanjung Karang”. In the year 1993 based on the change of the name of capital province of lampung from Tanjung Karang to Bandar Lampung, STAIN Raden Intan Tanjung Karang was also changed to STAIN Raden Intan Bandar Lampung.

Likewise, in 1967, the education and Islamic Law Faculty were established in Metro. It was not far from the change of name STAIN Raden Intan Tanjung Karang to STAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 1, 1996 about Settlement of Institutional Faculties STAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of the establishment of STAIN Jurai Siwo Metro. This state now campus buildings that are located at Jl. Ki Hajar Dewantara

Street 15 A, East Metro for campus 1 and at Ki Hajar Dewantara Street, Banjar Rejo, Batanghari, East Lampung for campus 2.

As a State, IAIN Metro was founded to graduate students who have quality not only on developing Islamic value and but also science. It was described in its vision: “To be Islamic State”. Then, to accomplish the vision, IAIN Metro composed some missions, namely (1) Developing three pillars of university (education, research and development, and society services), (2) Developing and spreading and technology in Islamic culture, and creating academic persons who are smart, competent, and have good morality.

Nowadays, IAIN Metro has four faculties namely Tarbiyah and Teacher Training Faculty, Syari’ah Faculty, Economic Business Faculty, and Islamic Announcement and Communication Faculty. Firstly, Tarbiyah and Teacher Training Faculty covers Islamic Education Department (PAI), Arabic Education Department (PBA), English Education Department (TBI), Islamic Elementary School Education Department (PGMI), Islamic Childhood Education Department (PIAUD), Mathematic Education Department (TPM), Biology Education Department (TPB), and Social Science Education Department (IPS).

Secondly, Syari’ah Faculty include Islamic Law Program (AS), Islamic Economy Law (HESY), and Islamic Constitutional Law (HTNI), Furthermore, Islamic Economy and Business Faculty

Comprises D3 Syari'ah Banking (D3 PBS), Bachelor Degree of Syari'ah Banking (S1 PBS), Islamic Economy Department (ESY), Islamic Accountant (AKS), and Pilgrimage Management (MHU), The last is Islamic Announcement and Communication Faculty that cover Islamic Communication and Broadcasting Program (KPI), Language and Arabic Literature (BSA), and Islamic Extension Guidance (BPI).

b. The Facilities of IAIN Metro

There are facilities at IAIN Metro in supporting the lecturers and students in conducting the learning process, namely: lecturer's unit, Computer Laboratory & baitul Mal wa Tamwil, Library, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, classroom, mosque, the futsal field, basketball field, wall climbing field, volley field, tennis field, auditorium, Students Activities (UKM) room, Students Committee Office. For getting the details of facilities, it can be shown in the table below:

Table 7
Facilities at IAIN Metro

No	Facilities	Total of room	Large (m2)
1	Lectures' room	1	556
2	Computer laboratory unit & BMT	1	1000
3	Library unit	1	1000
4	Language laboratory unit	1	180
5	Micro-Teaching laboratory	1	106,8
6	Islamic development unit	1	30
7	Classroom	16	1248

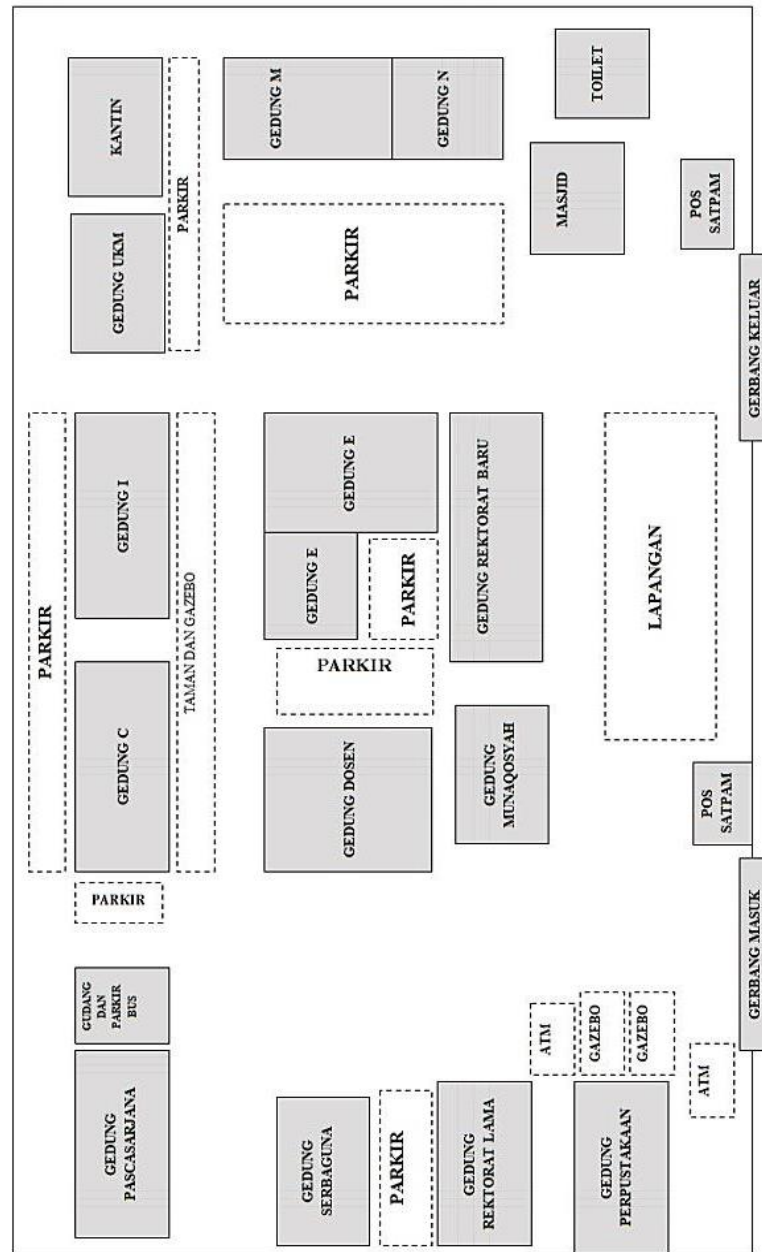
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketball field	1	-
11	Wall climbing field	1	92
12	Volley field	1	-
13	Tennis field	1	650
14	Auditorium	1	-
15	Students activities unit	1	-
16	Students committee office	1	-

Source: Documentation of State Islamic Institute (IAIN) of Metro

c. Location Sketch of IAIN Metro

IAIN Metro has two campus buildings that are located in different area. The first is at Jl. Ki Hajar Dewantara street 15 A, East Metro, Metro city and the second is at Jl. Ki Hajar Dewantara street, Banjar Rejo, Batanghari, East Lampung. These following figures are the location sketch of first and second campus buildings:

Figure 2
Location Sketch of IAIN Metro



d. The Population of Students in IAIN Metro

The total of the students in State Institute For Islamic Studies of Metro is 8659 students.

Table 8
Total Students of IAIN Metro

No	Departments	Program	Students
1	Tarbiyah Department	English Education Department (TBI)	945
		Islamic Education Department (PAI)	1362
		Arabic Education Department (PBA)	301
		Islamic Elementary School Education Department (PGMI)	562
		Mathematic Education Department (TPM)	194
		Biology Education Department (TPB)	185
		Social Science Education Department (IPS).	165
		Islamic Childhood Education Department (PIAUD),	223
2	Economy business faculty	D3 Syari'ah Banking Program (D3 PBS)	130
		S1 Syari'ah Banking Program (S1 PBS)	1108
		Islamic Economy Department (ESY)	1239
		Islamic Accountant (AKS)	211
		Pilgrimage Management (MHU)	109
3	Syari'ah Department	Islamic Law Program(AS)	457
		Islamic Economy Law Program (HESY)	681
		Islamic Constitutional Law (HTNI)	112
4	Islamic Announcement and Communication Department	Islamic Communication and Broadcasting Program (KPI)	419
		Language and Arabic Literature Program (BSA)	90
		Islamic Extension Guidance (BPI).	107

Source: documentation of IAIN Metro

e. The Profile of English Education Department

Along with the status change from STAIN Jurai Siwo Metro to IAIN Metro, English Education Department (TBI) strata 1 (S1) as established in 2007 is also change into English Education Department in 2017. It included Education Faculty in IAIN Metro. Historically, Strata 1 (S1) of English Education Department came from Diploma 3 (D3) English Education that was opened in 2002 based on the decree No:DJ.1/220.C/2007 on May 28, 2007. In implementing education, English Education Department stands in the English Education who can integrate the Islamic values and academic dimensions. So the students have a high bargaining.

Furthermore, the vision than us enlarged in some missions, as follows:

- 1) Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.
- 2) Building and developing humanist, democratic, and modern academic atmosphere.
- 3) Growing the professionalism ethic through theoretical knowledge basic mastery.
- 4) Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.

- 5) Applying integrated education system which is able to give a significant input for educational development.

Those are the vision and missions which include all of the students in English Education Department in IAIN Metro. Furthermore, based on the vision above, it is formulated be three purposes of English Education Department, as follows:

- 1) To prepare the students not only to be English teacher who can actualize the society benefits values, science, technology and art but also be able to be agents of change the society.
- 2) To prepare the students be professional with spirit of English Islamic.
- 3) In line with the statement above, English Education Department always tries to develop the quality in the teaching and learning process. Indeed, it will be a dynamic, open, and polite relationship among the stakeholders in TBI IAIN Metro.

2. Description of Result Data

The results of the data analysis were presented in this part. The observation and test was used conducts to find out the students' ability in writing descriptive text. The data collected from students of English Department at IAIN Metro. The data generated by researchers through observing data of students from the lecture. Researcher also collecting data through writing descriptive text test. Firstly, the researcher gave instrument to the students about descriptive

text and explained how to work out the writing test. Then the researcher gave the test to the students and asked the students to do the best. After the test is over, researcher analyzed the students' writing test. The score of the test consist of three aspects. The aspects measured are developing idea, organizing idea, grammar, vocabulary and mechanic.

a. Developing idea

The first aspect to be analyzed is developing ideas. There are two indicators in this aspect, they are paragraph unity and coherence. The paragraph unity itself had the sub indicators consists of topic, topic sentence, and concluding sentence. And the coherence sub indicator consists of sentence hold together. Students were able to compose a good topic sentence but they were unable to developing into a good paragraph.

The researcher found that the students' ability in developing the content in writing descriptive text was still low. The researcher used written test to found the ability in developing the content of the student in writing descriptive text. In developing ideas of the content some students are lack of vocabularies and they also still in doubt with choosing the correct words while composing descriptive text. So, they have difficulties in developing ideas related to the topic. Sometimes it also found that some paragraphs were written in one sentence only, and the idea of paragraph was still not clear.

In topic of sentence, researcher found that the students were not poor in develop the topic that had been given but also not good in it. They confused how to write and express their ideas in paragraph at the paper. Supporting of sentence is a sentence that strong the aim to clarify topic of sentence. In this sentence students“ could give explanation more complete to support topic of sentence and make up of paragraph. In this item researcher found that the students in developing ideas in supporting of sentence still lack, it become students had less of vocabularies until they can not make up paragraph.

Conclusion of sentence is signals the end of the paragraph and leaves the readers with important points to remember. The research found that some paragraphs were written in one sentence only, and there are some students not have concluding of sentence in paragraph. They just write without regard the main idea every paragraph.

b. Organizing idea

The second aspect to be analyzed is organizing idea. There are 3 indicators in this aspect, they were coherence, identification and description. The coherence indicators has the sub indicators consists of repeat key from sentence to sentence, use pronoun for preceding key term, use demonstrative adjective, uses connecting words. Next identification indicator has the sub indicators consists of

identify the topic, describe the complete features of the topic. And the last description indicators has the sub indicators consists of part, qualities, and characteristic.

c. Grammar

The third aspect to be analyzed is grammar. There were two indicators in this aspect, they were simple present tense and adjective words. In Simple present tense indicators has the sub indicators consists of; to describe, actions or conditions that are usual, habitual or permanent, to state general / truth, for future action on schedule time, for future action in certain time, relational verbs used when classifying and describing appearances / qualities and parts / functions of phenomena (is, are, has, have). The next Adjective words indicators has the sub indicators consists of used to add extra information to noun sand may be technical, everyday or literally, depending on the text.

d. Vocabulary

From the aspect of vocabulary, it can be concluded that utilization of the word good, choice words and phrases are less precise and vocabulary was low. Students often make mechanical mistakes in their writing. Mechanical problems related to capitalization, punctuation and spelling errors and students have problems using structures that are appropriate to their writing and coherence.

e. Mechanic

The last aspect is mechanic. There are two indicators in this aspect, they are punctuation and capitalization. The punctuation consists of comma, period, the colon, semicolon, apostrophe, quotation marks, the dash. The next capitalization consists the first word in sentence, capitalize pronoun I, capitalize the titles of composition, capitalize the proper noun, capitalize name of detail, title, month, day, specific group or geographic areas, and specific structures.

Based on research conducted, the ability of students to write descriptive texts with a total of 25 students and through several stages ranging from observation and test to data collection, the researchers found three categories of students' writing abilities. The first with a low category is 48%, the second with a medium category is 32%, and the third with a high category is 20%. The researchers categorizes abilities based on assessments on student worksheets in writing descriptive texts, the things that are recorded by researchers in giving scores are developing idea, organizing idea, grammar, vocabulary and mechanic.

The researchers found that students still had many difficulties in writing descriptive text:

- 1) The students' difficulty in organizing descriptive paragraph.
- 2) The students' difficulties in writing with the correct spelling.

- 3) The students' difficulties in writing with the appropriate grammar.
- 4) The students' difficulty in using simple present in writing descriptive text.
- 5) They were difficult to identify the topic generally.
- 6) They got difficulty in describing an object.
- 7) They got difficulty in concluding the characteristic of the topic.
- 8) They were less vocabulary.
- 9) They were difficult to develop the topic.
- 10) They were difficult to translate.
- 11) The students did not master grammar the tenses well and noun phrase.
- 12) The students were lack of vocabulary.
- 13) The students still difficult in mechanics especially in punctuation, capitalization, and spelling.
- 14) The students difficulties in generic structure.

B. Discussion

After doing everything that was done in the research, the question is "How is students' ability in writing descriptive text?". These questions can be answered based on the results of the analysis of all data obtained starting from observing how to teach teachers in class, the results of student interviews and the results of giving a score on the work of students writing a descriptive text.

Based on the scores given on the student worksheets in writing descriptive texts, there are 12 students in the low category who score 0-59, 8 students in the medium category who score 60-74, and as many as 5 students in the good category, good category that gets a score of 75-100.

According to Harris there are five standard deviations in giving values, namely: that they developing ideas, organizing ideas, grammar, vocabulary, and mechanics.²⁵ He also discussed that in analyzing scores based on the central tendency (mean, average, median). A similar opinion was also that the scoring was racing in grammatical aspects, supporting aspects and aspects of preparation, and the scores were grouped on average per level. In his research he found students still had many difficulties in writing descriptive texts. This research also analyzes the students' ability to write descriptive texts. Which gives a score in this study through developing ideas, organizing ideas, grammar, vocabulary and mechanic used by students in writing. In writing descriptive text the grammar used is present tense and simple adjectives. Present tense serves to describe actions and conditions while simple adjectives govern quality and function.

In this study, many students write texts but are not coherent between one sentence with the next sentence, so the conversation sentences taken by students have no meaning. 10% of students who are able to write appropriately, 13% of students who are able to write at a moderate level, and receive more than 77% of students fail to write about coherence.

²⁵ Harris, D. P. (1969). *Testing English as a Second Language*. McGraw-Hill: New York

Furthermore, the use of vocabulary used by the subjects in the study is very minimal and standard where vocabulary used is repeated. In general the selection of the use of vocabulary is needed to support the ideas of the sentence to be conveyed in the text. But in reality 85% of students still use vocabulary choices that are very minimal. The scoring in this study also considers the mechanical aspects of writing, namely the use of punctuation, capitalization and spelling. In this aspect, most students are able to put punctuation marks, capital letters and correct spelling. This aspect is also one of the aspects that really need to be considered in writing a descriptive text. So that with the use of capitalization and correct spelling will make it easier for readers to understand the contents of the text written. The most important punctuation marks that are considered in writing are commas, periods, semicolons, apostrophes, quotes, hyphens. The use of capitalization is usually used in writing letters in sentences, titles, place names, and so on.

Students were able to compose a good topic sentence but they were unable to developing into a good paragraph. The students' ability in developing the content in writing descriptive text was still low. Students often make mechanical mistakes in their writing. Mechanical problems related to capitalization, punctuation and spelling errors and students have problems using structures that are appropriate to their writing and coherence.

Based on the results of the study, the researchers concluded that there were still many students who had difficulty writing descriptive texts properly and correctly. Especially by using the correct generic structure, between one

sentence and the other that is incoherent, putting the correct punctuation and the lack of vocabulary students have become one of the factors that causes students difficulty writing descriptive text. So students need to improve vocabulary and practice to write correctly.

The students still had many difficulties in organizing descriptive paragraph, writing with the correct spelling, writing with the appropriate grammar, using simple present in writing descriptive text, identify the topic generally, describing an object, concluding the characteristic of the topic, develop the topic, mechanics especially in punctuation, capitalization, and spelling.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As already mentioned in the first chapter, the aim of this study are to describe students' ability in writing a descriptive text focus on generic structure, characteristics and vocabulary at the students of English Department of IAIN Metro. The researcher would like to conclude that 25 students at the second semester are still low in writing descriptive text. There are still many students who have difficulty in writing descriptive text in accordance with a good and correct generic structure, and students also need to improve their vocabulary, as well as a lot of exercises to write descriptive text properly and correctly. It was shown by the test with the mean score 47. As well as the score of generic structure is 47, the score of characteristics is 45 and the score of vocabulary is 49.

B. Suggestions

According the conclusion of the study, the researcher recommends some suggestions for improving students' ability in writing descriptive text at the English Department of IAIN Metro, there are :

1. The researcher suggests that the students write a sentence, paragraph or text as often as possible to improve their writing. In addition, memorize a lot of vocabulary and grammar for deducting difficulties in writing.
2. The researcher had observed that the strategy and material in learning writing descriptive text is good enough. However, the lecturer are

suggested to give more attention to generic structure, characteristics and vocabulary in writing descriptive text.

3. To the next researcher to use this thesis as an addition reference.

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APPENDICES

OBSERVATION SHEET

The students ability in writing descriptive text

No.	Name	Students ability			Total
		Generic structure	Characteristics	Vocabulary	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					

22					
23					
24					
25					
Frequency					
Percentage					

The value data of the 25 students studied were obtained from midterm exams.

Source: The formula for calculating the percentage stated by Sudijono (2010).

The formula as follows:

$$P = \frac{F}{N} \times 100$$

Information:

P = Percentage

F = Frequency of type in each item

N = The total number of cases

WRITTEN TEST

Please make your essay according to the following instructions :

1. Essay type : Descriptive Text
3. Number of paragraphs : At least 3 paragraphs
4. Time : 20 minutes

Name :

Student number :

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

DOCUMENTATION SHEET

No	Documentation Points	Availability
1	A profile of IAIN Metro	
2	Quantity of second semester students of the English Department Students of IAIN Metro	
3	Organization Structure of IAIN Metro	
4	Facilities	
5	Location Sketch	

Note.

- (√) Tick for each positive availability

Metro, April 2022
The Researchers



Nur Rohman
Npm: 1501070197

Nama : Afriani Dwi Wahyuni

NPM : 2101052001

Butterfly

Butterflies are beautiful, flying insects with large scaly wings. Like all insects, they have six legs, three body parts, a pair of antennae, and compound eyes. The three body parts are the head, thorax (the chest), and abdomen (the tail end). The four wings and the six legs of the butterfly are connected to the thorax. The thorax contains the muscles that make the legs and wings move.

Butterflies are very good fliers. They have two pairs of large wings covered with colourful scales. Butterflies and moths are the only insects that have scaly wings. The wings are connected to the butterfly's thorax (mid-section). Butterflies can only fly if their body temperature is above 27 degrees Centigrade. Butterflies sun themselves to warm up in cool weather.

As butterflies get older, the colour of the wings fades and the wings become ragged. The speed varies among butterfly species (the poisonous varieties are slower than non-poisonous varieties). The fastest butterflies can fly at about 50 kilometers per hour (kph) or faster. Slow flying butterflies fly about 8 kph.

Name : Amalia Rahma Noviani

NPM : 2101051003

My Mother

I think that my mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs. She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too. She is a very good child, wife and mother. She always takes care of her family.

She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes. She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

Name : Annisa Ramadhani

NPM : 2101052004

My Cat

Who doesn't know cats? Cats are a type of animal Carnivorous mammals from out of Felidae. Almost in every country knows and has cats. Almost all over the world there are cats from Sabang to Merauke, from Indonesia to Russia. In Indonesia, it is known as Anggora cats, wild cats and so on. Cats have been known since 6000 years ago. Even according to archaeologists' data, the Egyptians had known cats to keep away from disturbing mice. Cats become the most popular pet in the world.

Cats have physical characteristics similar to tigers, but are small in shape. And both meat eaters. Cats in this world have various types, such as Persia, sphinx, and for example. The Felidae group is a mammal that develops very quickly. Data says the development or existence of cats has existed from 10 to 15 million years ago. Similar to rabbits, tigers, lions and cougar, cats have ears that can capture vibrations and sound from a distance of 10 meters more. The cat was first classified as *Felis Catus* by Carolus Linnaeus.

Wild cats will live wildly. And it will multiply very quickly, so the population will change to a lot in an instant. Until now, the type of cat that is traded is only race cats. And even specifically bred.

Nama : Delyla Wulan Andani

Npm : 2101053001

My Friend

I have a very good friend. His name is Ayun. She's my classmate. He is a beautiful and kind friend. I know him for about two years. We have met since the first time we met at the College, IAIN Metro which at that time was the announcement day for class distribution for new students. Ayun is my confidant. He was very excited to be invited to chat. I feel suitable to be friends with him.

In addition to her beautiful face, Ayun is very kind and friendly to everyone. He is very sociable. Cheerful swinging children. He likes to have fun. He loves traveling. He has a fantastic sense of humor and he always makes me laugh. He can't see his friend sad. When his friend is sad, he will cheer up with all his strength until his friend smiles again. But he has a great ambition when doing something. What is desired must be achieved.

Ayun also likes to listen to music, and sometimes he spends money on shopping. He often invited me to take a walk. We also often buy meals together. Everywhere we are always together. So often together, some of our friends said, there I am sure to be Ayun. It's a pleasure for me to be with him and know him. Hopefully we will remain close friends forever.

Nama : Diyah Pravita Damayanti

Npm : 2101051009

My mom

My name is Uliyatun Sholikah. I have a mother who I really admire. My mother is named Sulaspi. My mother is a person who is very dear and I love this life. She has a beautiful face, wavy black hair, round eyes, and a beautiful smile. She has qualities that can make me amazed and proud to be his and make me want to be.

My mother is a tough, unyielding, and patient woman. Get from a mediocre family. She always relented about everything with her younger siblings. Even though she just graduated from elementary school, for me she graduated with a degree. The way to think, act, and act really amazes me. It is said as education because of limitations in its economy. Starting from childhood, she had been diligently working to help her parents and this inspired me in helping everything in front of me. My mother is a woman who is good at cooking.

The cuisine is always delicious and makes me always addicted. Especially if my mother cooks me carrot soup mixed with cabbage, it tastes very good. Besides being good at cooking, she is also good at crafting.

Nama : Fandela

Npm : 2101051014

Kang Daniel

In the midst of a wave of kpop that hit almost a lot of Indonesian youth, I was also carried away. I have one of my favorite artists in South Korea. He was named Kang Daniel. He is an artist who successfully debuted in a survival show in Korea to become a boy group. Kang Daniel was ranked number one in the event due to his charm and face that could appeal to women of all ages. In addition, Kang Daniel, who occupies dance and rap positions, also has extraordinary body proportions.

With his face, ability, and charm, he managed to attract a lot of attention and came out to be one of the most popular men in South Korea at the moment. In the middle of the wave of kpop that hit almost many Indonesian youths, I was carried away. I have one of my favorite artists in South Korea. He was named Kang Daniel. He is an artist who successfully debuted in a survival show in Korea to become a boy group. Kang Daniel was ranked number one in the event due to his charm and face that could appeal to women of all ages. In addition, Kang Daniel, who occupies dance and rap positions, also has extraordinary body proportions. With his face, ability and charm he managed to attract a lot of attention and came out to be one of the most popular men in South Korea at the moment.

Nama : Fingky Bela Lorenza

Npm : 2101050009

The Doll

I have a panda doll. This is my favorite one. That was my birthday present last year. This is a large panda doll with white and black. Has a cute and very soft face. This panda doll is unique because the inside of the stomach is not foam but grains so it is fun when holding it, and I hope this doll is not broken quickly and is always with me. I always wash it in a good laundry because I'm afraid if something is broken. I set aside pocket money for my doll needs, from here I learned to save.

I hope that every birthday, the doll grows bigger to fit my size. I really thank you for giving a panda doll that finally became something very important. I like to put it on the bed. Every day I play with it. Even I always hug him when I sleep.

Nama : Fitri Annisa

Npm : 2101050010

My Father

My father is a very great man. He can be a father and best friend for his children. My father is a hard worker. He worked as a math teacher at school. As a mathematics teacher, he was very much loved by his students. Friendly personality makes him a favorite teacher for students and friends. Even though my father was a mathematics teacher, I still did not like mathematics.

I prefer English rather than mathematics. My father and I have the same hobby. We really like traveling and going to a new place for us. My father is very concerned with time for family. For him family is a priceless treasure. During school holidays, he always invited us around to travel and spend time together. I am very grateful to have a father who can be a father and a friend to me.

Nama : Imanulloh Faiz

Npm : 2101050012

Tom

This is my lovely cat, his name is Tom. I took care of him since he was a kitten when I bought it at the pet shop. Tom is currently 5 months old. My cat belongs to the American Shorthair breed so it has short and soft fur. Tom has a petite body and a very cute face. Tom grew into a very healthy cat because he always eats regularly so that his body continues to grow. He has a very beautiful long brown fur, the fur is also very soft and very comfortable to touch. Tom has black eyes with sharp pupils when outdoors. His eyes will look very cute when he is in the room because his pupils will turn big so he will look like a spoiled and obedient cat.

Nama : Marchelia Anila

Npm : 2101050017

Panda

Panda is one of the mammals with a large size that is liked by many people. Some of the main characteristics of this animal are its large shape and the combination of black and white colors on its body. The panda is a native animal from China that belongs to the bear family. The body shape of the panda is very similar to the bear, both in posture and in other body characteristics. It's just that you have a difference in terms of color.

Panda has quite a thick fur with two colors, namely white and black. The overall color of the panda's fur is white with black spots in some parts. Usually, panda eyes have patches of black fur around their eyes. Panda also has a tail that is not so long and looks around so it will look even funnier when viewed. Pandas have an average size of 1.2 meters to 1.5 meters. And weighs between 75 to 135 kg.

Pandas eat bamboo as their main food because it is used for diet. They can spend 40 kg of bamboo per day. Because the panda is an omnivorous animal that eats all kinds of food.

Nama : Mia Lestari

Npm : 2101051023

Turtle

Turtle is a reptile that is now often used as a pet. Turtles are animals that have a characteristic. They have shell on their back as a tool to defend themselves from other predators. Turtles have a fairly unique shape. The shell has an oval-like shape that will be the place or home of the turtle's real body. If they sense a threat then they will heal themselves into the shell.

The turtle shell has 6 holes, 4 of which are for the legs and 2 of them are for the head and tail. Turtles are divided into several types so that each of their physical characteristics is of course different, especially in the shell. The size of the turtles is also very diverse, some are very small and some can reach a very heavyweight of almost half a ton. All turtles lay eggs on land, although many live in water.

Nama : Muhammad Abizard

Npm : 2101051024

THE SHEEP

The Sheep is found in every quarter of the globe, and is one of the most profitable animals that mankind possesses. His flesh is eaten by the inhabitants of all nations, and, as you know, is called mutton.

The wool of the Sheep is very valuable, and most of our clothing is made from it: that produced by the breed called Merino sheep is particularly fine, and fetches a high price. The skin is also of service, and forms covers for many of your school-books. Sheep-washing and shearing are busy times for the farmer, and are very interesting sights. Young sheep are called lambs you have often seen the gentle little things skipping about in the meadows.

Nama : Novia Khoirunnisa

Npm : 2101051026

THE COW

Cows are very useful to mankind, in supplying them with milk from which both butter and cheese are made. Their young ones are called calves, and the flesh of calves is veal. A good Cow will give about fifteen or more quarts of milk a day, but much depends upon the quality of the pasture she feeds upon.

Her age is told by her horns; after she is three years old a ring is formed every year at the root of the horn, so that by counting the number of circles, her age may be exactly known. Cows are sometimes prettily marked with black, brown, and yellow spots, and, as they lie scattered about a green meadow, add much to the charms of a landscape.

Nama : Novika Ariani Safitri

Npm : 2101050019

SCORPIONS

This is one of the largest of the insect tribe. It is met with in different countries, and of various sizes, from two or three inches to nearly a foot in length: it somewhat resembles a lobster, and casts its skin, as the lobster does its shell.

Scorpions are common in hot countries: they are very bold and watchful: when any thing approaches, they erect their tails, and stand ready to inflict the direful sting. In some parts of Italy and France, they are among the greatest pests that plague mankind: they are very numerous, and are most common in old houses, in dry or decayed walls, and among furniture, insomuch that it is attended with, much danger to remove the same: their sting is generally a very deadly poison, though not in all cases, owing to a difference of malignity of different animals, or some other cause.

In the time of the children of Israel, scorpions were a plague in Egypt and Canaan, as appears by the sacred writings.

Nama : Nur Faizah

Npm : 2101051028

The Polar Bear

The Polar Bear is distinguished for his tremendous ferocity. They are very numerous in the polar seas. There it is seen not only on land and fixed ice, but on floating ice several leagues out at sea.

At sea, the food of this animal is fish, seals, and the carcasses of whales; on land, it preys upon deer and other animals, and will, like the Black Bear, eat many kinds of berries. In winter, it beds itself deeply under the snow or eminences of ice, and awaits, in a torpid state, the return of the sun.

The Black Bear lives in the woods of the United States, and is not as large as the Polar or Brown Bear, but lives very much like the Polar bear.

Nama : Nurin Diyanah

Npm : 2101051029

THE OURANG OUTANG

The Ourang Outang is a species of the ape; it has long arms and hands, with very long fingers. It is much larger than the ape, and some have been found about six feet high, when standing erect.

It is capable of walking nearly erect; but the usual gait on the ground is like a cripple who supports himself on his hands, and draws his body forward.

Its home, like the monkey family, seems to be on the trees. The hair is of a brownish red color, and covers his back, arms, legs, and the outside of his hands and feet.

The face has no hair except whiskers on its side. He inhabits Malacca, Cochin China, and particularly the island of Borneo.

No	Initial Name	Score
1	ADW	40
2	ARN	60
3	AR	60
4	DWA	75
5	DPD	60
6	F	40
7	FA	75
8	IF	50
9	MA	40
10	ML	50
11	MA	50
12	NK	40
13	NAS	50
14	NF	75
15	ND	40
16	PA	60
17	RCS	75
18	RU	60
19	SO	60
20	SDS	50
21	SUB	50

22	SM	60
23	SHA	40
24	TRP	60
25	YA	40

Nomor : B-0908/In.28.1/J/TL.00/03/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	: NUR ROHMAN
NPM	: 1501070197
Semester	: 14 (Empat Belas)
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris
Judul	: AN ANALYSIS OF THE STUDENT SKILLS IN WRITING DESCRIPTIVE TEXT AMONG THE ENGLISH DEPARTMENT OF IAIN METRO

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 Maret 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B-0973/In.28/D.1/TL.00/03/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
Ketua Jurusan Tadris Bahasa Inggris
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0973/In.28/D.1/TL.00/03/2022,
tanggal 22 Maret 2022 atas nama saudara:

Nama : **NUR ROHMAN**
NPM : 1501070197
Semester : 14 (Empat Belas)
Program Studi : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS ABILITY IN WRITING DESCRIPTIVE TEXT AMONG THE ENGLISH DEPARTMENT OF IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 22 Maret 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT TUGAS

Nomor: B-0974/In.28/D.1/TL.01/03/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **NUR ROHMAN**
NPM : 1501070197
Semester : 14 (Empat Belas)
Program Studi : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE STUDENTS ABILITY IN WRITING DESCRIPTIVE TEXT AMONG THE ENGLISH DEPARTMENT OF IAIN METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Mengetahui,
Pejabat Setempat

Dikeluarkan di : Metro
Pada Tanggal : 22 Maret 2022

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN

Nomor: B-0973/In.28/D.1/TL.00/03/2022

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd
NIP : 19871102 201503 1 004
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Nur Rohman
NPM : 1501070197
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"AN ANALYSIS OF THE STUDENTS ABILITY IN WRITING DESCRIPTIVE TEXT AMONG THE ENGLISH DEPARTMENT OF IAIN METRO"** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 25 Maret 2022
Ketua Jurusan TBI



Andianto, M.Pd
NIP.19871102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Nur Rohman Fakultas/Jurusan : FTIK /TBI
NPM : 1501070197 Semester/TA : XIII/ 2021

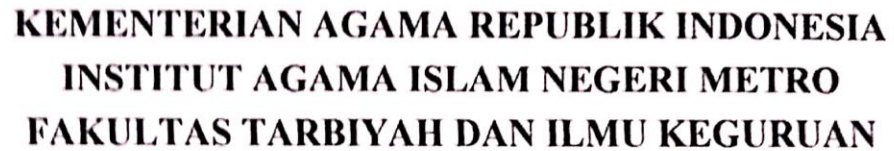
No	Hari/ Tanggal	Pembimbing	Hal yang dibicarakan	Tanda Tangan
1	Rabu 29/2021 12		Bimbingan proposal	
2	Senin 3/2022 11		Revisi Bab 1	
3	Kamis 6/2022 11		Revisi Bab II	
4	Senin 10/2022 11		Revisi Bab III	

Diketahui :
An Kepala Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd
NIP. 17505102008011004



FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Fakultas/Jurusan : FTIK / TBI
Semester : XIV

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1.	Senin 8/4/22		Aspek penguatan	Juf

[Handwritten signature]

Dosen Pembimbing

Dr. Ahmad Subhan Roza, M.Pd
NIP. 17505102008011004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Nur Rohman
NPM : 1501070197

Fakultas/Jurusan : FTIK / TBI
Semester : XIV

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1	4/2022 14		Rewisi Bds IV	Jeh
2	11/2022 14		Pemanfahan Loni	Jeh
3	12/2022 15		Rewisi Bds V	Jeh
4	20/2022 15		Mr Mungjora	Jeh

Diketahui :
Kepala Jurusan TBI

Andianto, M.Pd
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Dosen Pembimbing I

Dr. Ahmad Subhan Roza, M.Pd
NIP. 17505102008011004

PERMOHONAN SURAT IZIN PRASURVEY

Kepada Yth.,
Dekan Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di-
Metro

Assalamu'alaikum Wr. Wb.

Saya yang bertanda tangan di bawah ini:

Nama	: NUR ROHMAN
NPM	: 1501070197
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris (PBI)
Semester	: 13 (Tiga Belas)
Total SKS Sementara	: 141 SKS
IPK Sementara	: 3,23 (Tiga Koma Dua Tiga)
Alamat Tempat Tinggal	: TOTO MULYO HP. 082178774099

Dengan ini mengajukan permohonan Surat Izin Prasurvey dalam rangka menyelesaikan Tugas Akhir/Skripsi.
Judul dan Tempat prasurvey sebagai berikut:

Judul Tugas Akhir/Skripsi : THE IMPACT OF ENGLISH AS A FOREIGN LANGUAGE IN WRITING
ABILITY OF THE FIFTH SEMESTER AMONG ENGLISH
DEPARTMENT STUDENTS AT IAIN METRO

Tempat Prasurvey : IAIN METRO

Sebagai bahan pertimbangan, berikut ini saya lampirkan persyaratannya:

1. Asli Transkrip Nilai Sementara (bukti telah lulus minimal 110 SKS dan lulus matakuliah Metode Penelitian)
2. Foto Copy pengajuan judul skripsi yang telah disetujui oleh Pembimbing Akademik dan Ketua Jurusan/Prodi.

Demikian Surat Permohonan ini saya sampaikan, atas perkenannya diucapkan terima kasih.

Wassalamu'alaikum. Wr. Wb.



Metro, 17 Desember 2021
Pendaftar,

NUR ROHMAN
NPM 1501070197



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertandatangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Nur Rohman

NPM : 1501070197

Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro, 24 Mei 2022

Ketua Jurusan TBI

Andianto, M.Pd

NIP: 1987 1102 201503 1 004

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-570/In.28/S/U.1/OT.01/05/2022

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

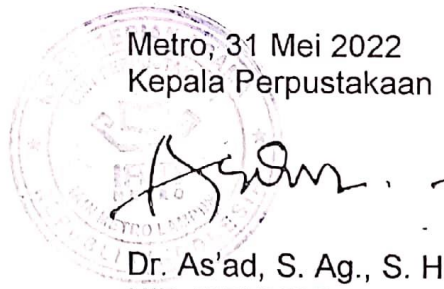
Nama : Nur Rohman
NPM : 1501070197
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1501070197

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 31 Mei 2022
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

CURRICULUM VITAE



The name of the writer is Nur Rohman, he was born in Totomulyo, on July 8th, 1995. He is the second child of the couple Mr. Sugiono and Mrs. Nariyah. In 2008, he graduated from SDN 1 Totomulyo. In the year of 2001, he graduated from SMPN 2 Gunung Agung, then he continued his study to SMAN 1 Gunung Terang and graduated in 2014. In 2015, he entered S1 English Department Students of State Institute for Islamic Studies (IAIN) of Metro. If you have something to ask about this undergraduate thesis, considered to contact me at nurrohman15mimin@gmail.com.

