

**STUDENTS' ABILITY ON WRITING DESCRIPTIVE TEXT USING
PICTURE MEDIA IN CLASS X PERHOTELAN 3 AT VOCATION HIGH
SCHOOL 4 JAMBI CITY**

THESIS

Submitted as Partial Fulfilment of the Requirements for the Degree of Sarjana

Pendidikan (S.Pd)



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STATEMENTS OF WORKS ORIGINALITY

I honestly declare that the thesis I wrote does not contain the parts or works of other people, except those cited in the quotations and bibliographies, as a scientific paper should

Jambi, February 2022

The Researcher

Irma Kristina

MOTTO

aku adalah hambah Tuhan terjadilah padaku menurut KehendakMu

Amin.....

**Ya Tuhan saya tidak pantas Tuhan datang pada saya, tetapi
Bersabdahlah saja maka saya akan sembuh**

Amin.....

Yesus, Engkau Andalanku

Amin.....

Terimakasih Tuhan Yesus yang baik

Amin.....

ABSTRACT

Kristina, I. 2022. Students' Ability On Writing Descriptive Text Using Picture Media in Class X Perhotelan 3 At Vocation High School 4 Jambi City ". A Thesis. English Education Study Program, Faculty of Teacher Training and Education. Batanghari University. Advisor I : Dra.Hj. Wennyta, M.Pd. Advisor II : Khidayatul Munawwaroh, M.Pd

This research design uses quantitative research methods with data collection techniques through tests. Where the population in this study was 293 students with samples taken were students of class X Perhotelan 3 with a random sampling technique consisting of 26 students. This research consists of problems, research objectives, research methods, research findings and conclusions. The background of the researcher doing this research was the writing of students' descriptive texts using picture media. The components analyzed in this study were organization, grammar, vocabulary. In collecting data, the researcher used a written test instrument. The researcher analyzed students' writing based on five categories, namely: very good, good, average, fair, poor. The results of this study concluded that 26 students of class X Perhotelan 3 at vocation high school 4 Jambi City at the level of writing descriptive texts got an average score of 31.40 from the results of the tests carried out and according to Harris (1969) the average value was included in the fair category. Meanwhile, the average score for each aspect obtained by students, namely, in the organizational aspect was 2.3, this was included in the fair category, and the grammatical aspect was 1.73 which was included in the poor category and the vocabulary aspect was 1.42 including the poor category.

Keywords: Writing Descriptive Text, Picture Media.

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Praise and gratitude I pray to the presence of God Almighty who has given grace, blessing, health, and convenience so that the author can complete the thesis entitled " *Students' Ability On Writing Descriptive Text Using Picture Media in Class X Perhotelan 3 at Vocational High School 4 Jambi City*" This is to get a bachelor's degree in education at the teacher faculty of Batanghari University. The author received a lot of guidance, motivation, advice, and prayers from various parties during the writing of this thesis. On this occasion the author would also like to thank those who have provided assistance and guidance, namely to:

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The researcher realizes that this thesis is not perfect. Therefore, the writer expects constructive criticism and suggestions for the perfection of this thesis. Finally, I hope this thesis can be useful for all parties.

Jambi, February 2022

The Researcher

Irma Kristina

Table of Contents

APPROVAL.....	ii
LETTER OF RATIFICATION.....	iii
STATEMENTS OF WORKS ORIGINALITY	iv
MOTTO	v
ABSTRACT.....	vi
ACKNOWLEDGEMENT	vii
CHAPTER 1	1
INTRODUCTION	1
1.1 Background of the Research	1
1.2 Identification of Research.....	3
1.3 Problems of the Research	3
1.4 Objectives of the Research	4
1. 5 Significance of Research	4
CHAPTER II.....	6
REVIEW OF THE RELATED LITERATURE	6
2.1 Definition of Writing.....	6
2.1.2 Purpose of Writing	8
2.1.3 Components of Writing	9
2.2 English for Special Purposes (ESP)	17
2.2.1 English Definition for Special Purposes (ESP).....	17
2.2.2 Type of English for Special Purposes (ESP).....	19
2.3 Descriptive Text	21
2.3.1 Definition of Descriptive Text	21
2.3.4 Types of Descriptive Text	24
2.4 The Definition of Media.....	24
2.4.1 Kinds of Media.....	25
2.4.2 Picture.....	26
2.4.3 Types of Pictures	27
2.5 Previous Studies	28
2.5 Conceptual Framework	31

CHAPTER III	32
RESEARCH METHODOLOGY	32
3.1 Research Design	32
3.2 Population and Sample	32
3.3 Research Instruments	34
3.4 Techniques of Data Collection	34
3.5 Techniques Of Data Analysis	34
CHAPTER IV	39
FINDINGS AND DISCUSSION	39
4.1 Findings	39
2.4 Discussion	50
CHAPTER V.....	53
CONCLUSION AND SUGGESTION	53
1.5 Conclusion.....	53
2.5 Suggestion	53
REFERENCES.....	53
APPENDIX 1	55
APPENDIX 2.....	56

LIST OF TABLE

Table 3.1 Population Class X Hospitality.....	29
Table 3.2 Sample of the Research.....	30
Table 3.3 Scoring Criteria of Writing Description Text.....	31
Tabel 3.4 The students' score skill level.....	32
Table 3.5 List Of Students Scores in Writing Descriptive Text.....	33
Histogram 4.1 The Histogram By Indicators Can Be Seen As Follow.....	39
Histogram 4.2 The Histogram By Category Can Be Seen As Follow	43

LIST OF FIGURE

Figure 1. Conceptual Framework 24

CHAPTER 1

INTRODUCTION

Background of the Research

Writing is a linguistic activity that holds an important position in the dynamics of human civilization. By writing people can communicate, express ideas both from within and from outside, and can enrich their experiences. Through writing activities, people can also benefit for their growth. Writing skill is a mechanistic skill. Writing skills cannot be understood only through theory, but are carried out through regular practice so as to produce well-organized writing. Writing is also a communication activity to convey messages or information in writing to other parties using written language as a tool or medium.

Writing is also a creative process to express ideas in written language for a purpose, such as informing, convincing, or entertaining. Writing can also be said as part of the skills taught in language lessons. Language skills consist of four aspects, namely listening skills, speaking skills, reading skills, and writing skills. The use of linguistic aspects in the learning process is often related to one another. Listening and reading are closely related because both are tools for receiving communication. While speaking and writing are ways of expressing meaning.

Writing is an activity to express information obtained from the process of listening and reading. Thus, the more information received, the more will be disclosed in writing. Writing skill is the ability to express ideas to other parties in writing. Writing according to experience, time, opportunity, training, special skills, and hands-on teaching to become a writer, demands ideas that are logical,

clearly expressed, and attractively laid out. Writing is one aspect of language skills that is very important to be mastered by students in language learning to support the function of language as a communication tool. According to Harmer (2004: 79-80), writing is a basic language skill that is used to communicate indirectly. There are many forms of writing skills that are taught to students, such as writing narrative essays, descriptions, expositions, arguments, and persuasion. The importance of writing skills in schools requires students to be able to write, one type of writing that students can use to write is descriptive text.

Descriptive text is an explanation or description in words clearly and in detail. and to make a descriptive text in writing, students must provide an explanation or description of an object clearly and in detail so that the reader seems to see, hear, and can feel what is described. this is what is needed when writing descriptive texts, namely the existence of organization, grammar, vocabulary, and mechanics in writing descriptive text sentences besides that the accuracy between one sentence and another must be interconnected, between paragraphs and the next paragraph so that it becomes a sentence. which is good and true. However, when the researchers conducted research at vocation high school 4 Jambi City, the researchers saw the low desire of students in terms of writing skills. this can be seen from the lack of student motivation and student interest when asked to write a text, especially descriptive text at the school. Therefore, the researcher wanted to examine the writing of students' descriptive texts.

In this study, the researcher used image media as a reference for students in writing. This is used by researchers to make it easier for students to express their creativity. that way students will enjoy it more and more easily express their ideas when writing. because students will be asked to make a descriptive text based on the picture media that has been determined by the researcher. The presentation of this picture media was also given by the researcher to make it easier for students to write descriptive text. Thus the ideas and ideas of students in terms of writing will be more easily poured out clearly, concretely, and completely.

Based on the description above, the researchers are interested in conducting a study entitled "Students' Ability to Write Descriptive Text Using Picture Media in Class X Perhotelan 3 at Vocation High School 4 Jambi City"

1.2 Identification of Research

With regard to the background of the problem, the researcher only focused on Students' Writing on Descriptive Text Using Picture Media for Students' of class X Perhotelan 3 at Vocational High School 4 Jambi City

1.3 Problems of the Research

Based on the background above, the formulation of the problem is "How are Students' Writing on Descriptive Text Using Picture Media For Students' in Class X Perhotelan 3 students' at Vocational High School 4 Jambi City?"

1.4 Objectives of the Research

The purpose of this study is to analyze Students' Writing on Descriptive Text Using Picture Media at Vocational High School 4 Jambi City Class X Hospitality.

1.5 Significance of Research

1. Theoretical Benefits

- (a) Contribute thoughts in the form of learning innovation with the use of image media in learning to write text description of class X PH 3 students' at vocation high school 4 Jambi City
- (b) For language teachers, this research can be used as a reference for learning and evaluate yourself against the abilities he has.
- (c) Provide input for further research, specifically research writing descriptive text by using picture media.

2. Practical benefits:

- (a) As input to the teacher about the use of picture media in learning to write text description.
- (b) As information material to teacher about learning innovation by using media picture in learning write descriptive text.
- (c) The results of this study, become material for input to manager education in business improve the quality of learning write a description at vocation high school 4 Jambi City.

1.6 Definition of Key Terms

a. Writing:

Writing Skill is pouring thoughts into written language through a sentence that is assembled completely and clearly so that it can be well communicated to the reader. Byrne (in Haryadi and Zamzani, 1996: 77)

b. Descriptive Text:

Descriptive Text is to write something that writes about something.

According to Keraf (1981)

c. Picture Media

The notion of picture media is visual media in graphic form. Graphic media is defined as media that combines facts and ideas clearly in the expression of words and pictures that can build conditions that enable students to acquire knowledge and skills. This is stated by Sudjana (2007: 68)

d. Vocational High Schools

Vocation High School is special education whose programs are selected for anyone interested in preparing for self employment / working as part of a group this is stated by the Smith Sughes Act (2008)

CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Definition of Writing

According to Harmer (2004: 79-80), writing is a basic language skill, because such as speaking, listening, and reading. Students need to know how write a letter, how to compile a written report, how to reply to an advertisement and more and more ways of writing using electronic media. According to Oshima and Hogue, (1997: 2), writing is a progressive activity. This means that when You first write something, what have you been thinking about would you say and how would you say it. After you are done write, you reread what you have written and make changes and correct. Therefore, writing is never a one-step action, it is a process that has a few steps. Brown (2004:335) states that writing is a written product of thinking, compiling, and revising that require special skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into written texts, how revise the text for a clearer meaning, how to edit the text for appropriate grammar and how to produce the final product.

Writing is a fundamental component of language. When a child writes, thoughts and knowledge mixed together create a unique meaning (Jones, et al., 2010). Leeches, et al. al., (1983) stated that writing has advantages relatively permanent, which allows recording in an independent form from the memory of those who keep records. The meaning of writing is different from other English skills because writing is more permanent and written in the form. As a medium for communication between the author and the reader, writing must be understood

so that the reader knows what the researcher's intentions are clear. If readers can't understand it clearly, they will not capture the idea that the researcher wants to convey.

Heaton (1975:138) makes statements about difficulties in terms of writing, which is said that writing skills are complex and difficult to teach, requires mastery of not only grammatical and rhetorical devices but also conceptual elements and considerations. This means that the teacher must bring grammar rules skills and other skills in teaching writing.

From the above definition, it can be concluded that writing is a process the act or process of building a larger unit of ideas, thoughts, and feelings for form words in sentences or paragraphs, but also when people write, they must organize some interesting things, namely experiences or ideas in writing form.

2.1.1 Writing Process

Writing is not an instant process. It takes time and involves a lot of people activity. The activities carried out are pre-writing, compiling, revising, and editing. According to Barbara Fine Clouse, in the process of writing, the writers did not easy to move from step to step. Authors sometimes need to duplicate check before going to the next process, or sometimes they need to move back off if they have ideas to add to their writing.

a. Prewriting

Prewriting can be defined as the use of random ideas in developing text when the writer lacks inspiration. Activities in prewriting are brainstorming, free writing, collecting data, taking notes, elaborating.

b. drawing

Drafting can be interpreted as writing down some ideas that arise thought. Then, this draft can be formed and refined at a later stage. This first draft is usually rough, that's why it's called rough drink.

c. Revision

Revising is the process when the author reworks rough material from draft to make it in shape. This process is time consuming, the hard part process because the author must express the idea as well as possible orderly and as well as possible, so that the reader can catch the author's ideas.

d. Edit

Editing is the final process of writing. In this process, the writer must look for errors, especially in grammatical errors. Author must edit more than once, so the writing can be error-free.

2.1.2 Purpose of Writing

The writer make a writing certain has a purpose. There are some purposes in writing. According to Hartin in Syarifuddin (2012: 11), the purposes of writing is:

- 1) Assignment purpose : someone writes because of being asked.
- 2) Altruistic purpose : to entertaint the readers or avoid readers from being sad.
- 3) Persuasive purpose : to convince reader about a truth of ideas.
- 4) Informational purpose : giving information to the reader.
- 5) Self - expressive purpose : to introduce the author to the reader.
- 6) Creative purpose : to achieve artistic values.
- 7) Problem solving purpose : to explain, explore, closely observe and make ideas and thoughts clear and acceptable by reader.

It is helpful to keep in mind some of the many uses we are likely to make of writing. For example, on a personal level, most of us use writing to make a note of something (things we have to do or wants other to do, like our shopping list) and to keep records of things we want to remember. We send messages and write letters to friends, and a view of us keeps diaries. Most of us have to fill in forms from time to time and occasionally we write format letters.

2.1.3 Components of Writing

There are some elements of writing as the consideration to establish a good text. The elements of writing help the writer arrange a clear and understandable text (Oshima and Hogue 1991:40).

1) Developing Ideas

The topics that were given to the students were considered familiar to the students. However, in this research there were some students who unable develop their ideas well. It might be because they do not understand how to develop the ideas. The students said that they had studied how to make a good descriptive writing text. However, in practice, they did not succeed in composing a good descriptive text. The first problem is dealing with developing ideas. They confessed that they familiar with the topic, i.e the place. They already wrote the object, but in their writing there were only a small number of ideas presented. They were able to compose a good topic sentence. However, they were unable to develop it into a good paragraph. It also found that some students were not has a paragraph unity, according to Barnet and Stubbs (1990:105) A good paragraph has unity (it makes one point, or it indicates where one unit of the topic begins and ends). To have a paragraph unity a student has to support the ideas into the

sentences. For example in the first test found some uninformative text. So, the readers did not catch the idea of the writing text. The students admitted that this problems was due to the difficulties of transforming the ideas from the mind into written text.

2) Organization

In writing, the advantage of organization is to help the reader to believe what you are saying, and to willingly follow your lead. Starkey (2004) stated by following (an organized method of writing), you will guide your reader from your first to last sentence.

3) Vocabulary

Many of the students had poor choice of words. The ideas of the students were too general. It might be because the students did not know many vocabularies in English, lack of practices and faced difficulties in learning English. Stahl (2005) says that vocabulary is the knowledge of words and word meanings and also puts vocabulary knowledge as the knowledge of a word not only implies a definition, but also implies how that word fits into the contextl. Unfortunately, few of students put the words which were contextually unsuitable. It makes the reader should re-read the text in order to comprehend the idea. Even, the students also use some Indonesian language if they did not know how to say the words in English. It means that the students have to enrich their vocabularies. The Students only got the vocabulary input when the teacher explains the material jot down for them.

a) Kinds of Vocabulary

Writing vocabulary is all the words that can be employed in writing. Many written words do not commonly appear in speech, the writers generally use a limited set of words when communicating.

According, Hadfield (2008:45) divides vocabulary into two kinds of vocabulary, there are :

- 1) Productive (active) vocabulary is words that they are able to produce themselves.
- 2) Receptive vocabulary (passive) is words that they understand but may never produce.

Based on Nation (2001:11) states that we can distinguish four kinds of vocabulary in the text, those are :

1) High-Frequency Words

High-frequency words is vocabulary which mostly appears in text. There is a small group of high frequency which is very important because these words cover a very large proportion of the running words in spoken and written texts and occur in all kinds of the language.

2) Academic Words

The text is from academic textbook and contains many words that are common in different kinds of academic text: policy, phase, adjusted, sustained. Typically these words make up about 9% of the running words in the text.

3) Technical Words

The text contains some words that are very closely related to the topic and subject of the text. These words include indigeneous, regeneration, pod carp, beech, rimy, and timber. These words are reasonably common in this topic area but not so common elsewhere. As soon as we see them, we know that topic is being dealt with. Technical words like this typically cover about 5% of the running words in a text.

4) Low-Frequency Words

This group is included words like zoned, pioneering and perpetuity, aired and pastoral. They make up over 5% of the words in an academic text. There are thousands of them in the language, by far the biggest group of words. They consist of the technical words for other subject areas, proper nouns, words that almost include the high-frequency list and words that we rarely use in the language.

b) Function of Vocabulary

Vocabulary as stated in the definition is a stock of language. People use vocabulary words to construct sentences. Vocabulary is a like as the bone of our body. Without bone, our body will not as able to be as perfect as possible. Without words we cannot construct ideas written or orally. Nobody can express his/her feeling to others or a teacher will be confused to explain the lesson because lack of vocabulary. The members of community can share their ideas each other's of their social or their environment. So, vocabulary is supposed as the bone of the language and without vocabulary the language cannot be developed. In summary, we can say that vocabulary mastery is people's ability to use or to

understand words of a language that they have learned and heard in certain situations.

4) Grammar

This element consist of the discussion of grammatical form and syntactic pattern. In measuring the writing ability, a teacher test the sensitive to the grammatical patterns appropriate to the writing genre. The tense that is frequently used in descriptive text is present tense. The description is from factual point of view (e.g. sleeps, studies, goes, etc.)

5) Mechanics

Mechanics is the use of the graphic conventions of the language. It refers to the appearance of words, to how they are spelled or arranged on paper. The example of mechanics is when writing the first word a paragraph, it must be intended.

Conventionally writing a sentence must be started by capital letter and ended with punctuation such as period, question mark, or exclamation mark. Mechanical mistakes are those of orthography (spelling and capitalization) and punctuation. Everyone who writes in English makes such mistakes, whether native speaker or ESL student. In many cases mechanical errors are the consequence of quick writing where the focus is on the content rather than the form. Although English spelling is difficult, it is possible with diligent use of a dictionary and or computer spell check for every writer to eradicate all or almost all of the spelling mistakes in a piece of writing. The rules of mechanic try to make the writing seem consistent and clear. The convention may seem arbitrary.

In fact, it was developed from thousand of experiences. The mechanic represents the economic and efficient way of writing.

However, Mechanics do not make a great difference on writing performance because it only includes capitalization and writing conventions so that the writing will look the way formal writing is expected to look. In conclusion, we believe that writing is definitely a skill that needs to be taught and learn, and students should be taught by lecturers to acquire and master the skills in writing so that they emerge as proficient and effective writers. There are two discussions about punctuation and capitalization in the mechanic.

a) Punctuation

The purpose of taking punctuation in writing is making the text clearer and reading easier. There are four function of punctuation, those are :

- (1) Separating (e.g. a period separating sentences)
- (2) Classifying or enclosing (e.g.parentheses enclosing extraneous information)
- (3) Connecting (e.g. a hyphen connecting a unit modifier)
- (4) Impacting the meaning (e.g.a question mark making an otherwise declarative sentence interrogative)

The main function of punctuation mark is to help the readers comprehend the intention of the writer. It could be done by choosing the appropriate grammar or logical structure of a certain sentence. It will be very nice if the rule of punctuation could be reduced as simple as possible such as always using comma here, a semicolon, a dash in such-and such a place, etc. However the role cannot be changed. It depends much on the writer's purpose. Punctuation is a group of

absolute rule, general convention, and individual option. Punctuation which includes external marks and internal marks. External marks consist of period, question marks and clamination points. Internal mark such as commas, semicolons, colons, quotation marks, parentheses, dashes, 11 apostrophes and hypens. Punctuation will signals the reader where one paragraph ends and the next begins. The last part is spelling. Brann (1997) and Mosely (1993) state that spelling has a direct impact on the ability to read and write.

In the discussion or various punctuation the writer should differentiate the rules, conventions, and unconventional but possible uses. The distinction is a little bit complicated. The writer should have a special strategy to make the rule easier. To reduce the confusion, it must be remember that the pure communication is the simple rule underlying all effective punctuation.

In short, mechanic is the use of language convention in writing. The convention is the rule of language. Punctuation is also discussion in mechanic. From the above, it can be seen that the writing process, as commonly conceived, is highly sophisticated skill combining a number of diverse elements, only some of which are strictly linguistics. In sum up, there are some aspects that a teacher should consider when she/he analyzes the student's writing text. The aspects are content, form, grammar, style, and mechanics. All the components cannot be separated each other to produce a good writing.

b) Capitalization

Capitalization is used to designate a proper noun or trade name as well as major words in titles and in headings. A common error in capitalization is its use with the name of a job title or department. An example is human resources, which

is not capitalized, versus the specific title of ACME Human Resources Department, which is capitalized.

Capital letters have two principal in English writing. First, they may be used to mark the beginning of statements. Second, they may be used to distinguish between particular and general classes of persons, places, and things. Capitalization is using uppercase letter in writing which purpose to signals the reader that a new sentence is beginning. Also, it signal proper names, titles and headings. Text messages, casual e-mails, and instant messages often ignore the rules of capitalization. In fact, it can seem unnecessary to capitalize in these contexts. In other, more formal forms of communication, however, knowing the basic rules of capitalization and using capitalization correctly gives the reader the impression that you choose your words carefully and care about the ideas you are conveying.

Example :

- Capitalize the First Word of a Sentence

Incorrect : the museum has a new butterfly exhibit.

Correct : The museum has a new butterfly exhibit.

- Capitalize Proper Nouns
- Proper nouns-the names of specific people, places, objects, streets, buildings, events, or titles of individuals-are always capitalized.

Incorrect :He grew up in harlem, new york.

Correct :He grew up in Harlem, New York.

- Do not capitalize nouns for people, places, things, streets, buildings, events, and titles when the noun is used in general or common way.

2.2 English for Special Purposes (ESP)

2.2.1 English Definition for Special Purposes (ESP)

At the end of the Second World War, English for Special Purposes (ESP) emerged at a time of major changes in science, technology and business that led English to stand as the lingua franca. Because of this phenomenon, there is a high demand for international language learning that focuses on teaching English to be used in certain situations. ESP actually emerged around the 1960s in England due to the progress of economic development so that many international students came to the US, UK, and Australia to study there.

There are many definitions of English for Special Purposes in the teaching and learning process according to experts, so there are many terminology. English for Special Purposes is a teaching-learning process of English as a second language which aims to learn English for certain circumstances.

The purpose of the ESP teaching and learning process is oriented to the needs of students. Experts say that the position of English for Special Purposes in language learning is as an approach. As, according to Barthia and Bremner, ESP is likely to stand as an approach rather than as a product in a teaching position and learning process. Hutchinson and Waters, also argue the same states that the real question of teaching ESP is about how people learn take the ESP teaching and learning process into a language-centred approach.

In addition, Anthony also stated that English for Specific Purposes (ESP) is an approach in the language teaching process with the aim of professional or academic needs. ESP learners will focus on skills or genres to meet the needs by using specific or general teaching materials and methods. Not only

that, what makes ESP different from general English is the awareness of the need. How ESP implementation can lead people to conclude that there is a significant difference between learning ESP and general English, but in reality ESP is a teaching and learning process that combines a particular language and a general one. The purpose of using general or special materials is intended to meet the needs of students.

In particular, the function of English for Special Purposes is to regulate the language features of learners or to enhance their need for the language skills required. used for a discipline, job, and working conditions. ESP acts as a branch of Applied Linguistics in the teaching and learning of English as a Foreign Language (EFL) intended to use English in learners' their study, employment, and vocational needs.

Although there is a difference between English for Specific Purposes and learning general English or known as ELT. According to Hadley, the main difference is that in ESP the focus of the teaching and learning process is on "S" for specifics. Specific words can be an abbreviation of the learner's needs or the learner's goals of the learning process.

Based on the definition of ESP taken from experts, researchers concluded that English for Special Purposes refers to teaching and learning a second language that focuses on the needs of the learner in which the aim is that students must be proficient in English related to their professional and academic circumstances.

2.2.2 Type of English for Special Purposes (ESP)

The specific purpose of English is for the teaching and learning process of English that uses a language-centered approach for specific learners to meet specific goals that are directly related to the work environment or knowledge of a particular discipline.

There are many types of ESP based on objectives most of which are related to a particular job or study. Woodrow describes various types of ESP such as:

a. English for Science and Technology (EST)

EST's general focus is technically on scientific texts, for example laboratory report. sometimes there is a mismatch between knowledge and experience of teacher disciplines because most ESP teachers have disciplines in the humanities and social sciences.

b. English for Academic Purposes (EAP)

The main purpose of EAP is for the communicative needs of students. there is a wide area of English for Academic Purposes as there are differences in learning English for undergraduate students and English for research students. However at EAP students will learn about English in forms, lexis, and genres that suit the majority or academic level.

c. Business English (BE)

The term English for Business Purposes (EBP) in English or now known as Business English (BE) is very different from all types of ESP because the intention of Business English is not only to be able to communicate with native speakers but also with non-native speakers. This happens because English

stands as a lingua franca or is referred to as BELF (Business English as Lingua Franca). Being able to teach in business is generally a business English goal

d. English for Employment Purposes (EOP)

The main focus of the English for Work learning process is on the structure and vocabulary which is narrowed down to the communicative needs of the job.

e. English for Medical Purposes (EMP)

There are two main types in the process of learning English for Medicine. Like the first one is learning English as an international language in the medical field, the types of activities in this process are like learning the structure of a medical journal article or how to make a presentation at a conference. A second consideration is to study clinical communication regarding medical procedures, treatments, and doctor-patient interactions.

f. English for Nurses

This type of ESP is known as the latest English phenomenon for Medical Destinations (EMP) due to the high demand for international students undertaking nursing degrees in English-speaking countries. An important goal of this learning process is to understand the culture. This is because there are different cultures regarding when it comes to dealing with death, illness, and sexuality.

g. English for Legal Purposes (ELP)

There are two types of ELP; English for Academic Legal Purposes (EALP) and English for General Legal Purposes (EGLP). Communicating the needs of law students is a major consideration for EALP where EGLP focuses on general legal language, for example legal texts that are required for special disciplines.

h. English for Socio-Cultural Purposes (ESCP)

This type of ESP is generally developed for immigrants and refugees. It is the aim of sociocultural English not only to focus on the language itself but also to teach how to blend in with the local community.

2.3 Descriptive Text

2.3.1 Definition of Descriptive Text

According to Mukarto (2007, p.140) says that descriptive text is a kind of text to describe something. Writing descriptive means describing something, place or people in order to lead the reader feel writing itself. Tompkins (1994, p. 111) states that descriptive writing is painting pictures with words. The other experts are Gerot and Wignel (1994) state that descriptive text has purpose to describe particular thing, people or place which show the reader about physical appearance of something clearly. Also, McCarthy (1998, p. 5) also states that descriptive writing is the domain of writing that develops images through the use of precise sensory words and phrases, and through devices such as metaphor and the sounds of words.

Based on definition of descriptive text above, it can be concluded that descriptive text is a text which describe people, thing or place that write its physical appearance and characteristic of the object.

2.3.2 The Generic Structure of English Descriptive Text

Generic structure is thing that should be contained in writing genre of text. It distinguishes one text to another. The significance of generic structure of descriptive text is identification and description (Djuharie 2007:24). The generic structure of descriptive text includes:

a. Identification

This part introduces the subject of the description to the audience. It gives the audience brief details about the when, where, who or what of the subject. On the other words this part is stating classification of general aspect of thing, animal, public place, plant, etc which will be discussed inspecifically.

b. Description

This part consists of several paragraphs. Each paragraph usually begins with a topic sentence. Each paragraph in this part should describe one feature of the subject. All the paragraphs in this part build the detailed description of subject. It may describe physical appearance, qualities, general personalities or idea, and the characteristics.

2.3.3 The Language Features of Descriptive Text

There are the identified some of language features of descriptive text:

- a. Focus on specific participants
- b. Use of attributive and identifying processes
- c. Often use of nickname and classifiers in nominal groups
- d. Use of simple present tense (Gerrot, 1994)

Table 2.1
Example Model of Descriptive Text
Arasi Hotel

Generic structure	Text
Identification	<p>Hotel Arasi in Jambi is a five-star hotel located in the center of Jambi city, only about 5-10 minutes from Gentala Arasi .</p>
Description	<p>Arasi Hotel is a five-star hotel with a relatively new building and with facilities that will certainly make you comfortable during your stay at the Arasi hotel. Hotel Arasi offers a different atmosphere from most hotels in the middle of Jambi city because the position of the hotel is next to green rice fields and is only blocked by a hotel wall fence so that when you open the room door you will see a view of the beautiful rice field atmosphere with air which is still natural aka Fres which will certainly make you comfortable and will inspire enthusiasm to start tourist activities while in the city of Jambi. For this reason, Arasi Hotel is a reference for a cheap, comfortable and appropriate place to stay for those of you who will travel in the city of Jambi.</p>

2.3.4 Types of Descriptive Text

Most writing contains description. Following are a few types of writing that depend heavily on descriptive language (Joyce Amstrong Carrel : 2001) :

- 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 places 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.

2.4 The Definition of Media

Media is one of components of teaching. The word media comes from latin “medius” which means “middle”. In generally, media the intermediary for the spread, carry, or convey something to the receipted of message and ideas. Media is any extension of man that allows him to affect other people who are not in face to face with him. Included letters, television, film and telephone and events the road and railways, as there are extension by which man can communicate with other. From that statement, it may be conclude that media is something which someone or teacher used to deliver information and transfer the material or subject to students is easy. It is included of people or things around.

The use of media hoped to influence and has some benefits in the teaching earning process. In teaching English, teacher can use the media to stimulate the

students' attention more. In addition, the use of media can be done to make the teaching and learning process effective and efficient.

The teaching and learning process can be done more interesting because the clarity and message, appeal an arbitrary image can lead the students to analyze and think. Media has motivation aspect to attract the students. The media also can create the interactive teaching and learning process. By using media, the students are not bored with the situation in the classroom or outside the class.

2.4.1 Kinds of Media

The important of media cannot be separated on teaching and learning process. The selection of media, of course should match with the teaching objectives. Generally there are some kinds of media. There are some choices of media for the teacher to use in teaching and learning process.

a. Audio media

Audio is hearing or sound. Usually it is called listen media. Audio media is media which deliver messages or information through hearing. This media is used by teacher in listening classroom. It is hoped to help the students easy in hearing something. The example of audio media is radio tape/ cassette. The teacher will play the cassette and ask the students to doing task or list of words which they get. Audio media in learning can stimulate feeling attention to hold teaching and learning process. It is hoped to improve characteristics of felling (imaginative, fancy). It encourages self and critical thinking of students.

b. Visual media

Visual is connected with seeing. Visual media is also called by printing media. The example of visual media are pictures, models, things, graphs or tool

which can give the real visual experience toward students. The advantage of visual media is that it presents the ideas, message or events become real. In the other hand the visual media has the disadvantages they are:

- (1) Only focuses on visual message itself and less in planning and evaluation,
- (2) Visual materials are only considered as a media for teacher in process teaching and not as source of study.

The characteristics of visual media are:

- a. Text is real in visual manner, exceeded based on the room.
- b. Texts and visual show one way communication and received.
- c. Text and visual is shown statically.
- d. In developing, visual media depend on the language principle and visual perception.
- e. It is oriented to students.
- f. The information can be arranged.

c. Audio-visual media

Audio visual media combines audio and visual media, combine between hearing and seeing or sight in delivering message. It should be better because has two characteristics of audio and visual media.

The audio visual media has some advantages. It can help and change the teacher rules become easier. Audio visual media also gives opportunity to the learners to practice by themselves and encourages learners to know more.

2.4.2 Picture

To make the picture more understandable, the writer will explain it detail. Some experts give some definitions about picture. Picture is a visual

representation (of an object or scene or person or abstraction) produced on a surface. Marianne and Sharon (1998:93) said that pictures are kinds of visual instruction materials that might be used more effectively to develop and sustain motivation in producing positive attitudes toward English and to teach or reinforce language skills. Picture can also be used in various configurations to enhance learning and practice.

2.4.3 Types of Pictures

To make the picture more specific, it must be classified according to its types. There are two kinds of pictures that useful for teaching aids: pictures of individual persons and object, and picture in which person and objects are *in action*.

a. Picture of Individuals; it may be used to introduce or test vocabulary items.

Portraits, that is picture that show a person in close detail, are useful for intermediate and advanced learners, such as form of questions, For example: about the age and profession of the person, whether he/she is married, his/her interests and traits of character.

b. Situational Picture; situational pictures that show or suggest relationship between objects and/or people can be perfect teaching aids for introducing, practicing, or reviewing grammatical structures from the simplest to the most complex;

- The indicative structure: there is (a) and there are (some)
- A range of prepositional phrase: beside, towards, just behind, etc.
- The use of tense: present Continuous, Future Simple, etc.

Moreover, Mary and Michael state that pictures can be used to give interesting, meaningful practice in the sound, structures, and vocabulary of the foreign language. Mary and Michael (1973: 164) state that there are three kinds of pictures:

- a) Picture of individual persons and of individual object.
- b) Picture of situations in which people do something in which the relationship of objects and/ or people can be seen.
- c) A series of pictures on one chart.

2.5 Previous Studies

Researchers conducted searches on previous research. The results of previous research searches are to avoid plagiarism, and obtained several problems related to the problems to be studied, namely:

The first research was conducted by Ratnawati. This research was conducted in 2017 with the title “The Influence of Think Talk Write Strategy on Short Writing Ability in Class XI MIPA 4 SMA Negeri 3 Jambi City. This research was conducted on students of class XI SMA Negeri 3 Jambi City. by using quantitative research methods and with a sample of class XI MIPA 4 students with data collection techniques carried out by observation and giving tests. Based on the results of the analysis, the average post-test score after being taught using the think talk write strategy was 78.24. While the average value of the pre-test was 70.16. Thus, it is concluded that the think talk write strategy has an effect on the results of writing short stories for class XI students at SMA Negeri 3 Jambi City. And this think talk write strategy can be used in learning to write short stories.

Previous research was conducted by Harmini.H.Sofian. This research was carried out in 2014 with the title *"Improving Students' Writing Ability in Narrative Text Using Picture Series in SMA"*. The subjects of this study were students of class XI SMAN 6 Pontianak. with 33 students who actively participate in the class, with quantitative research methods. This research is focused on finding out how Picture Series can improve students' writing skills in narrative texts. In conducting this research, the researcher collected data from the class through classroom action research which was carried out in two cycles. The results of the first cycle research showed that the improvement of students' mastery in writing narrative was good. The second cycle is higher than the first cycle. In the first cycle there are 64.54% and in the second cycle 78.18%. Based on the results of this study, it showed an increase in students' abilities, namely by using serial images, the quality of students' writing increased.

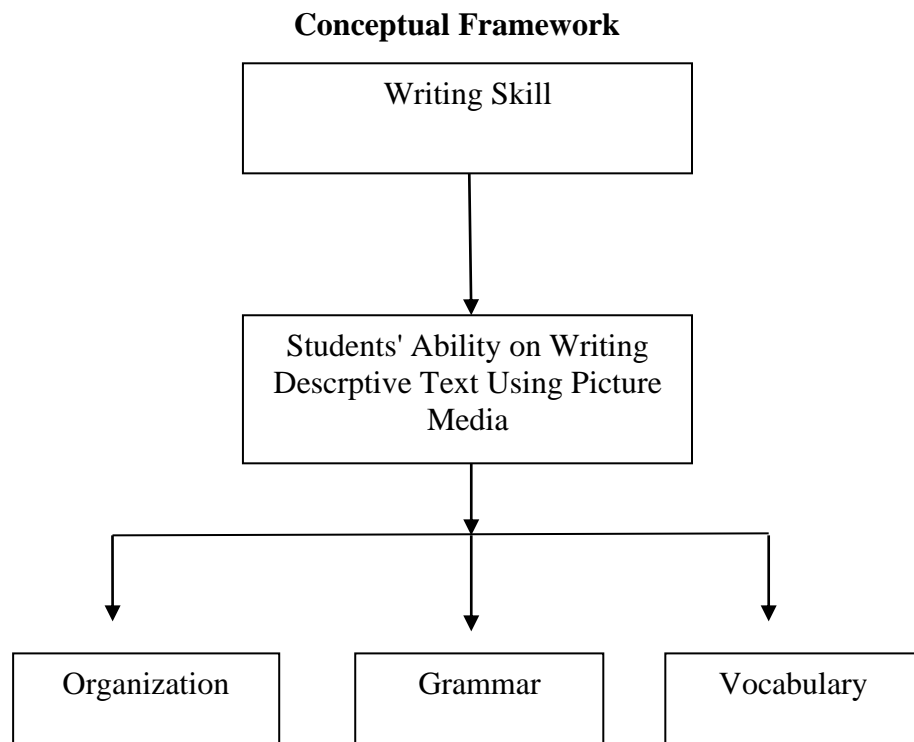
The three previous studies entitled "The Effect of the TTS Method on the Ability to Write Description Texts of Class VIII Mathayom Sanawi at Pesantren Attawfikiah, Southern Thailand". This research was conducted in 2019. This research was conducted by Neng Desti Siti Nurhidayah, Hera Wahdah Humaira, Deden Ahmad Supendi . This study aims to examine the effect of the crossword puzzle method on the ability to write descriptive texts of 8th grade students Mathayom Sanawi at Attawfikiah Islamiah School Narathiwat Southern Thailand. The subjects in this study were foreign students in grade 8 with a total of 23 students, with a random sampling technique This study uses "One Group Pretest-Posttest Design". In collecting data the researchers used tests. Based on the test results from the research that has been obtained, the researchers conclude that:

First, the ability to write descriptive texts before using the TTS learning method, the score achieved is very low, namely 60.86. The ability to write a second descriptive text in grade 8 after using the TTS learning method changed but not significantly. This can be seen in the difference in posttest scores which increased to 79.82. The increase in value is due to changes in learning methods that have been carried out so far. However, despite the changes in the posttest, the effect of the TTS learning method is still lacking, especially for students who speak foreign languages. So it can be concluded that the TTS method has no effect on the ability to write descriptive texts of 8th graders Mathayom Sanawi at Attawfikah Islamiah School Narathiwat Southern Thailand.

Based on the findings of the previous research above, the researcher concludes that there are differences and similarities with all the researchers above, so that this research can be used as a reference. For example, the comparison between the three researchers and this study is that the three researchers are more concerned with influence, while this study is more on ability, while the similarities between this study are that they both look at students' writing skills.

2.5 Conceptual Framework

Figure 1



Based on the conceptual framework above, this research aims to know students' writing skill. In this case to analysis of students' ability in writing descriptive text. The components to be analyzed are Organization, Grammar, Vocabulary .

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this study the authors used quantitative methods. According to Creswell (2014) quantitative methods can be interpreted as research methods based on a process of collecting, analyzing, interpreting and writing the results of a study. In this study, the researcher looked at the students' descriptive text writing skills using picture media. Based on this explanation, quantitative research is used because it is a research conducted to reveal an actual situation. This study will use data collection techniques by means of tests

3.2 Population and Sample

1. Population

The population in this study are students' of public vocational high school 4 Jambi cities in the 2021/2022 academic year. The total class for the tenth class is nine classes. The total population is 293.

The number of students in each class is as follows:

Table 3.1

Population Class X State Vocational High School 4 Jambi City

No	Class Name	Population
1	TKC 1	32
2	TKC 2	33
3	TBG 1	34
4	TBG 2	35
5	TBG 3	34
6	TBG 4	32
7	PH 1	33
8	PH 2	34
9	PH 3	26
Total		293

Source: Administration of SMK N 4 Kota Jambi

2.Sample

The sample is a smaller population group (Arikunto, 2014). In this study, for the sampling technique, the researcher used random sampling to take the sample. According to Sugiyono (2017:126) Random sampling is a form of sampling where each sample has the same opportunity to be selected, and researchers use the lottery method to obtain the sample. One common way is to use the lottery method, which is a mechanical example of random sampling. In this method, the researcher assigns a number to each member of the population. The researcher took a number from the box randomly to choose a sample and the sample of this study were students from X PH 3

Table 3.2
Sample of the Research

No	Class	Students	
1	X PH 3	Female	Male
		17	9
Total		26	

Source: Administration of SMK N 4 Kota Jambi

3.4 Research Instruments

In collecting data, the researcher used a written test as a research instrument. The writing test used was to look at the students' ability to write descriptive text through the picture media provided by the researcher as the topic of writing descriptive text. Then, they will compose into three paragraphs of media picture that they see on paper. This test is intended to see the students' ability to write descriptive texts.

3.5 Techniques of Data Collection

Tests are planned measurements used by teachers to try to create opportunities for students to show their achievements in relation to predetermined goals (James S Cangelosi, 1995: 21). where in this study students were asked by the researcher to write descriptive text using picture media.

3.6 Techniques Of Data Analysis

The data that been collected need to be analyzed. The researcher will analyze this data by some steps. Some formulas are applied in this research to process the data as follows :

1. Tabulating the students' scores

The students' score is tabulated by using the following criteria :

Table 3.3
Scoring Criteria of Writing Description Text

Aspect	Score	Criteria	Weighting
Organization (O) 20% -Identification -Description	4	Identification is complete and descriptions are arranged with proper connectives	2 X
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) -Use present tenses	4	Very few grammatical inaccuracies	2X
	3	Few grammatical inaccuracies but not affect on meaning	
	2	Numerous grammatical inaccuracies	
	1	Frequent grammatical inaccuracies	

Vocabulary (V) 15%	4	Effective choice of words and word forms	1.5 X
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word form	
	1	Very poor knowledge of words, word forms, and not understandable	

Adapted from Brown (2007)

2. Calculating the students score, the students score calculated with the formula:

$$\text{Score} = \frac{20+2G+1,5V}{30} \times 100$$

(Brown : 2007)

O = Organization

G = Grammar

V = Vocabulary

Based on the scores obtained from the test, this study calculate the score so that the research findings are revealed in form of information related to the analysis of students' writing skills in descriptive texts using picture media for students' in class X PH 3 Vocational High School 4 Jambi City Then, the scores are analyzed according to formula by Brown's (2007)

The researcher find out the students mean score by using the following formula :

$$M = \frac{\sum F}{n}$$

M : Mean

F : Total Score

n : Total Sample

3. The Researcher Give the Score Clasification

There are five of students' writing ability encompassing excellent, good, average, fair, poor, Harris (1969)

Tabel 3.4

The students' score skill level

No	Score	Criteria
1	81 – 100	Excellent
2	61 – 80	Good
3	41 – 60	Average
4	21 – 40	Fair
5	0 – 20	Poor

Adapted from Harris (1969)

Table 3.5

List Of Students Scores in Writing Descriptive Text

No	Students	O	G	V	Score
		Organization	Grammar	Vocabulary	
1	AH				
2	AR				
3	AN				
4	AK				
5	AU				
6	BK				
7	DS				
8	DC				
9	EK				
10	FR				
11	HW				
12	KK				
13	MA				
14	MS				
15	MU				
16	MI				
17	MR				
18	MD				
19	NR				
20	NM				
21	RS				
22	SS				
23	SA				
24	SK				
25	WA				
26	YA				
Total					

CHAPTER IV

FINDINGS AND DISCUSSION

The most important thing in research was the results of research and discussion.

4.1 Findings

This chapter presents the findings and discussion of students' descriptive text writing using picture media. To collect data, researcher conducted test. The test given was to write descriptive text using picture media. The test scores consist of three aspects. Aspects that are measured were organization, grammar and vocabulary.

After the test, the results in the form of student scores were tabulated as follows :

4.1.1 The Students Result Based On Indicators

The results of data analysis showed that the writing of student description texts using picture media in class X Hospitality 3 at vocational high school 4 Jambi City was on average. The data analysis was carried out based on 3 indicators which can be seen from the student test results as follows:

a. Organization

In this aspect, students' description text writing was assessed based on the generic structure contained in the descriptive text

Read the instructions below before you do the test

1. Pray first before doing the test.
2. Enter your name and your class on the answer sheet.
3. Send your answer sheet when you're done.

O = 3
M = 3
V = 3

54.49

Descriptive about BW Hotels in Jambi by looking at the image media that has been given to you with a minimum of 3 paragraphs!

Hotel BW is one of the five-star hotels in Jambi which is located on Jl. Soekarno-Hatta, Pasir Putih, South Jambi district, Jambi city, Jambi Province, Indonesia.

BW Luxury Hotel Jambi is located in a strategic area which offers access near the center of the border. Enjoy special services and superior facilities that will make your stay unforgettable. Safe, clean and friendly environment. Besides having a strategic location, each room is equipped with the best facilities. ~~Start~~ Starting from cable TV, desk, hair dryer, safe, minibar, bathrobe, and shower. Various public facilities such as parking area, welcome drink, cafe, ~~elevator~~ elevator, 24-hour room service, restaurant, safe, and free Wi-Fi access in public areas are also available for your convenience.

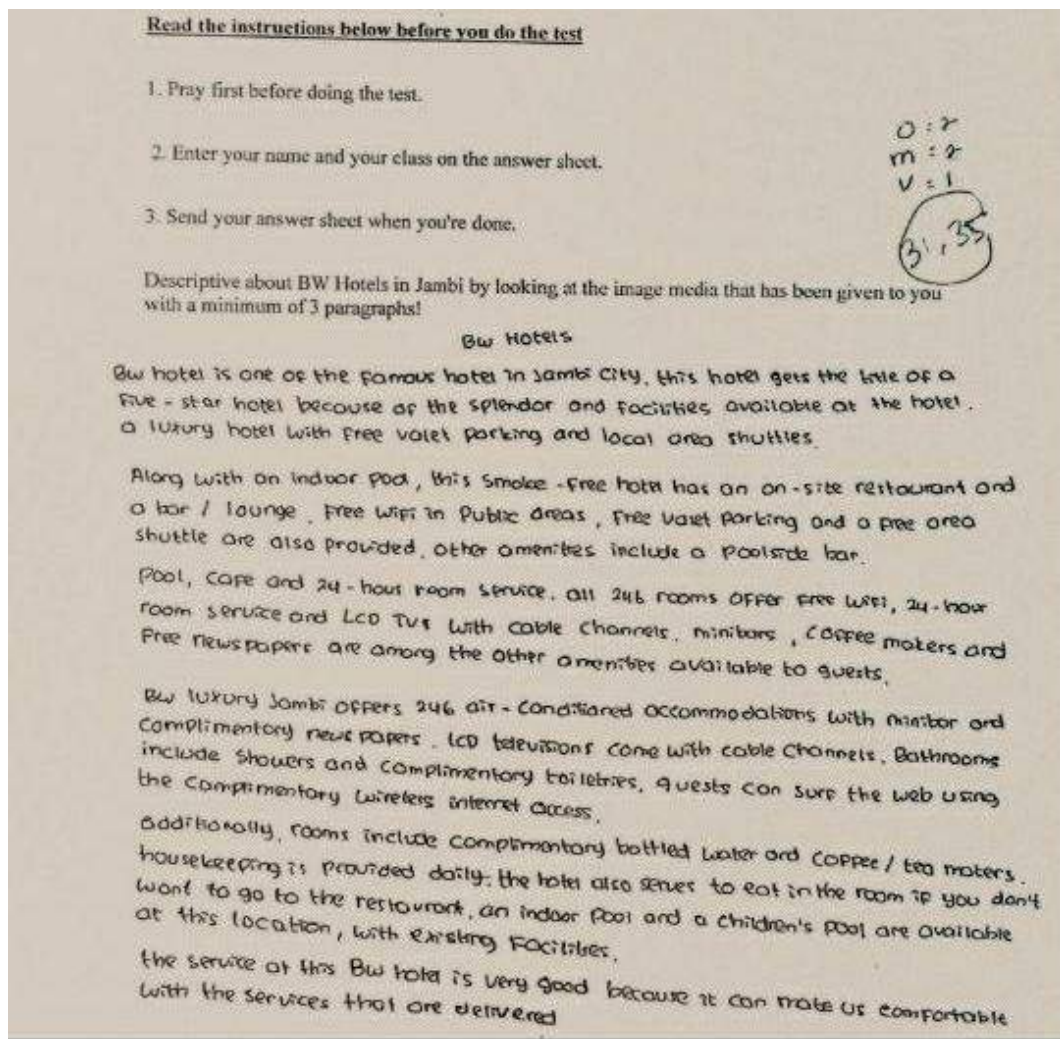
BW Luxury Hotel Jambi also provides other facilities such as a fitness center, garden, indoor swimming pool, massage services and a spa. It is also close to a number of interesting attractions. You can visit Jambi Paradise which is about 12 minute drive. You can also see the majestic Al Fatah mosque, Jambi City which is about 13 minutes drive. If you want to shop or hangout you can visit Jambi Prima Mall which is about 5 minute drive.

The results of the student writing described above from the organizational aspect were good. This can be seen from the writings that reveal the identity and complete description and according to the rules of the description text, such as, BW Hotel was one of the famous hotels in Jambi city. Hotel BW was one of the five-star hotels located on Jl. Soekarno-hatta, white sand. south jambi district. Jambi City, Jambi Province, Indonesia. This hotel gets the title of a five-star hotel. Because, from the splendor and facilities available at the luxury hotel. BW Luxury

Jambi offers 246 air-conditioned accommodations with minibars and complimentary newspapers. LCD television come with cable channels. bathrooms include showers and complimentary toiletries. guests can surf the web using the free wireless internet access. Other facilities offered by Hotel BW such as indoor swimming pool, restaurant and bar/lounge, free Wi-Fi in public areas, free valet parking

b. Grammar

In this aspect, students' writing results were assessed based on the use of language and linguistic characteristics of descriptive texts.



The results of the students' writing described above from the grammar aspect were good. This can be seen from the writings written by students. such as, focusing on a particular participant, declarative sentences, simple present tense

c. Vocabulary

In this aspect, students' writing results were assessed based on the use of words and word forms. The use of the word was related to the word used whet her it was correct or not.

Read the instructions below before you do the test

1. Pray first before doing the test.
2. Enter your name and your class on the answer sheet.
3. Send your answer sheet when you're done.

Descriptive about BW Hotels in Jambi by looking at the image media that has been given to you with a minimum of 3 paragraphs!

O = 3
m = 3
v = 3
54.49

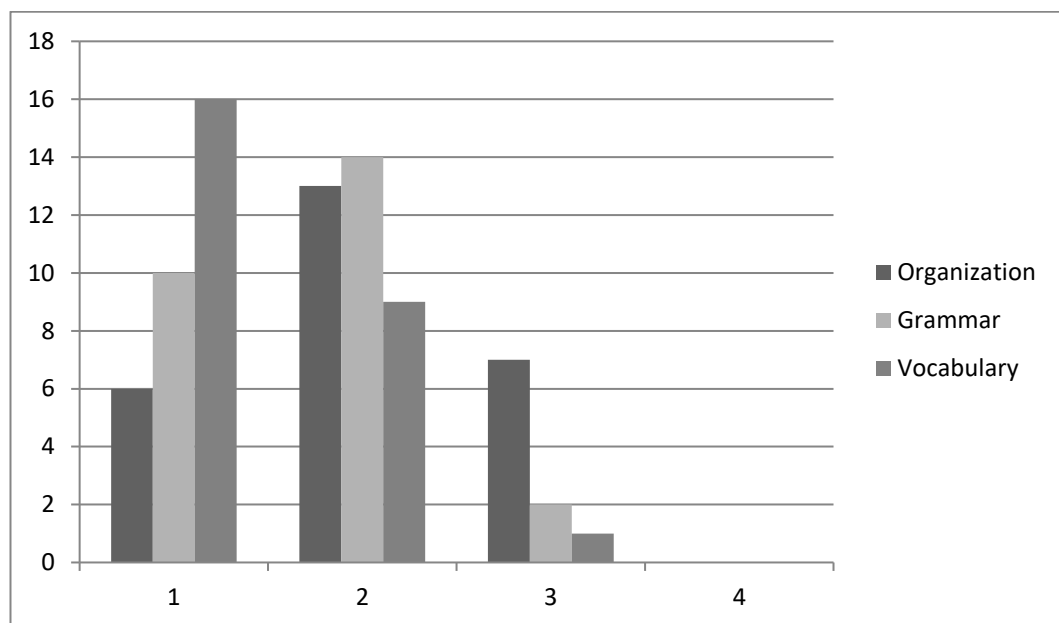
Hotel BW is one of the five-star hotels in Jambi which is located on Jl. Soekarno-Hatta, Pasir Putih, South Jambi district, Jambi city, Jambi Province, Indonesia.

BW Luxury Hotel Jambi is located in a strategic area which offers access near the center of the border. Enjoy special services and superior facilities that will make your stay unforgettable. Safe, clean and friendly environment. Besides having a strategic location, each room is equipped with the best facilities. ~~Start~~ Starting from cable TV, desk, hair dryer, safe, minibar, bathrobe, and shower. Various public facilities such as parking area, welcome drink, cafe, ~~elevator~~ elevator, 24-hour room service, restaurant, safe, and free Wi-Fi access in public areas are also available for your convenience.

BW Luxury Hotel Jambi also provides other facilities such as a fitness center, garden, indoor swimming pool, massage services and a spa. It is also close to a number of interesting attractions. You can visit Jambi Paradise which is about 12 minute drive. You can also see the majestic Al Farah mosque, Jambi City which is about 13 minutes drive. If you want to shop or hangout you can visit Jambi Prima Mall which is about 5 minute drive.

The students' writing results described above from the vocabulary aspect were good. This can be seen from the writing that was written with the vocabulary used quite well, although there was still a little misuse of the word form.

Histogram 4.1
The Histogram By Indicators Can Be Seen As Follow



The data on histogram 4.1 show that the results of students' ability in the organizational category in writing descriptive texts were low, because there were 13 students who get a score of 2 which was the identification criteria and descriptions were arranged using conjunctions. Meanwhile, with a total score of 3, only 7 students met the criteria such as complete identification and the description was arranged with the conjunction almost correct, while the score of 1 was obtained by 6 students with incomplete identification criteria and the description was prepared using the wrong conjunction.

The next indicator was grammar which was included in the low category because there was only 1 student who gets a score of 3 with the criteria of a slight grammatical inaccuracy but does not affect the meaning, while the score of 2 was obtained by 15 students with the criteria of a lot of grammatical inaccuracies written by students in the description text and the last score was 1 obtained 10 students with the criteria of grammatical inaccuracies that often occur in their descriptive text writing.

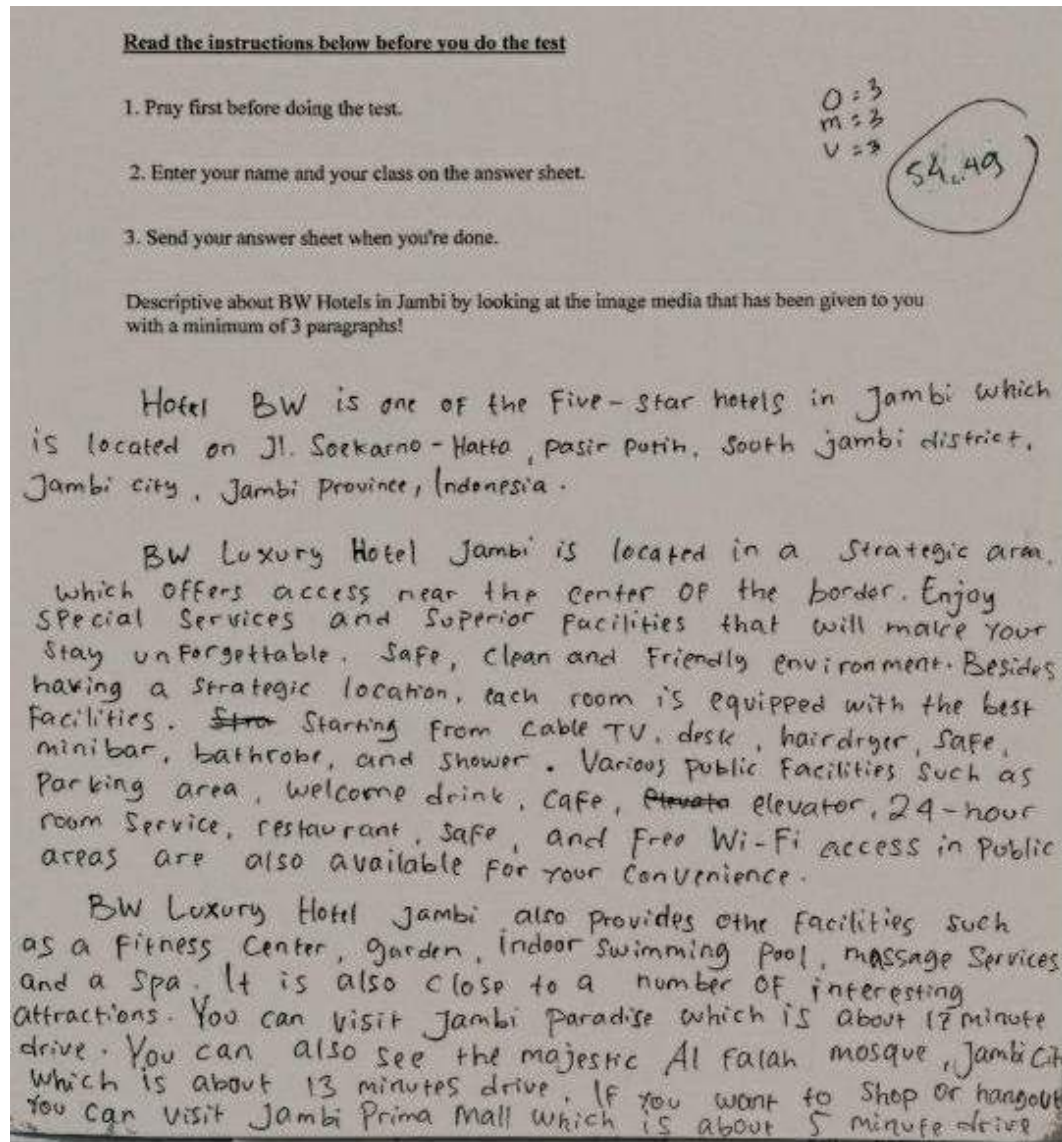
Then the vocabulary indicator which was included in the fairly low category with a score of 3 obtained 1 student with the criteria of Slight misuse of vocabulary, word forms, but does not change the meaning and a score of 2 obtained 9 students with the criteria of limited word range and confusing word forms in writing descriptive text and scores 1 obtained 16 students with very poor vocabulary knowledge, unintelligible word forms so it can be concluded that from these indicators the vocabulary indicator was the indicator with the lowest score, because of the lack of vocabulary that students have.

4.1.2 The Students Result Based On Category

In this category, the results of students' writing descriptive texts using picture media were assessed based on criteria and scores. The criteria and scores were excellent (81 - 100), good (61 - 80), average (41 - 60), fair (21 - 40) and poor (0 - 20). in writing descriptive text, students use picture media, none of the students get excellent and good criteria, these students only get average, fair and poor level criteria.

a. Average

There were only six students who gets a average category can be seen as follow :

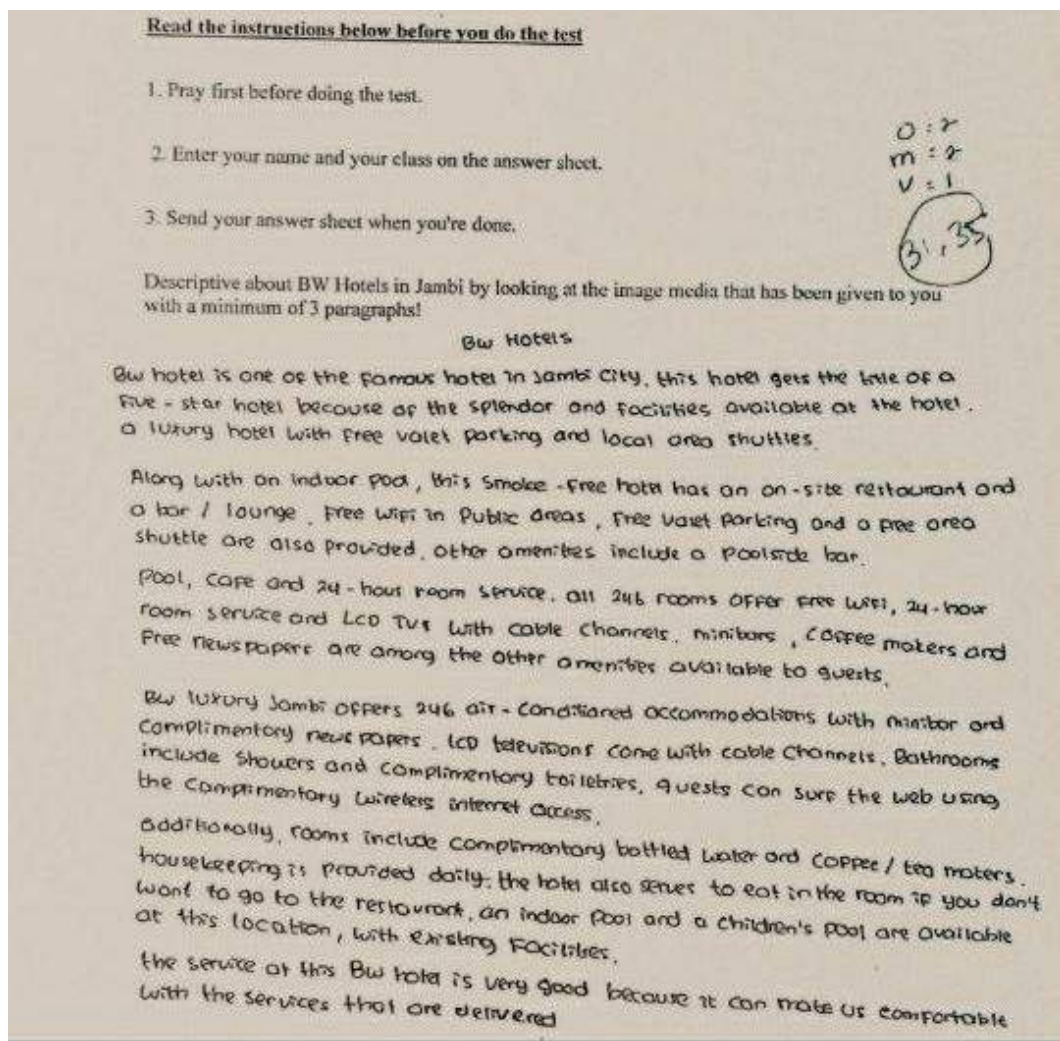


Based on the writing above, this student was included in the average category. because, this student almost fulfilled the indicators contained in the descriptive text. such as the organization explained by the students according to the descriptive text indicators, although there were still a few grammatical errors,

but even so, the writing of this student description text can be categorized quite well.

b. Fair

There were only fourteen students who gets a fair category can be seen as follow:

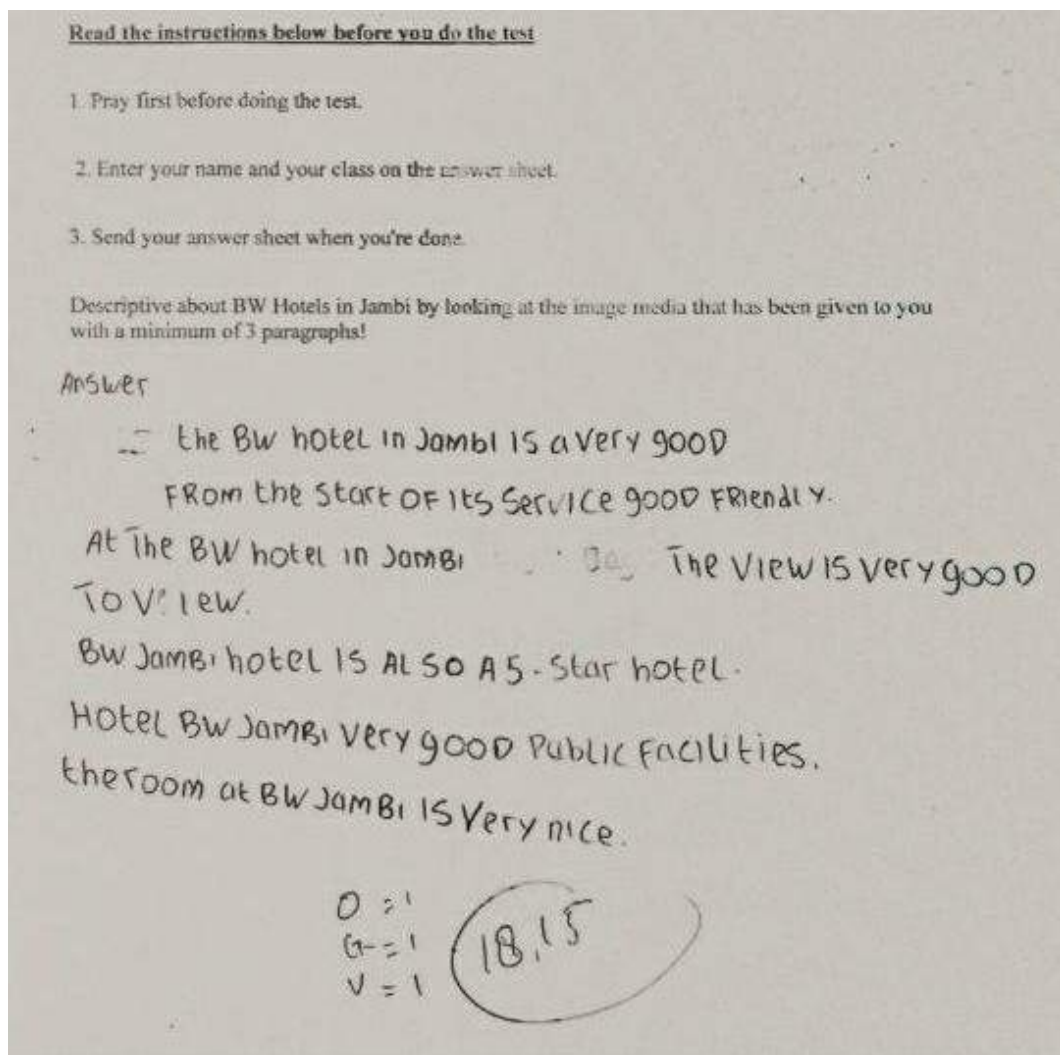


Based on the writing above, this student was included in the fair category. because this student slightly met the indicators contained in the descriptive text. such as an organization that almost matches the description text indicators,

although the use of grammar was still confusing and the vocabulary was included in the decent category

c. Poor

There were only six students who gets a poor category can be seen as follow:



Based on the writing above, this student was included in the bad category. because these students almost did not meet the indicators contained in the descriptive text. such as an organization that almost does not match the

description text indicators, the use of grammar can be said to be weak and the vocabulary that students have was very little known

Histogram 4.2

The Histogram By Category Can Be Seen As Follow:

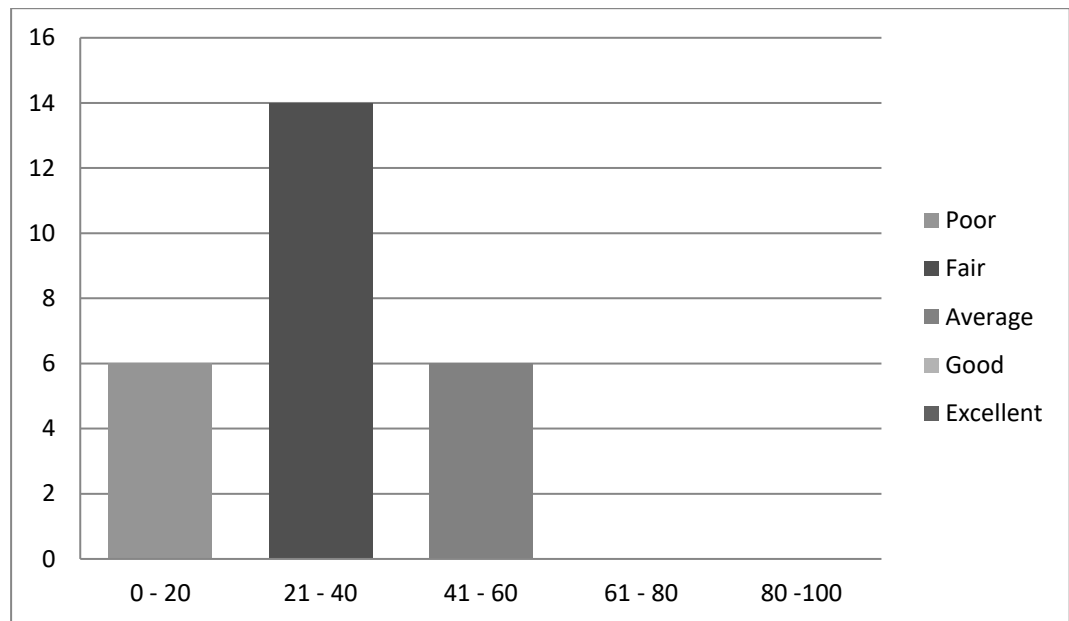


Figure 4.2 shows the first frequency histogram of the real limit between 41- 60, the frequency was 6 people. Histogram frequency two real limits between 21- 40, The frequency was 14 people. The three frequency histograms were actually between 0-20, the frequency was 6 people. Based on the histogram scores, only 6 students got an average score, 14 students got enough, 6 students got poor scores.

The researcher uses skill level scores which include poor, fair, average, good and excellent to determine students' ability to determine student abilities.

The average score data for the above was calculated as follows:

$$M = \frac{\sum F}{n}$$

M : Mean

F : Total Score

n : Total Sample

So the mean score would be : $M = \frac{816,43}{26} = 31,40$

The average value explains that the average score of students on writing descriptive text using picture media was 31,40. Based on the results, the skill level scores were analyzed as mentioned in chapter 3. The students' abilities were at the fair level. Here by proves that students need more improvement in writing descriptive texts.

The assessment score given by the researcher to the students was also assisted by the English teacher to equalize the perception. The next step that the researcher takes was to analyze the data on each aspect to find out which aspects were good and which aspects were weak.

Analysis of each aspect as follows:

Categories	Mean Score	Criteria
Organization	2,3	Fair
Grammar	1,73	Poor
Vocabulary	1,42	Poor

2.4 Discussion

From the data analyzed specifically, every aspect was analyzed by the researcher. which comes from three aspects, namely organization, grammar, and vocabulary.

The first aspect that will be analyzed by the researcher was Organization. There were 2 aspects contained in the organization, namely Identification and Description. The criteria contained in the identification and description were, Complete identification and description prepared with appropriate conjunctions, Almost complete identification and description prepared with almost exact conjunctions, Incomplete identification and description prepared with little misuse of conjunctions, Identification was done incomplete and The description was structured with the use of conjunctions. With the criteria that have been determined by the skill score, researcher can collect and analyze data. And the results of the study show that the average results of the criteria for writing skills obtained were 2,3 and this was included in the fair category.

The second was the grammatical aspect. This aspect consists of word selection. Aspects of word choice in question were very few grammatical inaccuracies, slight grammatical inaccuracies but do not affect the meaning, many grammatical inaccuracies, grammatical inaccuracies often occur. criteria In this way, researcher can collect and analyze data. And from the results of data collection and analysis, it was known that there were still grammatical deficiencies that students have, this can be seen from the classification of the

average writing ability of students who scored 1.73 and according to the classification theory the value was included in the poor level.

The third was the vocabulary aspect. This aspect consists of word selection. the aspect of word choice in question was the selection of the right and appropriate words to express ideas. Criteria in vocabulary such as, Effective choice of words and forms of words, Slight misuse of vocabulary, tenses, but does not change the meaning, Confusing range of words and forms, knowledge of words, poor form of words, and cannot be understood. criteria In this way, researcher can collect and analyze data. And from the results of data collection and analysis it was found that there was still a lack of vocabulary owned by students, this can be seen from the average classification of students' writing skills who got a score of 1.42 and according to the classification theory the value was included in the poor level.

From the average value of students in each aspect obtained from all students, it can be seen that the weakness of students in writing descriptive text using picture media was in the aspects of grammar and vocabulary with a score of 1.73 and 1.42. where according to the criteria for the level of writing said by Harris (1969) was poor. And from these results it can also be seen that students were quite capable of mastering the generic structure contained in the descriptive text, this can be seen from the organizational aspect which was obtained with a score of 2.3. with a fair level of criteria. Meanwhile, from the results of data presentation in general, the researcher obtained the result that the average score obtained by students in writing descriptive texts was 31.40 and according to the

classification theory of Harris's (1969) average value the value was categorized as fair. Thus, it can be concluded from the aspect category and the category of writing criteria, writing student description texts, it can be concluded that students still need improvement in writing descriptive texts using picture media.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents two parts consisting of conclusions and suggestions. The first section concludes the research results. The second section provides suggestions for students and teachers.

1.5 Conclusion

As mentioned in the first chapter, the purpose of this research was to analyze students' descriptive text writing that focuses on 3 aspects, namely organization, grammar, vocabulary, in class X hospitality 3 At Vocation High School 4 Jambi City. The researcher concluded that 26 students of class X Hospitality 3 At Vocation High School 4 Jambi City at the level of writing descriptive texts were still at the fair level. This was indicated by the average value of 31,40 from the results of tests conducted by researcher on students. And the average value of aspects obtained by students in the organizational aspect was 2.3, the grammar aspect was 1.73 and the vocabulary aspect was 1.42

2.5 Suggestion

Based on the conclusions of the study, the researcher recommends several suggestions to improve students' abilities and reduce students' difficulties in writing descriptive texts in vocational high schools 4 Jambi city, there were:

1. For Students

The researcher suggests that students write sentences, paragraphs or texts more often so that they can improve students' writing. In addition, memorize a lot of vocabulary and grammar to reduce students' writing difficulties.

2. For Teacher

Researcher have observed that the strategies and materials in learning to write descriptive texts were quite good. However, the researcher suggests the teacher to pay more attention to organization, grammar and vocabulary in writing descriptive texts.

3. For further researcher

The results of this study were expected to provide input for those who wish to conduct research on the topic of teaching writing descriptive texts. The results of this study are expected to provide input for those who want to do development research, especially in analyzing students' abilities in writing or other English skills. The researcher also suggests that the next researcher conducts research to analyze student writing in different genres even at different student levels.

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APPENDIX 1

Name :

Class :

Read the instructions below before you do the test

1. Pray first before doing the test.
2. Enter your name and your class on the answer sheet.
3. Send your answer sheet when you're done.

Describe about BW Hotel in Jambi by looking at the picture media that has been given to you with a minimum of 3 paragraphs!

APPENDIX 2



APPENDIX 3

The Results of The Assessment of Student Description Text Writing Using Picture Media

No	Students	Aspect			Score
		O	G	V	
1	AH	1	1	1	18,15
2	AR	3	2	2	42,9
3	AN	3	3	3	54,45
4	AK	2	1	1	24,72
5	AU	2	2	2	36,3
6	BK	2	2	1	31,35
7	DS	3	2	2	42,9
8	DC	2	1	1	24,72
9	EK	2	2	2	36,3
10	FR	1	1	1	18,15
11	HW	2	2	2	36,3
12	KK	1	1	1	18,15
13	MA	2	2	1	31,35
14	MS	3	2	1	37,95
15	MU	2	1	1	24,72
16	MI	3	3	2	42,9
17	MR	2	2	2	36,3
18	MD	2	2	1	31,35
19	NR	1	1	1	18,15
20	NM	2	1	1	24,72
21	RS	2	2	1	31,35
22	SS	1	1	1	18,15
23	SA	2	2	1	31,35
24	SK	1	1	1	18,15
25	WA	3	2	2	42,9
26	YA	3	2	2	42,9
TOTAL		53	45	37	816,63



BIOGRAPHY



Irma Kristina Shella Ria Br. Sinaga was born on October 13, 1996 in Perawang. The author was the second of five children from Mr. Hotler Sinaga and Mrs. Delima Br. Simamora.

The author finished elementary school at SD Negeri 23 Tebing-Tinggi, continued to SMP Negeri 4 Tungkul Ulu and continued to the YPMM Tebing-Tinggi Private High School. In 2018 the author continued his study at Batanghari University Jambi and took the Faculty of English Education. The author follows PPL activities at SMK N 4 Jambi City. Finally, the author completed the study period with research results in the form of a thesis with the title "**Students' Ability On Writing Descriptive Text Using Picture Media In class X Perhotelan 3 At Vocation High School 4 Jambi City**" The author completed his undergraduate course (S1) in 2022