

## An Analysis of Students' Ability in Writing Descriptive Paragraphs of Second Semester English Language Education of FKIP UIR

Nadila Mudea N<sup>1\*</sup>, Estika Satriani<sup>2</sup>

<sup>1</sup>Universitas Jambi Jl. Jambi – Muara Bulian No.KM. 15, Mendalo Darat, Kec. Jambi Luar Kota, Kabupaten Muaro Jambi, Jambi, Indonesia

<sup>2</sup>Universitas Islam Riau (UIR), Jl. Kaharuddin Nst No.113, Simpang Tiga, Kota Pekanbaru, Riau, Indonesia

### Abstract

*This study aimed to know the second-semester students writing abilities in writing descriptive paragraphs. This is quantitative research. The populations were the second-semester students of the academic year 2018/2019. The total of students was 98 students. The populations were the second-semester students of the academic year 2018/2019. The total of students was 98 students. To minimize or to get the sample, the researcher applied two techniques. First, the researcher decided on the class; it used simple random sampling and quota sampling techniques. The documents were used as the main data of this study. Therefore, the finding showed that the second-semester students' abilities in writing descriptive paragraph were good. It can be seen there were 62% of students belonged to a good category, 33% of students belonged to the excellent category, and 3% of students belonged to the average category. Based on this aspect, the students had a problem with using grammar and sentence structure (18%), but they understood how to connect their paragraphs with the topics by called content (22%). In fact, there was no significant difference in score between both, so it means that the second-semester student at English Language education-UIR in writing descriptive paragraphs was good.*

**Keywords:** *Students ability, Writing, Descriptive Paragraph*

### 1. Introduction

Writing is one of the language skills and the main component of the teaching-learning process that English students should master. It is one of the productive skills and activities to express thoughts and feeling in written language. In writing activity, the writers must understand and learn how to communicate their ideas to avoid misunderstanding between writers and readers. Some elements should be mastered in the writing process to create a good written. Consequently, the writers have to understand writing rules such as the structure of the sentences, punctuation, spelling error, grammatical, etc. According to Tarigan (2008:4), writers are supposed to utilize skills, language structure, and vocabulary to write.

Some studies prove that writing is one of the challenging language skills. It is because the writers must construct the idea and pass some writing processes. Of course, that process needs a good knowledge of the writers to produce the words, sentences, and paragraphs. In the teaching and learning process of writing, the writers create forming experience into a text, develop their ideas, and

communicate their feelings and thoughts. It is a complex cognitive activity needed by the learners.

In response to the writing activity, the students need to understand the grammatical structure, vocabulary, diction, the mechanics of writing, the content of the text, and organization structure to make some writing results. They do need that component to explain their point of view about something. Besides, the students are also required to think critically and creatively. Therefore, Penny (2003:163) explained that students must pay attention to formal aspects of writing, such as neat handwriting, correct spelling, and punctuation, as well as acceptable grammar and careful selection of vocabulary.

In relation to the importance of writing, in the English department, writing skills become a skill that should be mastered by all students. For instance, in the Indonesian context, the English department students who are studying in the second semester are required to take a Writing course. At the same time, the course contains several steps to develop the writing skill as well.

A descriptive paragraph is one of the writing materials for the students. In the descriptive paragraph, the writers usually describe a specific thing, person, animal, etc. According to Faisal and Krisna (2013:4), descriptive paragraphs are characterized by sensory details that attract readers' emotional, physical, and

---

\*) Corresponding authors  
E-mail: nadilamudean98@gmail.com

intellectual sensibilities to the physical senses and details. In order to make a descriptive paragraph, there are several rhetorical choices, such as (1) purpose determination, (2) considering the audience, (3) creating a dominant impression, (4) using descriptive language, and (5) organizing the description.

In response to writing descriptive paragraphs, the English students are expected to have well background knowledge of the component of descriptive paragraphs. In this case, Krishna (2013) explained that one of the components of writing is a generic structure. It is such an essential component that most students should have to master writing skills. Meanwhile, based on the result of the mini observation conducted by the researcher, it was found that there are still many English students who have difficulties in mastering writing descriptive paragraphs and have tiny knowledge about the generic structure as well. The observation result showed that there are several factors that make it happen. Firstly, the students struggle to develop ideas about the topic in writing descriptive paragraphs. Secondly, they do not understand and comprehend what a descriptive paragraph is. Because most of them cannot decide the generic structure of a descriptive paragraph consisting of identification and description. Thirdly, the students get problems using correct words or doing repetitions. It means they lack vocabulary. Which is it produces monotonous writing. Fourthly, most students have mattered for using correct sentence structure and grammar; the language is usually simple past tense. However, most still use various tenses not characteristic of writing descriptive paragraphs. Last, the students must use mechanics forms, such as spelling, punctuation, and capitalization. They usually miss putting punctuation marks and misspellings.

In response to the problems of writing descriptive paragraphs, Husna et al. (2013:7) explained that one of the big problems is that some students had problems organizing ideas, a lack of grammar knowledge, and difficulty in developing their ideas. Meanwhile, Fareed (2016:83) stated there are two factors that make students have poor writing skills, such as the lack of knowledge about the teaching approach that teachers have and the lack of desire of students to learn writing skills well.

Based on the explanation and the problem already discussed, the present study aims to find out the student's ability to write descriptive paragraphs in several aspects such as format, punctuation and mechanics, content, vocabulary, and grammar structure at the second-semester students of English Language Education of UIR.

#### **Definition of Writing**

Writing is human communication media representing language with signs and symbols and as a process of transferring ideas into understandable written form. Oshima and Hogue (2007:15) explained that writing is a continuous process. It is never finished in one-step action because writing needs a process. Writing means transferring anything in our mind into sentences. When the writer makes a decision to write means, they already know what to say and how they will say it. Then, after they finish the writing, the other step is re-read the text and make a correction to the written text result. It should be revised repeatedly until the writer gets a satisfactory written form. Besides, writing is a tool for communication in a non-verbal way, and it is essential to be included in teaching English.

According to Siberian (2013:31), writing is one of the preferential communication tools. It means the writers should deliver their ideas, feeling, and announcements to others. It also explained that these are not simple and easy activities. Because writers should have those aspects before they start to write, and all of those aspects should be related each-others. By doing that, you will have good writing results.

Furthermore, Angraeny et al. (2017:1) stated that writing has purposes, as a means to communicate the language in written form through the cognitive and organizational strategies in the process. Thus, the main special purposes will be determined at the end. This opinion is also supported by Abbas and Herdy (2018:105), who said that writing is an activity of expressing, developing, and organizing ideas into written form. The more ideas the writer has, the better the writing product will be. Based on the previous explanation, it is essential to highlight that writing is a "process," not a "product." Additionally, when doing writing means the writers are supposed to already thought about what they want to write.

#### **The definition of vocabulary**

The purpose of writing aims to practice the ability in written form, and the result is to increase the writing skill. According to Sardila (2015:110), in writing, the writers aim to express their ideas or thoughts, and feelings through written language, both for themselves and others. Thus, it also aims to give information, persuade, and entertain the feeling expressed by the writer in writing.

The writing enables the writer to deliver ideas and feeling in the form of text to the readers. Through writing, the writers intend to give information or explain something through their work, and it also aims to entertain the readers, like a story of an experience that is full of anecdotes (Sardila, 2015, p. 110). The writers aim to persuade by using persuasive language, like an advertisement. Meanwhile, for students, it is an

activity that enhances their communication skills and is a facility for critical thinking and understanding.

### **Components of Writing**

There are many components in writing to help students enhance their writing skills. The students will have good writing skills if they are known, understand, and master the aspects that influence writing. Thus, Cohen (1994:12-13) stated that there are several aspects that we should know about components of writing, such as:

- 1) Content: related to the relevant ideas to the topic and main ideas supported by supporting details.
- 2) Organization: The written should be well-organized.
- 3) Vocabulary: Pay attention to word choice because it will be influenced the writing
- 4) Grammar: Avoid grammatical errors to create a control product.
- 5) Mechanic: Spelling, punctuation, capitalization, and paragraphing have their own rules to use; use those of them correctly.

Besides, according to Oshima and Hogue (2007:196), there are a few indicators that writers should consider and understand when they want to write something: format, punctuation, content, organization, grammar, and sentence structure.

### **Assessing Writing**

Process assessment is a kind of steady activity to monitor the student's progress in writing by counting the composition score. The process assessment is designed to see the development of students writing. It includes several things such as: 1) how they write, 2) the use of language use, 3) their decision to write, 4) the strategies they use, and 5) the technique they use. On the other hand, this process aims to give information about the students writing performance, progress, and improvement.

Gaviria (2012:13) stated that to measure the student's ability, we have to know how far they understand components of language knowledge and ability. There are two ways to score the students' writing: holistic and analytic. Holistic means that the rubric uses a variety of criteria to produce a single score. An analytic rubric separates the aspects of writing. The experts believe that analytic rubrics are more effective in assessing English learners. Because this type of tool allows for a more detailed assessment of language abilities, then, another expert Brown (2003:242), has a similar opinion. They stated that there are three kinds of approaches to scoring writing performance. First is Holistic Scoring. This type of scoring agreed that each point on a holistic scale is given a systematic set of descriptors. This type does not yield a score quantitatively as holistic scoring provides very little information for classroom

instructional purposes. Because it is much more diverse information, all subskill is obtained from that provided by holistic. The second is Primary Trait Scoring. This type of scoring is not appropriate for beginners. Because it all but depicts how to assess the mechanic of writing. Which is part of the writing aspect. It makes the writer and evaluator focus on the function merely.

### **2. Methodology**

The present study used descriptive quantitative research, which the present study aims to describe the second-semester students at English Language Education-UIR ability in writing descriptive paragraphs. In conducting the study, the researcher did this study at English Language Education of UIR. This research took in one class. The population of this research was second-semester students of English Language Education-UIR Academic Year 2018/2019. Thus, the total the population is 109. Meanwhile, the sample of this research was found to use simple random sampling. It was going to take 25 percent of number of population. The researcher was going to use those techniques of sampling. To determine the subjects as the sample, firstly, the researcher counted 25 percent of 109, and the total was 27. Then to decide which class they took, the researcher would create a lottery labeled A-C. This lottery was put in a bowl and then shaken thoroughly.

Furthermore, to collect the data, the researcher used the lecturer's documents. In which the documents were the form of students writing test results. Thus, the data collected was analyzed using scoring rubrics of writing skills. In contrast, the rubrics were adopted from Oshima and Hogue (2007). It contained several points such as 1) format, 2) punctuation and mechanics, 3) content, 4) organization, and 5) grammar and sentence structure.

Then in this study, the researcher also aims to see how the level of writing scores of students in writing

<b>Score</b>	<b>Category</b>
80-100	Excellent
60-79	Good
0-59	Average

descriptive paragraphs. To determine these results, the researcher used interval values that were classified based on the passing score determined by the campus. In this case, the researcher asked the lecturers about the value of the passing criteria in the writing skills course. For this reason, the following is a classification of the interval values in table 1.

**Table 1.** The interval score

### **3. Finding and Discussion**

**Finding**

The researcher analyses the data of students based on the components of writing paragraphs (format, punctuation and mechanics, content, organization, grammar, and sentence structure). The description illustrates the students' category in writing descriptive paragraph can be seen on the Table 2.

**Table 2.** Students Final Score

No.	Code	Final Score	Category
1.	S-1	77,7	Good
2.	S-2	64	Good
3.	S-3	77,3	Good
4.	S-4	69,7	Good
5.	S-5	75,7	Good
6.	S-7	74	Good
7.	S-8	74	Good
8.	S-9	74,5	Good
9.	S-10	74,3	Good
10.	S-12	72,1	Good
11.	S-15	75	Good
12.	S-19	73	Good
13.	S-21	67,8	Good
14.	S-22	71	Good
15.	S-23	73,3	Good
16.	S-24	77	Good
17.	S-27	73,04	Good
	Total	73,04	Good

Table 2 shows that there are 17 students good category (60-79). Based on the result of the percentage from all students scores in writing descriptive paragraphs who got a good score 64% or more than half of the 100% of total students in the sample comprehended in writing descriptive paragraphs.

**Table 3.** Students that Get Excellent Score in Test

No	Code	Final Score	Category
1.	S-6	81,3	Excellent
2.	S-11	80,3	Excellent
3.	S-13	84	Excellent
4.	S-14	83,7	Excellent
5.	S-16	84,7	Excellent
6.	S-17	82,3	Excellent
7.	S-18	81	Excellent
8.	S-25	83,1	Excellent
9.	S-26	83,3	Excellent
Total	82,6	Excellent	

The Tabel 3 shows that there were 9 students who got the excellent category (the score 80-100) with 27

students as sample. The result of percentage from all of the students' scores in the writing descriptive paragraph excellent category is 33%. It means more than a quarter of 100% of the sample belongs to the excellent category. The following table is the students' category that was good in the test.

**The classification of the students' scores**

After presenting the data based on the components of writing the result of students, the researcher calculates all the students' results. Then, the researcher classifies the scores to see the percentage and to measure student's ability to write descriptive paragraphs by using this formula:

$$P = \frac{u}{s} \times 100$$

P= Percentage in aspect  
 N= Frequency of the students  
 S= Total of the students

Then, based on the finding of document analysis, there is 1 student who gets an average category

**Table 4 Students that Get Average Score in Test**

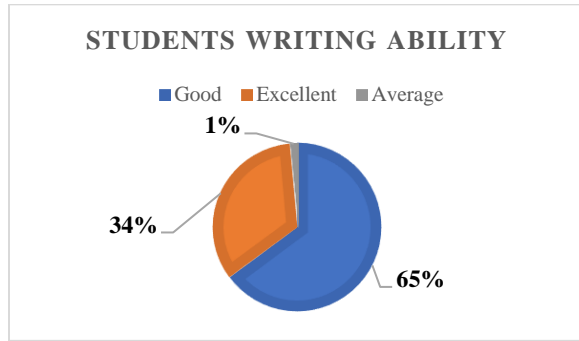
No	Code	Final Score	Category
1	S-20	57,3	Average
Total		57,3	Average

On the other hand, the data result described that only one student is in average position with a final score of 58,3. only students get that position. It is 4% which is 27 students as the sample. It means that less than the total from 100% total students in the sample belong to the poor.

**The interpretation of the data**

The interpretation data can be found in the student's writing ability in the second semester of 2018/2019 at Universitas Islam Riau. Writing a descriptive paragraph is suitable based on the calculating three raters. It can be seen from the diagram below:

**Figure 1.** The percentage of students' writing ability



As explained in the diagram, it could be reported that the student's writing ability in descriptive paragraphs made by the second-semester students in English Language Education of UIR was good (64%). It proved that 9 students or 33,7% got excellent category (the score 80-100) as the highest score was 88,7 and the lowest was 81,3. Thus, there were 17 students, or about 64%, in the excellent category (60-79), with the highest score of 77,7 and the lowest was 63,7. Thus, the last and minimum score was the average category, where only one student got this position with a score of 57,3.

Based on the explanation, it could be concluded that the second students semester in academic year 2018/2019 at English Language Education of UIR was good. In addition, the researcher presented the data in each writing paragraph aspects that have been calculated and get the mean. There are five aspects that are analyzed. They are format, punctuation and mechanics, content, organization, and grammar.

#### The classification of students score based on the aspect of writing descriptive paragraph

After conducting research analysis, the researcher found some of the students' writing descriptive paragraph scores in the classification of writing formats. In this case, the researcher classifies the findings in Table 5 below:

**Table 5.** Score of Format in Writing Descriptive Paragraph

No	Score	Frequency	Percentage
1.	5	1	3%
2.	4,7	2	7,4%
3.	4,6	4	14,8%
4.	4,3	10	37%
5.	4	1	3%
6.	3,7	1	3%
7.	3,3	1	3%
8.	2,7	1	3%
9.	2,6	1	3%
10.	2,5	1	3%

11.	2,3	1	3%
12.	2	3	11%

Based on the data, the student's highest score was 5, and the lowest was 2. Only one student got the 5 points for this aspect, which means 3%. Then, 2 students got 4,7 points, meaning 7,4%. Next, for scores 4,3, there were 10 students who fell in this range or about 37%. The point 4; 3,7; 3,3; 2,7; 2,6; 2,5; and 2,3. One student got it or about 3% in each score. Then, the last or the lowest score in this aspect was 2 points got by 3 students with a percentage of 11%.

According to the finding of the present study, the researcher found several problems. The first problem is most of the students did not follow the steps of writing. For example: they did not put the title of the text. Then the second problem is students did not show the identity of the main idea of the first paragraph. In the second problem, the researcher noticed that most of the students were still confused about arranging the paragraph and the main idea of that paragraph well.

Besides, one of the students who is S-4 got excellent in this criteria. It can be seen from the format of the text she made. Based on the analysis result, the researcher found that S-4's format was so suitable or

No.	Score	Frequency	Percentage
1.	4,4	4	14,8%
2.	4,3	6	22,2%
3.	4,2	2	7%
4.	4	6	22,2%
5.	3,7	5	18,5%
6.	3	3	11%
7.	2,7	1	3%

arranged well for each criterion or aspect, from the first to the end of the criteria. Then, S-2 did not put the title, it made the first point, and the second point automatically skipped. It should be the topic was *my favorite activity* or *shopping is my favorite*. It made her could not be an excellent classification in the format category.

#### The result of students' score punctuation and mechanic aspect

Based on the research results, the researcher found several student scores in terms of punctuation and mechanics of writing descriptive paragraphs. The results of the study are described in Tabel 6.

**Table 6.** A score of Punctuation and Mechanic in Writing Descriptive

The second aspect was punctuation and mechanics of descriptive paragraphs made by the second-semester students at English Language Education UIR could be seen that 4,7 as the highest score and 2,3 as the lowest score. Meanwhile, 4 students (14,8%) fall on score range 4,4. There were 6 students (22,2%) who fell on score range 4,3 and 4. Then, 2 students (7%) got the score range 4,2. Then, 5 students (18,5%) got a score range of 3,7 points. There were 11%, or 3 students got 3 points. The other, only one (3%) of 27 students got 2,7 points.

Then, the error in conventions made the students, such as not using capital letters well and not putting the comma in the right places. For example the error made by S-25 students in using uppercase letters. She wrote *KAYU ARO TEA GARDEN* that the right one was supposed to be *Kayu Aro Tea Garden*. From the explanation, most students did not pay attention when using punctuation marks, capitalization, and spelling of the words.

Furthermore, S-26 did not put the comma correctly. The writer wrote *At the time* without the comma; it was supposed to put the comma after a preposition, and it became *At the time,* it made reducing the score of this student. The student did not pay attention to the convention rules because if the comma's position was wrong, it could change the meaning of the sentence of the paragraph; it was the caused why the convention rules have the same score as the format category.

#### The result of students' scores on the content aspect

Then the next aspect of classification is content. Based on the results of the study, the researcher found the results of the student's scores on the content aspects of writing descriptive paragraphs. The results of the study are described in Table 7.

**Table 7.** Score of Content in Writing Descriptive Paragraph

No.	Scores	Frequency	Percentage
1.	19	1	3%
2.	18,7	3	11%
3.	18,3	1	3%
4.	18	3	11%
5.	17,7	4	14,8%
6.	17,3	3	11%
7.	17	2	7%
8.	16,3	2	7%
9.	15	2	2%
10.	15,7	1	3%
11.	15,3	1	3%
12.	14,7	1	3%
13.	12,7	1	3%

14.	12,3	1	3%
15.	12	1	3%

Furthermore, for the content of the descriptive paragraph, the highest score reached by the students was 19, and the lowest score was 12. On this aspect, there was 1 student who got 19 points, and their students (11%) fell in the score range of 18,7 or could be called in the excellent position. Then for the score range 18,3, there was one student (3%), and 18 points filled by three students fell for it. The other score was 17,7; four (14%) students got that score. Next, for scores 17, 16,3, and 15, there were 2 students (7%) who fell on this score range. Again, there was score 15,7, 15,3, 14,7, 12,7, 12,3, and 12, which only one (3%) student got each score.

Thus, almost all of the students used to care and thought to write the paragraph it can be shown at appendix VIII that shows the raters gave good score because only several of them did not fit the assignment, it should talk about hometown, but most all of them did not fit the assignment, for example, they still told about *Najwa Shihab, my mom, my cat, etc.*

#### The result of students' scores in the organization aspect

Then the next aspect of classification is organization. Based on the results of the study, the researcher found the results of the student's scores on the content aspects of writing descriptive paragraphs. The results of the study are described in table 4.8 below:

**Table 8.** Score of Organization in Writing Descriptive Paragraph

No.	Score	Frequency	Percentage
1.	33,3	1	3%
2.	32,3	1	3%
3.	31,7	1	3%
4.	31,3	1	3%
5.	31	1	3%
6.	30,7	2	7%
7.	30,3	1	3%
8.	30	1	3%
9.	28,7	1	3%
10.	28,3	1	3%
11.	28	1	3%
12.	27,7	2	7%
13.	27,3	2	3%
14.	26	3	11%

15.	25,3	1	3%
16.	25	2	7%
17.	24,7	1	3%
18.	24	1	3%
19.	23,7	1	3%
20.	23,3	1	3%
21.	20,3	1	3%

Furthermore, for the organization aspect, the score the students got was so variable. The highest score was 33,3, and the lowest is 20,3. Based on the data, the highest frequency got by point 26, and most all of them got 1 point as a dominant for this aspect. The error that used to happen in this aspect was they did not put or end the paragraph with the concluding sentence. For example, S-26, she did not close the paragraph with the concluding sentence, so makes the paragraph was not delivered clearly.

The organization was the highest mark or category that should get by the students. Because it was the main highlight to write the descriptive paragraph. The requirements of a good paragraph were: (1) the paragraph begins with a topic sentence that has both a topic and a controlling idea. (2) the paragraph contains several specific and factual supporting sentences that explain or prove the topic sentence, including at least one example. (3) the paragraph ends with an appropriate concluding sentence.

#### The result of students' scores in the grammar aspect

Then the other aspect of classification is grammar. Based on the results of the study, the researcher found the results of the student's scores on the content aspects of writing descriptive paragraphs. The results of the study are described in table 4.8:

No.	Scores	Frequency	Percentage
1.	31,7	1	3%
2.	31	1	3%
3.	29,3	1	3%
4.	28,3	1	3%
5.	27,7	1	3%
6.	26,7	4	14,8%
7.	25	3	11%
8.	24,3	1	3%
9.	23,3	1	3%
10.	22	1	3%
11.	21,7	6	14,8%

12.	20,7	1	3%
13.	20	4	14,8%

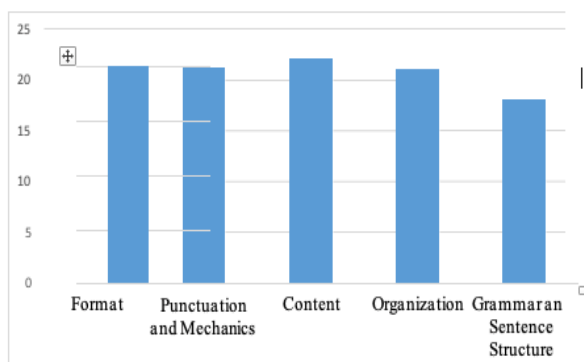
Last, in the grammar aspect, the highest number of students reached 31,7 and the lowest one was 20. Same in the previous aspect before, the 1 point was dominant, and the highest frequency stuck at the 21,7 scores. And the next there are two scores that got 4 weight, they were 26,7 and 20. 20 was the lowest score for this aspect. It means there were several students who still did not master using simple present tense as a language feature of a descriptive paragraph.

Furthermore, S-3 students still make error in subject-verb agreement. The verb that was supposed to use had, not had. For example *this island has a beautiful view*, it should be *this island has a beautiful view*, and the other error that she made by her is using a plural noun. It required using s/es at the end of nouns. For example *there is so many beaches here*, it is supposed to *there are so many beaches here*. As we know, the grammar guide was essential because it avoided misunderstanding between the writer and the reader, then it agreed how the way the writer delivered the written to the reader.

#### Discussion

After conducting the analysis process, the researcher found several classifications of students' descriptive writing results. It describes in the following diagram:

Figure 2. The classification of students descriptive writing results



Based on the diagram above, it can report that the students writing ability in descriptive paragraphs made by the second-semester students at English Language Education-UJR has the highest mean is *content*. It proved that the total score of content was 22% from 27 students as the sample. Besides that, the second highest was punctuation and mechanics proof 21,2% score. Then, the third on organization. The

total score on organization was 21% little bit different than punctuation and mechanics. Fourthly, the format was 20,4% on this research that got by the students. Last is the grammar aspect. It was merely 18% of the total score and from 27 students as the sample. *The result of this research shows that the main aspect in writing a descriptive paragraph that becomes the problem for the students is grammatical and sentence structure.* It proved that grammatical and sentence structure have the most minor mean or lowest than the others (18%). Grammar and sentence structure were essential in writing descriptive paragraphs. Grammar determines the success in creating paragraphs that can be understood by thereaders. Grammatical accuracy is significant; this determines how the audience or reader's point of view of the work is presented (Djiwandono, 2016:1).

In fact, in supporting the result of this research, the previous study from Raudoh S. (2018) found that most students' writing score was 90-100 the frequency were 4 with (19,05%) percentage score of 81-89 the frequency was 3 with (14,28%) percentage, score 71-78 the frequency was 10 with (47,62%) percentage, the last score consist 60-70 with frequency (19,0%) percentage and it mean that the students writing was good with the main problem was grammar when using simple present tense as language features.

Meanwhile, the other research had different results from Ridwan (2020). The researcher summed up that the ability level of third-year students of the English Study Program of FKIP UIR in essay writing was fair, with an average score of 69,66. In detail, there were 5 students at excellent levels with a score range of 90-100. It means that they could write essay writing well. Then, 3 students were at a very good level with a score range of 80-89. After that, 9 students were on a good level with score 70-79, which means that they had a good ability in essay writing; the 5 students were at a poor level with a score range <59, with the main problem dominated by the mechanic aspect with the average score was 94 (3.13).

#### **4. Conclusion**

The result of this study found that students writing ability in descriptive paragraph belong to good (64%) category. It proved that there were 17 students who got that category as the highest score, 77,7, and the lowest was 61,3. Then, there were 9 students, including the excellent category (33%), which the peak score was 88,7 and the low position is 80,3. And there is only one student join in the average category (3%) who get a 57,3 score on this test. Based on the representation data in this research, students' ability to write descriptive paragraphs was good.

The student's ability to writing descriptive

paragraph has the highest mean or score in the content aspect, and there are no significant differences between each aspect. The content score is 22% from the 27 samples. Besides that, the second highest is punctuation and mechanics 21,2% score. Then, the third on organization. The total score on the organization is 21%, quite different than punctuation and mechanics. Fourthly, the format was 20,4% on this research that got by the students. Then, grammar aspect. It is 18% merely from the total score and from 27 students as the sample. The result of this research depicts that the element in writing descriptive paragraphs that become a problem to the students are grammatical and sentence structure. It proves that grammatical and sentence structure have the smallest mean or lowest than the others (18%) even though it is not really far from the content aspect. Grammar and sentence structure were very important in writing descriptive paragraphs. Grammar determines the success in creating paragraphs that can be understood by the readers. Grammatical accuracy is very meaningful; this determines how the audience or reader's point of view of the work is presented.

#### **References**

- Abas, I., & Aziz, NHA. (2018). Model of the writing process and strategies of efl proficient students writers: a case study of Indonesian learners. *Pertanika, J. Soc, Sci & Hum.* 26(3).
- Abbas, MFF. & Herdi. (2018). solving the students' problems in writing argumentative essays through a collaborative writing strategy. *Journal of English Education.* 7(1). 105.
- Anggraeny, E.& Putra, JR. (2017). Critical thinking in students' process of writing the argumentative essay.
- Ary, D. Jacobs, L.C. & Sorensen, C. (2010). Introduction to research in education. *Canada: Nelson Education, LTD.*
- Asmayanti, ST. & Hajaruddin, A. (2017). The students' writing proficiency in descriptive paragraphs with personal photographs. *Exposure Journal.* 6(1). 50-55.
- Bailey, S., (2006). Academic writing. *Canada: Routledge.*
- Brown, H.D. (2003). Language assessment principle and classroom practices. *California: Longman.*
- Cohen, A.D. (1994) Assessing language ability in the classroom 2nd edition. *Buston: Heinle & Heinle Publisher.*
- Djiwandono, P. I. (2016). The importance of grammar and how to learn grammar.

- Erliana, S., Nirwanto, R., Sabarun, & Miftah, MZ. (2014). Developing sentences into paragraphs: course materials for paragraph writing. *Jawa Timur: Genius Media*.
- Faisal, & Krisna, S. (2013). The Effectiveness of fresh techniques to teach descriptive paragraph. *Journal Education and Learning*. 7(4). 242.
- Fared, M. (2016). ESL learners' writing skills: problem, factors, and suggestion. *Journal of Education & social science*, 83.
- Fitri, A., Azhar, F., & Eliwarti. (2014) The effect of round table technique on the writing ability in recount text of the second-year students of SMPN 1 Kubu. 4.
- Hanlot, B. & Larget, B. (2011). Samples and population. *Madison: Department of Statistics University of Wisconsin*.
- Harmer, J. (2004). How to teach writing. *Pearson Education: Longman*.
- Husein, R. & Pulungan, AH. (2017). Sumber belajar penunjang PLPG bab VIII: Description, PLPG.
- Husna, L., Zainil & Rozimela Y. (2013). An analysis of students' writing skills in the descriptive text at grade xi ipa 1 of man 2 Padang. *Journal English Language Teaching*. 1(2). 1-3.
- Knap, P., & Watkins, M. (2005). Genre, text, grammar. *Australia: University of New South Wales Press Ltd*.
- Megawati, F., & Anugerahwati, M. (2012). Comic strips: A study on the teaching of writing narrative texts to Indonesian EFL students. *TEFLIN Journal*. 23(2). 188-189.
- Munoz, A., Gaviria, S. & Palacio, M., (2012). Guidelines for teaching and assessing writing. *USA: Eafit University*.
- Oshima, Alice., & Hogue, A., (2007). Introduction to academic writing third edition. *Pearson Education: Longman*
- Raimes, A., (1983). Techniques in teaching writing. *Newyork: Oxford University Press*.
- Raudoh, S. (2014). An analysis of students' ability in writing the descriptive text of the first grade at SMP IT Imam Syafi'i 2 Pekanbaru.
- Ridwan, M. (2019). An analysis of the third-semester students' ability in writing a short paragraphs at English language education of FKIP UIR.
- Sardila, V., (2015). Strategi pengembangan linguistik terapan melalui kemampuan menulis biografi dan autobiografi: sebuah upaya membangun keterampilan menulis kreatif mahasiswa. *Journal Pemikiran Islam*. 40(2). 110.
- Sarwono, J. & Purwanto, Y. (2013). English for academic purposes: a successful way to learn scientific English. *Yogyakarta: Andi Offset*.
- Sastrawati, I., (2015). Improving the students' ability to write descriptive paragraphs through the draw label caption (DLC) technique. *Exposure Journal*. 4(1). 59-60.
- Shone, JB. (2015). Introduction to quantitative research methods. hong kong: *The University of Hong Kong*.
- Siburian, T., A. (2013). Improving students' achievement in writing descriptive text through think pair share. *International Journal of Language Learning and Applied Linguistic World*. 3(3). 33-34.
- Sumarsih., & Sanjaya, D. (2013). TPS is an effective technique to enhance the students' achievement in writing descriptive text. *English Language Teaching*. 6(12). 108-109.
- Syafi'i S, M., Ansyari, M.F & Kasdi, J. (2007). The effective paragraph developments: the process of writing for classroom settings. Pekanbaru: *Lembaga Bimbingan Belajar SyafIntensive*.
- Tarigan, H. G. (2008). Menulis sebagai suatu keterampilan membaca. *Bandung: Percetakan*.