

**A CONTENT ANALYSIS OF STUDENTS' ABILITY  
IN WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE  
OF VOCATIONAL HIGH SCHOOL SANTIWIT  
SONGHKLA TECHNOLOGICAL COLLEGE  
THAILAND**

**THESIS**



**Written by:**

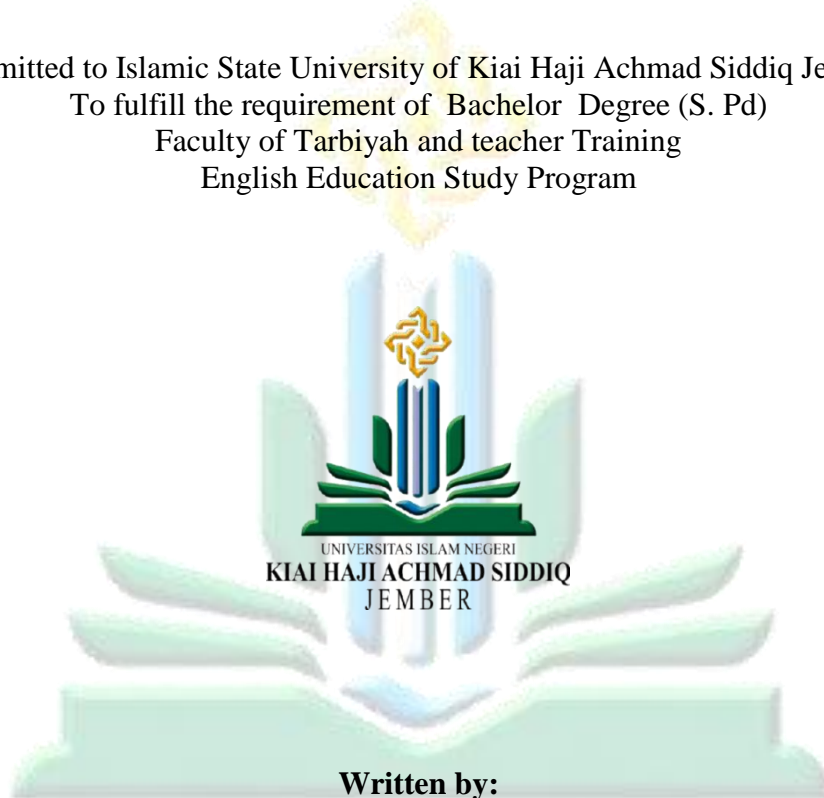
**SITI NUR HOLIFAH**  
**SRN. 211101060010**  
UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

**STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI ACHMAD SHIDDIQ JEMBER  
FACULTY OF EDUCATION AND TEACHER TRAINING  
ENGLISH EDUCATION STUDY PROGRAM  
DECEMBER 2024**

**A CONTENT ANALYSIS OF STUDENTS' ABILITY  
IN WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE  
OF VOCATIONAL HIGH SCHOOL SANTIWIT  
SONGHKLA TECHNOLOGICAL COLLEGE  
THAILAND**

**THESIS**

Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember  
To fulfill the requirement of Bachelor Degree (S. Pd)  
Faculty of Tarbiyah and teacher Training  
English Education Study Program



**Written by:**

**SITI NUR HOLIFAH**  
**SRN: 211101060010**

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

**STATE ISLAMIC UNIVERSITY  
OF KIAI HAJI ACHMAD SHIDDIQ JEMBER  
FACULTY OF EDUCATION AND TEACHER TRAINING  
ENGLISH EDUCATION STUDY PROGRAM  
DECEMBER 2024**

**A CONTENT ANALYSIS OF STUDENTS' ABILITY  
IN WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE  
OF VOCATIONAL HIGH SCHOOL SANTIWIT  
SONGHKLA TECHNOLOGICAL COLLEGE  
THAILAND**

**THESIS**

Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember  
To fulfill the requirement of Bachelor Degree (S. Pd)  
Faculty of Tarbiyah and teacher Training  
English Education Study Program

**Written by:**

**SITI NUR HOLIFAH**

**SRN: 211101060010**

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

Had been approved by advisor



**AS'ARI M. Pd. I**

**NIP: 19760915 2005011004**

**A CONTENT ANALYSIS OF STUDENTS' ABILITY  
IN WRITING DESCRIPTIVE TEXT AT THE FIRST GRADE  
OF VOCATIONAL HIGH SCHOOL SANTIWIT  
SONGHKLA TECHNOLOGICAL COLLEGE  
THAILAND**

**THESIS**

This has been certified and has been approved by the board examiners  
To fulfill the requirement of Bachelor Degree (S. Pd)  
Faculty of Tarbiyah and teacher Training  
English Education Study Program

Day: Monday  
Date : 2 of December 2024

**Examiners Team**

**Chairman**



Dr. Mohammad Zaini, S.Pd.I, M.Pd.I  
NIP.198005072023211018

**Secretary**



Zahratul Maujudatul Mufidah, M.Pd  
NIP. 199201222019032009

Members:

1. Dr. Dra. Khoiriyah M.Pd.
2. As'ary M.Pd. .



**Approved by  
Dean of Tarbiyah and Teacher Training Faculty**



Dr. H. Abdul Mu'is, S.Ag., M.Si  
NIP. 197304242000031005

## MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ

“Allah does not task any soul beyond its capacity. Whatever [good] it earns is to its own benefit, and whatever [evil] it incurs is to its own harm”<sup>1</sup>



---

<sup>1</sup> Qarai A.Q., *Compare all English translations of Surah Al-Baqarah - verse 286*, The Noble Qur'an, <https://en.noblequran.org/quran/surah-al-baqarah/ayat-286/>.

## DEDICATION

I proudly dedicate this thesis to:

1. The almighty God, Allah SWT, the lord of the world. Because of him, I have overcome many obstacles while completing this thesis.
2. My beloved parents, Mr. Khosnan as my beloved father, and Mrs. Sumiati as my beloved mother. There are no perfect words for my perfect parents, my greatest motivation, and my whole world. They always pray for me and support me all times. I love you, my best parents.
3. My brother and my sisters. Firstly, thanks to Mr. Sholihin as my brother. You always boost my spirit, motivate me, and support me anytime and anywhere. Secondly, to my sisters, Mrs. Arni and Miss Rara, thank you for your continuous support, which has been so meaningful to me.



## ACKNOWLEDGEMENT

First of all, let's say thanks to Allah SWT. Because of his mercy and blessings, we are always in a good condition. Secondly may peace and solutotion to our prophet Muhammad SAW the last massager of God who has guided us from the darkness to brightness from jahiliyah to the islamiyah namely Islamic religion.

This thesis entitled “A Content Analysis of Students' Ability in Writing Descriptive Text at The First Grade of Vocational High School Santiwit Songkhla Technological College Thailand ” compiled to fulfill one of the requirements for achieving this undergraduate degree of English Language Teaching of UIN KH Achmad Siddiq Jember.

The researcher realized that the preparation of this thesis could not be separated from the help and guidance from other people. Therefore, the researcher would like to thank:

1. Prof. Dr. H. Hepni, S. Ag, M.M., as a Rector of State Islamic University of KH Ahmad Siddiq of Jember who has given opportunity for me to study in this university.
2. Dr. Abdul Mu'is, S.Ag, M.Si., as the Dean of the Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty.
3. Nuruddin, M.Pd.I, S.Pd.I., as the Head of Islamic Studies and Language Education Department who had given the permission to do this research.
4. Dewi Nurul Qomariyah, S.S, M.Pd., as the Head of English Education Program who has motivated me to study English.



5. As'ary, M.Pd.I., as my advisor, who helped, guided and supported me during the writing of the thesis.
6. All English Department lecture who gave me knowledge during my learning process
7. The Head of Santiwit Songkhla Technological College Thailand School, Mr Mangsood Match and all of teachers and staffs for giving me a permission and helping me during my research.
8. Rita Afkarina, S.Pd, the English teacher who has helped in conducting my research at school.
9. I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticism and suggestions. The researcher hopes this thesis will be useful for readers and other researchers who need it.

Jember, 8 November 2024

Author,

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

**Siti Nur Holifah**  
**SRN. 211101060010**



## ABSTRACT

**Siti Nur Holifah, 2024: A Content Analysis of Students' Ability in Writing Descriptive Text at The First Grade of Vocational High School Santiwit Songkhla Technological College Thailand.**

**Keyword:** *writing ability, descriptive text.*

World Englishes uses a variety of approaches and techniques in teaching English that are tailored to the specific contexts of different countries, including Thailand. However, English teaching in Thailand faces significant challenges. Several studies have revealed that students' English language abilities are relatively low. This evident among students at the first grade of vocational high school Santiwit Songkhla Technological College, Thailand. The students have difficulties in writing, nonetheless the lack of analysis of student ability by the teachers to students abilities. This highlights the urgent need for students' ability analysis to improve learning outcomes, especially in writing ability.

The aims of this research is to analyze students' abilities in writing descriptive text. Besides that, to find out the classifications of descriptive text are presented by students. These research objectives were taken from research questions, including: (1) How is the students' ability in writing descriptive text at the first grade of Vocational High School Santiwit Songkhla Technological College Thailand? (2) What the classifications of descriptive text are presented in the students' worksheets at the first grade of Vocational High School Santiwit Songkhla Technological College Thailand?

This research used qualitative. Content analysis was the research design. Students' worksheets used in collecting the data, especially descriptive text. The research participants used purposive sampling. They were students at the first grade of Vocational High School Santiwit Songkhla Technological College Thailand. It consisted of 17 students. The data analysis used Donald Ary's theory. And to show the validity of the data, the researcher used investigator triangulation, which consisted of two validators.

Findings: (1) Students' writing ability from five aspects of writing in composing descriptive text was at poor level. In the organization of ideas, most of them lacked identification. The content arrangement of descriptive text in the students' worksheets was relevant to the topic. In a grammatical aspect, some of them were errors in using simple present tense. 13 students were error in using simple present tense and 3 students were correct in using simple present tense. Most errors was found in mechanics. There were 17 students errors in using punctuation and spelling words. In the vocabulary aspect, they were good enough. It means they have known well what part of speech from the vocabulary. This research found from 17 students, 3 students achieved average level, 7 students achieved poor level, and 7 students achieved very poor level (2) This research also found the classifications of descriptive text presented in the students' worksheets. Based on the findings from 17 students' worksheets. Descriptive text in describing thing was the most dominant types presented by students. It presented by 13 students. The second was describing person. It was presented by 3 students. The last was describing place. It was presented by 1 student.

## TABLE OF CONTENT

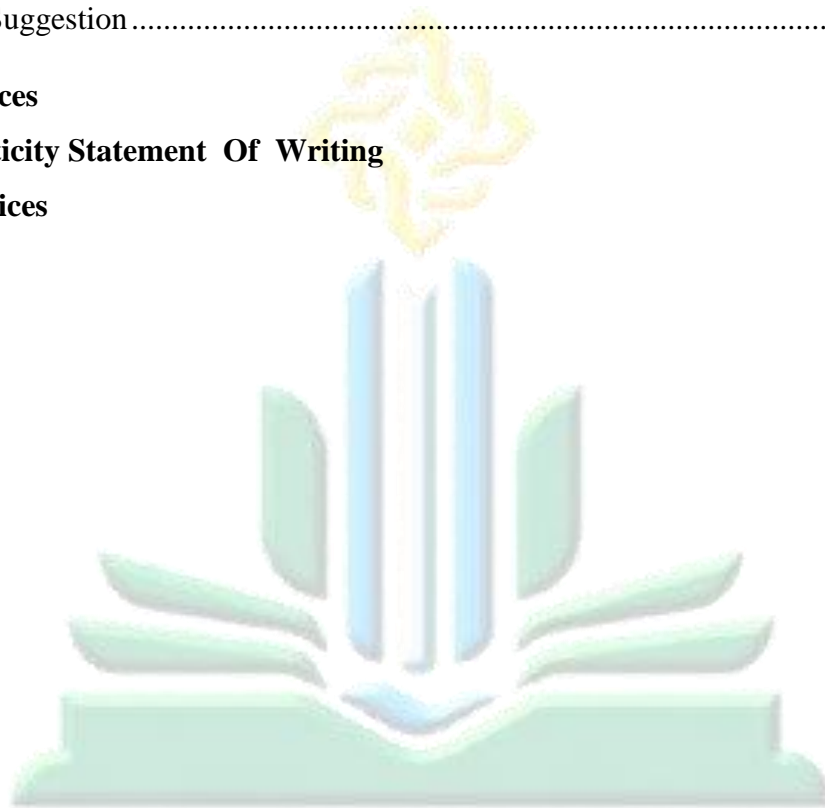
	<b>Page</b>
Cover.....	
Approval of Supervisor.....	i
Approval of Examiner.....	ii
Motto.....	iii
Dedication.....	iv
Acknowledgement.....	v
Abstract.....	vii
Table of Content.....	viii
List of Table.....	x
List of Appendices.....	xi
CHAPTER I INTRODUCTION.....	1
A. Background Of Research.....	1
B. Research Focus.....	7
C. Research Objective.....	8
D. Research Significance.....	8
E. Definition Of Key Term.....	10
F. Systematic Discussion.....	10
CHAPTER II LITERATURE REVIEW.....	12
A. Literature Review.....	12
B. Theoretical Framework.....	19
CHAPTER III RESEARCH METHOD.....	40
A. Research Approach And Design.....	40
B. Research Location.....	41
C. Research Participants.....	41
D. Data Collection Methods.....	42
E. Data Analysis Techniques.....	43
F. Data Validity.....	45
G. Research Procedures.....	46

CHAPTER IV FINDING AND DISCUSSION.....	48
A. Description of Research Object .....	48
B. Research Finding.....	50
C. Research Discussion.....	70
CHAPTER V CONCLUSION AND SUGESTION.....	75
A. Conclusion .....	75
B. Suggestion.....	77

**References**

**Authenticity Statement Of Writing**

**Appendices**



UNIVERSITAS ISLAM NEGERI  
**KIAI HAJI ACHMAD SIDDIQ**  
**JEMBER**

## LIST OF TABLES

	<b>page</b>
2.1 Similarities and Differences Between Previous Study and This Research.....	16
2.2 Analytic Of Students' Writing Ability.....	31
3.1 Table Score.....	44
4.1 Table Of Finding of RQ 1.....	67
4.2 Table Of Finding of RQ 2.....	68



## LIST OF APENDICES

Appendix 1 : Matrix of Research

Appendix 2a: Students' Worksheets

Appendix 2b: Code of the data

Appendix 2c: Sheet of Analysis

Appendix 2d: Table Finding of Analysis

Appendix 2e: Validator

Appendix 2f: Research Journal

Appendix 3 : Picture

Appendix 4a : Research Permission Letter

Appendix 4b : Statement Letter of Research Completion

Appendix 4c: Statement Letter of Plagiarism Check Completion

Appendix 5 : Curriculum Vitae



# CHAPTER I

## INTRODUCTION

In this chapter, an overview of the research is provided. It is consisted of the background, research focus, research objective, research significance, definition of key terms, and systematic discussion.

### A. Research Background

Teaching English within the context of world Englishes has improved and has received greater attention.<sup>2</sup> This is because English equips students to engage with the globalized world. Jenkins described world Englishes serves as an "Umbrella Label" encompassing all varieties of English worldwide along with the diverse approaches used to describe and analyze them<sup>3</sup>. World Englishes has played a crucial role in shaping contemporary developments. Basar & Sahin emphasize that it is a key strategy for keeping pace with advancements in information and communication technology.<sup>4</sup> Consequently, many Asian countries prioritize English education, one of which is Thailand. Saengboon highlights that, for several Thai English educators, the concept of world Englishes is already familiar.<sup>5</sup> Even though this country is classified as EFL, English is already well known and considered important.

---

<sup>2</sup> Matsuda Aya, *World Englishes in English language teaching: Kachru's Six Fallacies and TEIL Paradigm* (Arizona State University: Wileyonlinelibrary, 2019) 144.

<sup>3</sup> Jenkins Jennifer, *Current Perspectives on Teaching World Englishes and English as a Lingua Franca* (London, England: King's College, 2006) 159

<sup>4</sup> Basar T., Leyla S., *Technology Integration in Teaching English as A Foreign Language: A content Analysis Study* (Turkey: JETOL) 205.

<sup>5</sup> Saengboon Saksit, *An Exploratory Study of Thai University Students' Understanding of World Englishes* (English Language Teaching, Canadian Center of Science and Education, 2015) 132

Passakornkarn and Vibulphol suggested that English as a Foreign Language (EFL) students in Thailand should be given opportunities to increase their awareness of the many varieties of the English language.<sup>6</sup> In this context, the educator's role becomes crucial. Similarly, Estari emphasized that teachers must understand their students, including their abilities, characteristics, and other aspects, while also striving to develop their own teaching skills<sup>7</sup>. Teachers should recognize their students' strengths, weaknesses, and interests. By identifying each student's specific strengths and weaknesses in writing, teachers can use this information as a basis for evaluation and to help improve their students' abilities effectively. However, Noom-ura found the weaknesses of teachers in Thailand. In addition to the lack of qualified teachers, it is widely understood that the expectations for teachers nowadays are multi-faceted.<sup>8</sup>

When the researcher conducted global teaching practice. Which is one of the international programs collaborates with schools in Thailand, involving students in direct teaching practice in Thailand. Researcher have found that at Santiwit Songkhla Technological College, Thailand teacher do not use specific evaluations, such as an analysis for each component, as is common in Indonesia. In contrast, assessments of these components are only conducted at the end. As a result, this approach creates a weaknesses for teachers, as they are unable to

---

<sup>6</sup> Passakornkarn S. & Vibulphol J., *Development of World Englishes-Based Listening Materials to Raise the Awareness of the Varieties of English for Thai EFL Upper Secondary School Students* (Thailand: LEARN Journal Language Education and Acquisition Research Network Journal, 2020) 225

<sup>7</sup> Estari A. W., *Pentingnya Memahami Karakteristik Peserta Didik Dalam Proses Pembelajaran* (SHEs: Conference Series 3, 2020) 3

<sup>8</sup> Noom-ura S., *English-Teaching Problems in Thailand and Thai Teachers' Professional Development Needs* (Thailand, Canadian Center of Science and Education, 2013 ) 139.



immediately recognize each student's abilities or identify the areas in which students may have weaknesses.

On the other hand, based on researcher observation, the students have problem related to learn English<sup>9</sup>. This is also due to the students' background, when the researcher tried to ask them, they lacked confidence in learning English. They also found it difficult to learn English, which leads to challenges in the language. Additionally, this is influenced by the fact that English in Thailand is not a first language but rather a foreign language. Imsa-ard stated that the context of EFL allows Thai students' to have limited opportunities to use English in their daily lives.<sup>10</sup> Even though the English language policy in the education sector in Thailand is actually similar to that in Indonesia. Baker & Jarunthawatchai stated that English has taken on an increasingly important role in language policy and practice and education in Thailand.<sup>11</sup> Addressing of this policy, students' abilities need to be considered and evaluated.

When observing the students' characteristics, they tend to prefer expressing themselves through writing rather than speaking.<sup>12</sup> This becomes a consideration for the researcher to analyze the students' writing abilities. Handayani & Aminatun stated that very important to focus on training students' writing ability, as writing ability is essential part of education, because it is important.<sup>13</sup>

---

<sup>9</sup> Based on researcher' observation

<sup>10</sup> IMSA-ARD P. *Motivation and Attitudes towards English Language Learning in Thailand: A Large-Scale Survey of Secondary School Students* (Thailand: rEFlections, 2020)

<sup>11</sup> Will Baker W., Jarunthawatchai W., *English language policy in Thailand* (European journal: language policy, 2017) 9 (1), 27-44.

<sup>12</sup> Researcher' observation

<sup>13</sup> Handayani E.T & Aminatun D., *Students' Point of View on The Use of WhatsApp Groups to Elevate Writing Ability* (Universitas Tektorat Indonesia: JELTL, 2020) Vol. 1, 32.

This is in line with what Sa'adah stated that writing ability is important that must be mastered when studying in school, university, and other writing-related areas.<sup>14</sup> Supporting students' writing process will have an impact on students' English skill. Jayanti mentioned through writing activities, students can develop vocabulary, grammar, and thinking skill.

Basically, writing is also stated in the Qur'an. Allah swt says in surah Al-Alaq verses 4-8 which means: "He who taught by the pen. Taught man what he never knew. In fact, man oversteps all bounds. When he considers himself exempt. But to your Lord is the return".<sup>15</sup> It was God who first taught people how to write with a pen and other writing implements. Writing is helpful in preserving and disseminating information.

As the noble Qur'an related with mentioned at surah al qalam (68:1) that:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

*By the pen and what everyone writes*<sup>16</sup>

The verse explains writing and what was written. It highlights the importance of writing and how writing can provide the information that want to convey. Writing is not just about scratching with a pen but also about conveying a message based on an idea. According to Anistasya et al. writing has become a visual language that has described symbols to convey the sounds of language and

<sup>14</sup> Sa'adah A. R., *Writing Skill in Teaching English: An Overview* (State Islamic Institute of Samarinda: EDUCASIA) Vol. 5, 22.-

<sup>15</sup> Qur'an in english and arabic: *read and listen*, QS Al Alaq 4-8.

<sup>16</sup> Qur'an.com, "*Read and listen to surah Al-Qalam, QS Al-Qalam (68:1), Quran.com*"

has also functioned as a linguistic symbol for punctuation marks and numbers.<sup>17</sup> It is important for student to master it. As stated by Ma'rufah et. al. the aims of making students write in English fluently, easily understandable, accurately, and appropriately.<sup>18</sup> It is essential for student in learning writing.

In writing, students will encounter several genres of text. Rosyida et al. stated that students should master some english text types including: "Description, Narrative, Report, Recount, Exposition, Procedure, Explanation, And Discussion".<sup>19</sup> Each genre of text has a different structure. Educators should be able to teach every genres of text to students. Because as stated by Johan et al. genre is needed by the students as it offers linguistic implications that students have to notice.<sup>20</sup>

As the focus of this research is descriptive text. It is a type of text that presents information, it is about objects, people or place. However, even though this kind of text is still considered basic, it turns out that many problem still persist. Duha found that students at the eighth grade have difficulties in writing descriptive text<sup>21</sup>. Hafizah et al. found the difficulties experienced by students in

---

<sup>17</sup> Anistasya C. et.al., *Students' Difficulty in Writing English: Affected by Vocabulary Skill* (UINSU: Journal of English Education Literature and Linguistic, 2022) Vol. 5, 41

<sup>18</sup> Ma'rufah D.W. et.al., *Need Analysis on The Writing Skill: What Do The Students Really Need for Writing Course?* (Indonesia: Journal of Language Education, 2021) Vol. 5

<sup>19</sup> Rosyida U.F. et.al., *The English Text Types Applied In English Textbooks For Studentd Of Islamic Education Department* (Ta'dibuna: Jurnal Studi Dan Pendidikan Agama Islam, 2022), Vol. 5, 01-10.

<sup>20</sup> Johan A. N. et. al., *A Genre Analysis of the Texts in English Textbook "Pathway to English" Used by Tenth Grade Students* (English Education and Literature Journal, 2022), Vol. 02, 12.

<sup>21</sup> Duha M., *Students' Difficulties In Writing Descriptive Text*, (FAGURU, 2022), 10

writing descriptive texts lie in the aspects of vocabulary, language use, and mechanics.<sup>22</sup> In writing, students have still found it difficult.

It can be seen in the difficulty in grammar, mechanics, vocabulary, content, and organization of ideas. Papatungan et al. found that mostly Students' have difficulties in learning grammar.<sup>23</sup> Melati found students have problem in writing, one of which is problem in mechanic, exactly in punctuation 38,7%.<sup>24</sup> Marselina et al. concluded that Students' of Class X have Difficulties in mastering vocabulary.<sup>25</sup> Ismayanti & Kholiq found that one of the factors that caused students to have difficulties in writing descriptive texts is the lack of knowledge in relating content.<sup>26</sup> Sumarno found that students faced problem when generating and organizing idea.<sup>27</sup> It shows students have problems in writing.

The researcher attempts to adopt the policy of teaching descriptive text, which is mandatory in secondary schools in Indonesia, for the first grade of vocational high school at Santiwit Songkhla Technological College, Thailand. Therefore, analyzing their ability based on their written work, especially in writing descriptive text is highly recommended. Since they still struggle with

<sup>22</sup> Hafizah W. et. Al., *High School Students' Difficulties in Writing Descriptive Text*, (Jurnal Imiah Pendidikan dan Pembelajaran, 2022), 67 - 68

<sup>23</sup> Papatungan F.M., et.al., *An Analysis Of Students Difficulties In Intermediate English Grammar Course* (Universitas Negeri Yogyakarta: JETLI, 2022) VOL. 1, No 01.

<sup>24</sup> Melati E., *College Student's Problems In Writing Paragrap (A Case Study At Fourth Semester Students Of Informatics Management Of Amik Mitra Gama)* (AMIK Mitra Gama: ELP, 2019), Vol. 5, 27-34.

<sup>25</sup> Marselina P. et.al., *An Analysis on Students' Difficulties in Mastering Vocabulary* (Universitas Pahlawan Tuanku Tembusai: JELE, 2024) Vol. 09, No.2.

<sup>26</sup> Ismayanti E. & Kholiq A. *An Analysis Of Students' Difficulties In Writing Descriptive Text* (Universitas Islam Lamongan: 2020) Vol. 7, No. 1.

<sup>27</sup> Somarno W. k., *Transforming Online Chat Data Into Articles: Exploring The Students's Writing Qualities And Difficulties In Generating And Organizing Ideas* (INDONESIA:ELLiC, 2021) Vol.4

speaking English, but writing allows them to convey their thoughts and represents their ability<sup>28</sup>.

Based on the fact and data obtained from the researcher' observation, there has been no research on analyzing Thai students' ability particularly in writing descriptive text at the first grade of vocational high school Santiwit Songhkla Technological College, Thailand. Therefore, analyzing students' writing ability, particularly in writing descriptive texts as the most fundamental genre for students is crucial. It will be possible to identify students' strengths and weaknesses in writing. Analyzing their writing ability through worksheets will greatly help in finding out their ability in writing. Then it serves as valuable evaluation for teacher. It will become evaluation to improve students' ability in writing.

Based on the explanation above, the researcher attempts to conduct the research entitled: **“A Content Analysis of Students' Ability In Writing Descriptive Text At The First Grade of Vocational high School Santiwit Songhkla Technological College Thailand”**

## **B. Research Focus**

Based on the background of research above, the researcher presented the research focus as follows:

1. How is the students' ability in writing descriptive text at the first grade of vocational high school santiwit songhkla technological college Thailand?

---

<sup>28</sup> Based on researcher' observation

2. What classifications of descriptive text are presented in the students' worksheets at the first grade of vocational high school santiwit songhkla technological college Thailand?

### **C. Research Objective**

Based on research focus above, the purpose of this study is as follows:

1. To describe the students' ability in writing descriptive text at the first grade of vocational high school santiwit songhkla technological college Thailand
2. To describe the classifications of descriptive text presented in the students' worksheets at the first grade of vocational high school santiwit songhkla technological college Thailand

### **D. Research Significance**

Researcher expects that this research will provide some significant benefits in identifying students' writing abilities. These significant benefits are categorized into two types: theoretical and practical significance.

#### **a. Theoretical Significance**

This research can contribute in the field of English language skill, specifically in writing skill. It provides an analysis of students' writing abilities. It can influence in understanding the importance of assessing or evaluating students' writing skill. Evaluating students' abilities will also provide deeper insights into their academic development, learning strategies, and factors that influence students' learning achievements.



b. Practical significance

In terms of practical significance, this research will be useful for:

1. Education Practitioners

This research contributed to improve the quality of learning. By understanding students' abilities, it serves as a reference to identify which areas need improvement is, whether in terms of teaching approaches, content delivery, or evaluation methods. Furthermore, this research can measure the effectiveness of learning programs as it helps educators assess whether the implemented learning programs have achieved the expected objectives. It can also be a reference for making changes or adjustments based on students' abilities.

2. Thai English Teacher

For Thai English teacher who is directly involved in the classroom learning process, this research will be beneficial in raising awareness of the need to provide media instruments based on students' ability. It is expected to help in delivering more effective teaching, and it will be useful for teacher.

3. Future Research

For other researchers, this study will serve as a reference for analyzing writing based on other genre text and could also lead to follow-up research by exploring methods to address issues related to students' English writing ability.



## **E. Definition Of Key Terms**

The definition of key terms in this research focused on two components of variables, which are related to writing and descriptive texts.

### **Writing ability**

Writing is an equally important in English. Therefore, understanding students' writing ability is a key aspect of a teacher's actions that must be taken to be considered. In writing, we recognize Brown's theory, which states that the components of writing ability consist of five elements: content, organization, vocabulary, grammar, and mechanics.

### **Descriptive text**

Descriptive text is a type of text in English that provides information related to people, things, or places. In this study, the focus is on Analyzing the classifications of descriptive texts written by students. The type of descriptive text written by students will determine how well students understand in developing ideas, including the ideas expressed in the descriptive text.

### **Content Analysis**

Content analysis according to Donald Ary in his book Introduction to Research in Education is a study used to analyze communication in the form of written text, speech, or visuals. The research data is obtained from books, videos, diaries, or other forms of analysis documents. The analysis data in this study is the student worksheet as the analysis document.

## **F. Systematic Discussion**

Systematic discussion is the description of this undergraduate thesis sequences that start from the introduction chapter (Chapter I) to the closing

chapter (Chapter V). The systematic discussion is descriptively written in narration, not in the form of table or contents. Systematic Discussion of this research is as follow:

**Chapter I** : It is presented the undergraduate thesis introduction, such as research background, research focus, research objectives, research significance, key terms definition, and systematic discussion.

**Chapter II** : It is presented the review of related literature consisting of the previous research and this research theoretical framework.

**Chapter III** : It is presented the research method used in this current study that consists of research approach and design, research location, research subject, data collection technique, data analysis, data validity, and research procedure.

**Chapter IV** : It is presented the description of research object, data presentation, discussion, and research result.

**Chapter V** : It is presented this current research conclusion and suggestion for further researches

## CHAPTER II

### LITERATURE REVIEW

This chapter is provided a literature review of the research. It is consisted of previous research and theoretical framework.

#### A. Previous Research

In the previous research, the researcher collected several previous studies related to current research. The previous study has been published, such as theses, dissertations, and so on.<sup>29</sup> Some related studies that have been conducted are as follows:

1. Yunita Dwi Rahayu (2023) from Raden Mas Said State Islamic University of Surakarta. Wrote a thesis for S1 degree entitled "*An analysis of students' ability in writing descriptive text at sman 1 karangdowo in the academic year of 2023/2024*". To analyze the data, the researcher used descriptive qualitative method. The main purpose of this research is to explore the students' ability of writing descriptive text at SMAN 1 Karangdowo. In this Study the researcher focused on exploring the students' ability of writing descriptive text and to describe students' problem in composing descriptive text at SMAN 1 Karangdowo. The finding indicated that students' ability in writing descriptive text was classified poor. Organization was 4.26, vocabulary 4.11, grammar was 3.75, mechanic was 3.52. while the students' problem in writing

---

<sup>29</sup> Sekertariat, *Pedoman Penulisan Karya Ilmiah*, (Jember: UIN KHAS JEMBER press, 2023), 93

descriptive text was language featured of descriptive text consist of lack of vocabulary, and problem with grammar.

The current research has similarities with the previous study. It is about to analyze students' ability in writing descriptive text. However, the difference lies in the method used. Previous research employed qualitative descriptive method, while the current research uses content analysis, focusing on analyzing students' writing ability and identifying the classifications of descriptive text. Another difference is the research location.

2. Ahmad Ridwan (2023). From Raden Intan State Islamic University Lampung. Wrote a thesis entitled "*An analysis of students' writing ability in descriptive text at eight grade students in SMP Al- Huda Jati Agung*". To analyze the data, the researcher used qualitative method. The main purpose of this study is to describe students' writing ability in descriptive text and the factor of difficulty faced by students in writing descriptive text. The finding showed that the mean score of the students is 36.44. It means students ability is in poor level. The difficulties that faced by students don't have enough knowledge, lack of grammar, confused in organizing identification and description, lack of vocabulary, and lack of mechanic.

The current research has similarities with the previous study. It is about to analyze students' ability in writing descriptive text. However, the difference lies in the method used. Previous research employed qualitative descriptive method, while the current research uses content analysis, focusing on

analyzing students' writing ability and identifying the classifications of descriptive text. Another difference is the research location.

3. Endah Purwaningsih (2021). From STKIP PGRI Pacitan. Wrote a thesis entitled *"An analysis of students' ability on writing descriptive text during online learning: a case study on students of class X IPS SMA Negeri tulakan academic year 2020/2021"*. The researcher used qualitative, namely critical instance case study. The aimed of the research: To collect data about students' ability in writing descriptive text. To analyze the difficulties faced by Students', to analyze the most cased viewed from students' in writing descriptive text, and to recommend solution. The result of the research showed that students ability in writing descriptive text is low. Indicators namely grammar, organization, mechanics, and word choice. Some solution can be recommended such as creating interactive learning, combining some platforms in delivering material and use soft skill approach.

The current research has similarities with the previous study. It is about to analyze students' ability in writing descriptive text. However, the difference lies in the method used. Previous research employed qualitative case study method, while the current research uses content analysis, focusing on analyzing students' writing ability and identifying the classifications of descriptive text. Another difference is the research location.

4. Frescha Rizkia Loka (2020) From Islamic University of Riau. Wrote a thesis for S1 degree entitled *"An analysis of students' writing descriptive text*

*at the first year SMAN 4 Pekanbaru". To analyze the data, the researcher used qualitative research method. The main purpose of this research is to find out how far the improvement of tenth grade students in writing descriptive text. In this study the researcher focused on exploring the students' ability of writing descriptive text. The finding indicated that writing ability of descriptive Text at first year SMAN 4 Pekanbaru belong to excellent (90%). 26 students got highest Score 96 and the lowest was 82. Only 3 students included good category (10%) which highest Score 79 and lowest was 74.*

The current research has similarities with the previous study. It is about to analyze students' ability in writing descriptive text. However, the difference lies in the method used. Previous research employed qualitative descriptive methods, while the current research uses content analysis, focusing on analyzing students' writing ability and identifying the classifications of descriptive text. Another difference is the research location.

5. Isna Wahyuni (2019). From Muhammadiyah University of Makasar. Wrote a thesis for S1 degree entitled "*An Analysis of students ability and difficulties in writing descriptive text (a study at second grade of SMPN 3 Bontonompo)*". To analyze the data, the researcher used descriptive quantitative method. The main purpose of this research is to explore the students' ability of writing descriptive text at SMPN 3 Bontonompo. In this Study the researcher focused on exploring the students' ability of writing descriptive text and to find out students' difficulties in composing



descriptive text at SMPN 3 Bontonompo. The finding indicated that students' ability in writing descriptive text was classified into very poor. Content 2,63, organization 2.09, vocabulary 2,93, grammar 1,75, mechanic 2,33. While the students' difficulties in writing descriptive text was language featured of descriptive text consist of lack of vocabulary, and problem with grammar also difficult to write correct spellinh words.

The current research has similarities with the previous study. It is about to analyze students' ability in writing descriptive text. However, the difference lies in the method used. Previous research employed quantitative method, while the current research uses content analysis, focusing on analyzing students' writing ability and identifying the classifications of descriptive text. Another difference is the research location.

**Table 2.1**  
**Similarities and Differences**  
**Between Previous Study and This Research**

No.	Research Title	Similarities	Differences
1.	Yunita Dwi Rahayu 2023, entitled, " <i>An Analysis Of Students' Ability In Writing Descriptive Text At SMAN 1 Karangdowo In The Academic Year Of 2023/2024</i> "	Both researchers have the same topic about students' ability in writing descriptive text.	<ul style="list-style-type: none"> <li>a. The previous research focused on finding out the problem of students' in writing descriptive text. While the current research focus to analyze students' writing ability, and to find out the classifications of the descriptive text presented by students.</li> <li>b. The previous research used qualitative descriptive while current research used content analysis.</li> <li>c. Between previous and current research have different research location.</li> </ul>



2.	Ahmad Ridwan 2023, entitled <i>"An analysis of students' writing ability in descriptive text at eight grade students in SMP Al- Huda Jati Agung"</i>	Both researchers have the same topic about students' ability in writing descriptive text.	<ul style="list-style-type: none"> <li>a. The previous research focused on exploring the students' ability in writing descriptive text and to find out factor students faced the challenge. While the current research focus to analyze students' writing ability, and to find out the classifications of the descriptive text presented by students</li> <li>b. The previous research used qualitative descriptive while current research used content analysis.</li> <li>c. Between previous and current research have different research location.</li> </ul>
3.	Endah Purwaningsih 2021, entitled <i>"An analysis of students' ability on writing descriptive text during online learning: a case study on students of class X IPS SMA Negeri tulakan academic year 2020/2021"</i> .	Both researchers have the same topic about students' ability in writing descriptive text.	<ul style="list-style-type: none"> <li>a. The previous research focused on exploring the students' ability in writing descriptive text, to analyze the difficulties faced by Students', to analyze the most cased viewed from Students' in writing descriptive text, and to recommend solution. While the current research focus to analyze students' writing ability, and to find out the classifications of the descriptive text presented by students.</li> <li>b. The previous research used qualitative descriptive while current research used content analysis.</li> <li>c. Between previous and current research have different research location.</li> </ul>
4.	Frescha Rizkia Loka 2020, entitled <i>"An Analysis of Students' Writing"</i>	Both researchers have the same topic about students' ability in writing	<ul style="list-style-type: none"> <li>a. The previous research focused on exploring the students' ability in writing descriptive text. While the</li> </ul>

	<i>Descriptive Text At The First Year SMAN 4 Pekanbaru".</i>	descriptive text.	<p>current research focus to analyze students' writing ability, and to find out the classifications of the descriptive text presented by students.</p> <p>b. The previous research used qualitative descriptive while current research used content analysis.</p> <p>c. Between Previous and current research have different research location.</p>
5.	Isna Wahyuni 2019, entitled " <i>An Analysis of students ability and difficulties in writing descriptive text (a study at second grade of SMPN 3 Bontonompo)</i> ".	Both researchers have the same topic about students' ability in writing descriptive text.	<p>a. The previous research focused on exploring the students' ability in writing descriptive Text. While the current research focus to analyze students' writing ability, and to find out the classifications of descriptive text presented by students.</p> <p>b. The previous research used quantitative research while current research used content analysis.</p> <p>c. Between previous and current research have different research location.</p>

Based on the table above, it could be seen that five previous research studies have similarities with the current research. However, previous research found students' ability in writing descriptive text at junior high school and senior high school in Indonesia. It has not yet revealed an analysis among vocational high school students, exactly in Thailand. Thus, this will be a population gap for researcher regarding to find out the students' ability in writing descriptive text at vocational high school students in Thailand.

Besides this research is used content analysis to find out the students' ability in writing descriptive text. Additionally, the purpose of current research is to find out the classifications of descriptive text presented by students. This will help teacher focus on developing students' ability in writing some classifications of descriptive text. Knowing the classifications of descriptive text presented by students can help teachers gain an actual reference on how far students develop ideas. If whole students tend to develop ideas on one or two types only, it becomes the teacher's to consider in developing on otherthe classifications of descriptive text.

## **B. Theoretical Framework**

### **a) Writing**

#### **a. Definition of Writing**

Writing is one of skills in English that involves the process of expressing thoughts in written form. This is in line with Rao, mentioned that writing is a productive skill where in the proces have to put thoughts and ideas in written form without missing any information. Rao explained that writing is one of productive skill that is complex.<sup>30</sup> Because in the process of writing, there are several components that must be considered to produce a writing and effectively convey information. Rao emphasized writing skill need to be given careful attention by teachers. This is because students can develop good writing abilities. Rao also explained that one of the important factors for students in writing is

---

<sup>30</sup> Rao P. S. ,*The Characteristics of Effective Writing Skills in English Language Teaching* (Oray's Publication, 2017) Vol 2, 77

the ability to present ideas coherently in their writing. This can be done practically and by reading various materials to produce a coherent piece of writing.

Besides that, according to Durga, writing is a system of written symbols representing sounds, syllables, or words in a language, with various mechanisms for using capitalization, spelling, and punctuation, as well as the form and function of words.<sup>31</sup> Durga explained that writing is not just a process of pouring out thoughts but also about paying attention to the components in writing. Like mechanics, it is essential to consider mechanics related to the rules and conventions governing written language.

This includes capitalization, which serves as a symbol for the beginning of a sentence or words that should be capitalized, such as names, people, countries, etc. Spelling is equally important, with correct spelling there will be no misinterpretation of meaning. Spelling is crucial in forming sentences with the correct meaning. Additionally, punctuation, such as periods, commas, question marks, etc., are signs that need to be carefully considered in a sentence.

Based on several explanations from experts, it can be concluded that writing is a skill involves the process of conveying ideas and information coherently while considering various components such as writing mechanics. Writing is a form of written communication that can be delivered. It is important to pay attention to the coherence of a text so that it can be properly

---

<sup>31</sup> Durga V S. S., C S Rao, *Developing Students' Writing Skills in English - A Process Approach* (Jurnal for research scholars and profesional of English language learning, 2018) Vol. 2

understood by the reader. Writing is also one of the productive skills in English, which is just as important as other skills. This skill is also very important for English learners to master, as communication is not only done through speaking but also through conveying messages in writing.

### **b. Objective of Writing**

In writing, a writer certainly has the objective they want to convey to the reader, whether it is delivering a message, news, or providing a new perspective on something according to its context. This is in line with what Sardila stated, that the objective of writing is as follows:<sup>32</sup>

- 1) Conveying messages, news, and information to readers. Through writing, messages can be delivered to readers along with related information relevant to the context being conveyed.
- 2) Influencing the reader's perspective. In general, academic books that are scientific in nature can influence the reader's perspective on life, such as how to provide motivation, offer new views or perspectives on life, education, and so on.
- 3) Serving as authentic documents, and so on. This usually refers to the results of scientific written work.

This is also in line with Helaludin, who stated that the purposes of writing are as follows:<sup>33</sup>

---

<sup>32</sup> Sardila V., *strategi pengembangan linguistik terapan melalui kemampuan menulis biografi dan autobiografi sebuah upaya membangun keterampilan menulis kreatif mahasiswa* (jurnal pemikiran Islam, 2015), Vol. 40, 114

<sup>33</sup> Helaludin & Awaludin, *keterampilan menulis akademik panduan bagi mahasiswa di perguruan tinggi* (media Madani, cetakan 1, 2020) 6

- 1) Informative or explanatory purpose. The goal of providing information usually comes from a text that includes information intended to be conveyed to the reader, such as newspapers, magazines, and so on, so that the information can be communicated to the reader through writing.
- 2) Assignment purpose. The assignment purpose is usually academic in nature, given by educators to students with the aim of training each student's writing skills.
- 3) Aesthetic purpose. This usually relates to the work of literary figures, as it is considered to have an element conveyed through writing.
- 4) Creative purpose. Creative writing usually leans more towards literary works, whether prose or poetry, which contain the creative expression of a writer in their work.
- 5) Consumptive purpose. Writing with a consumptive purpose usually refers to motivational books, lifestyle guides, and similar works.

Based on experts above, it can be concluded that the objective of writing is to convey messages to the reader, provide information to the reader, or even offer new perspectives according to the context that will be communicated to the reader.

### **c. Stages of writing**

In the writing process, there will certainly be several stages encountered. This is important to note, especially for learners, so that a piece of writing can be structured, efficient, and result in a good

---



composition. In addition, the stages are essential for thorough planning in organizing ideas and minimizing the occurrence of errors. Writing also requires systematic stages, starting from planning until publishing, which must be well prepared. The stages in writing According to the table by Williams, in the study by Abaz & Aziz are as follows: <sup>34</sup>

1) Prewriting

In this process, it usually involves generating ideas, strategies, and information to be conveyed.

2) Planning

In the planning stage, the writer reflects on the material and then develops the ideas that were planned during the prewriting stage.

3) Drafting

This is the stage of producing words and then arranging them systematically.

4) Pausing

This is a stage where writing stops to reflect on what has been previously obtained.

5) Reading

This is a pausing moment where students read what they have written and compare it with the planned outline.

6) Revising

---

<sup>34</sup> Abbas I. H. & Noor H. A. A., *Classification of L2 Writing Process and Writing Strategies* (university Utara Malaysia, 2016) 369



At this stage, the process involves correcting deficiencies after reading. In the revision process, new relevant sources are usually sought to correct mistakes or shortcomings in the writing.

#### 7) Publishing

This is the final stage done by the writer, where the written work is published.

### **d. Process of writing**

The writing process according to Helaludin & Awaludin as follows: <sup>35</sup>

#### 1) Prewriting

In the initial stage of writing, the writer gathers as much information as possible, which can be done through reading, observing, discussing, or from other sources. After that, the writer determines the topic and limits its scope. Additionally, the writer must also outline the writing and develop several points from the outline.

#### 2) While Writing

After the data or information sources have been prepared in the prewriting stage, in this writing stage, the information is developed, and the process of writing each outline must also be further elaborated. The writer is also expected to write as thoroughly and systematically as possible according to the topic to be discussed.

#### 3) Post-Writing

---

<sup>35</sup> Helaludin & Awaludin, *keterampilan menulis akademik panduan bagi mahasiswa di perguruan tinggi* (media Madani, cetakan 1, 2020) 8

The final stage is the finishing stage, where the writer revises or edits the work carefully. Once the writing has been thoroughly corrected and is deemed ready, it can then proceed to the publishing process.

#### **e. Aspect of Writing Ability**

Behind paying attention to the process of writing, it is equally important to consider the aspects of writing ability. Brown offers 5 aspects of writing, that is should be mastered in writing. Which includes vocabulary, grammar, mechanics, content, and organization of ideas.<sup>36</sup>

##### **1. Organization of Ideas**

Organization of ideas in a text refers to how the writer arranges and directs ideas so that the message being conveyed is clear and easily understood. The process of organizing ideas begins with an introduction, which provides an overview of the topic to be discussed. Next is the development, where the main points are elaborated upon. Following this is the connection of ideas or sections to ensure a smooth and logical flow of the text. The goal of organizing ideas is to ensure that a text is coherent and logically structured both in terms of content and arrangement.

##### **2. Content**

Content refers to the information or ideas that will be conveyed to the reader. It typically refers to the main information or key points, which are usually concepts or thoughts the writer wants to

---

<sup>36</sup> Brown, H. D, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Edition), (Addison Wesley Longman, 2003), 15.

communicate. This includes the reason why the text was written, whether to inform, persuade, or entertain the reader, depending on the content being developed.

### 3. Grammar

Grammar is a set of rules in English, primarily governing writing to produce better writing. Chakravarty & Boehme, in their book explain it in four parts, with two of them focusing on grammar rules.

<sup>37</sup> The first part is about parts of speech, including subjects, predicates, verbs, nouns, compounds, adjectives, adverbs, prepositions, conjunctions, and interjections. The second part discusses sentence composition, which includes the characteristics of a good sentence, as well as clear and forceful sentences.

### 4. Mechanic

Mechanic refers to a set of rules or technical guidelines that indicate how a text should be presented. Adapted from Young, mechanics as follows:<sup>38</sup>

#### 1) Comma

Comma rules have several parts. The first is not to separate the subject and verb of a sentence with just one comma. Related to conjunctions, which requires placing a comma before a

---

<sup>37</sup> Chakravarty A., Bonnie B., *Grammar & Usage for Better Writing* (AMSCO School Publication: New york, 2004), 3-111.

<sup>38</sup> Young D. J., *The Mechanic of Writing* (Writer's Toolkit Publishing: US, 2008), 39.

coordinating conjunction, such as and or but. when connected two independent Clause. Example: *“The ideas to implement the project was good, so we plan to start next week”*. For each main clause

- a) underline the subject once the verb twice, example: *“Jodie assisted with the last project, so crishtoper Will help with this one”*.
- a) The next is to place a comma between items in a series. A series consist of at least three items. Example: *“My favorite activities are walking, doing yoga, and swimming”*.
- b) The next is, place a comma after an introductory word, phrase, or dependent clause that precedes an independent clause. Example: *“Although the information Is timely, we cannot use it.”*
- c) The next is, use comma to separate words and phrases that are not essential to the meaning of the sentence. Example: *“The Artist who designed our brochure lives in New Orleans”*. (No comma needed)
- d) The next is, use comma to set off words or expressions that disrupt the flow of the sentence. Example: *“Mr Jones, however, Will plan this year's event”*.
- e) The next is, use a comma to indicate the name of a person being directly addressed. Example: *“Jonny, you should study that problem in more depth”*.
- f) The next is, to use a comma to set addresses and date. Example: *“The cohherence Is planed for August 19, 2009, in Denver, Colorado”*.
- g) The next is, use a comma to indicate an omitted word. Example: *“My suggestion is, you should contain the situation now”*.

h) The next is, to use a comma to introduce a direct quotation within a sentence.

Example: *Gabriella said, "I have a 9 o'clock appointment and then left abruptly".*

i) For the last, use a comma to separate contrasting expressions or reflections from the main clause. Example: *"Elaine attended Southern State University, not Nothern State".*

## 2) Pause

In writing, it is used to mark the end of a sentence. Some of its functions include indicating the end of a sentence, abbreviations, lists and bullet points, and decimal notation.

## 3) Capitalization

It refers to the use of capital letters in text. Common uses include the first letter of a sentence, it applies to the names of days, months, and holidays, such as *'Sunday,' 'September,' 'Christmas.'* It is also used in titles, for names of titles and positions, and for the pronoun *"I"*.

## 4) Apostrophe and hyphen

a) Apostrophe it looks like a small comma above the writing line ('). This mark indicates possession, for example: *'The cat's toy.'* Additionally, it is used to replace missing letters, such as *'cannot'* becoming *'can't.'* It is also used to indicate omission in years or numbers, for example, *'The class of '99.'*

b) Hyphen is a punctuation mark in the form of a short line (-). It is used to connect words or parts of words. One of its uses is to link compound

words, for example, 'mother-in-law.' Additionally, it is used to split a word at the end of a line, for example, 'long-winded.' It is also used to indicate a range or relationship, for example, "The Paris-New York flight".

#### 5) Quotation marks

It is used to enclose specific text. Their functions include enclosing direct quotations, as in the example: he said, 'I will be there.' They are also used to enclose the titles of short works such as articles, poems, songs, or essays, for example: 'The Future of Technology.' Additionally, they can be used to highlight specific words in certain contexts, as in the example: "Freedom".

#### 6) Colon and Semicolon

a) Colon is a punctuation mark represented by two vertical dots (:). It is commonly used in various writing contexts, including writing mechanics. The uses of a colon include introducing a list, providing an explanation or additional information, separating titles and subtitles, in time and address references, and before a direct quotation.

b) Semi Colon is a punctuation mark represented by a semicolon (;). It is used to separate independent clauses, such as in the example: 'I have a big test tomorrow; I can't go out tonight.' Additionally, it is used to separate elements in a complex list, as in the example: 'New York; Paris.'"



## 5. Vocabulary

Vocabulary is the set of word known or used by someone in a particular language. Improving vocabulary is crucial for enhancing one of language skills and communication abilities, especially for someone learning a new language. According to cambridge English.<sup>39</sup> Vocabulary refers to a collection of words, including pronouns, modal verbs, adjectives, and so on. Additionally, there are phrases like *"heel is followed by I can would in high heels,"* which shows that the concept of *"heel"* is limited to the idea of shoes. Furthermore, there are multi-word verbs, including those on the list, and one example of a literal multi-word verb is *"sit down"* or *"find out,"* etc.

### F. Analytic of Students' Writing Ability

Analytic scoring is an equally important part related to writing. According to Brown, it provides little washback that will return to further stages of learning. In analyzing the students' writing abilities, Brown has also designed an analytical scoring related to the writing component. This provides an reference for the writing ability itself. The influence will improve the writing

---

<sup>39</sup> Cambridge English, *Vocabulary List: Preliminary for school* (UCLES, 2012), 2-3.

results. Therefore, it is important to implement. Brown and Bailey designed an analytical scoring scale that specifies 5 major categories<sup>40</sup>



---

<sup>40</sup> Brown H. D., *Language Assessment: Principles and Classroom Practice* (Longman:California, 2003) , 243

*Table analytic scale for rating composition task adopted (Brown & Bailey, 1984, pp. 39-41)*

<b>Component of Writing ability</b>	<b>Excellent to good 20 – 18</b>	<b>Good to Adequate 17 – 15</b>	<b>Adequate to Fair 14 – 12</b>	<b>Unacceptable – Not college 11 – 6</b>	<b>Not college – Level work 5 - 1</b>
<b>Organization of ideas</b>	Appropriate title, effective, introductory paragraph, topic is stated, leads to body; transitional expression used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalization; conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expression may be absent or misused.	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere,	Shaky or minimally recognizable introduction: organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
<b>content</b>	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material;	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully

<b>Grammar</b>	Native-like fluency in English grammar; correct use of relative clauses, preposition, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure
<b>Mechanics</b>	Correct use of English writing convention: left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	Use general writing conventions but has errors; spelling problems distract reader; punctuation error interfere with idea	Serious problems with format of paper, part of essay not legible; error in sentence punctuation and final punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capital missing, no margins, severe spelling problems
<b>Vocabulary</b>	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly; concise	Some vocabulary misused; lack awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

## b) Descriptive Text

### a. Definition of Descriptive Text

Descriptive text is a kind of text that functions to provide information about something. Anggun explained descriptive text is a kind of text to give information with the concept is the description of particular things, animal, person or others<sup>41</sup>. By describing an object, animal, person, or anything else, it will provide information related to that subject. For example, when describing an animal, it is not just about its species, but also about its shape and how it adapts, which will provide information to the reader.

In a descriptive text, you will always encounter identification and description. The identification provides an introduction, while the description offers details about what is being described. This is in line with Husna mentioned that descriptive text is a text containing two components, identification and description.<sup>42</sup> The Identification is to identify the object to describe while the description is to describe parts, qualities, and characteristics of the parts of the object.

From the two expert statements above, it can be concluded that descriptive text is a type of text that contains information to describe something, whether it is an object, animal, or person. It provides specific information starting from identification to description.

---

<sup>41</sup> Anggun S.K., *An Analysis Of Descriptive Text In English Textbook Using Transitivity System (A Case Study Of Reading Passage)*, (Indonesia, Journal of English and Education, 2016) 147-158

<sup>42</sup> Husna L., *An Analysis Of Students' Writing Skill In Descriptive Text At Grade XI IPA 1 of MAN 2 Padang* (jurnal ilmiah pendidikan scholastic, 2017) 18.

## b. Structure of Descriptive Text

The structure is the foundational of a text. Which usually consists of some parts. This structured helps readers distinguish between the introduction and content of a text. Besides that, generic structure helps the reader to catch the message of the text. The structure of a descriptive text is divided into two types. According to Sartika and Nurdin The generic structure of descriptive writing: Identification and Description.<sup>43</sup>

### 1) Identification

Identification is the first part of a descriptive text. This section usually contains an introduction or a preamble about the subject to be described. For example, when describing a place, the identification part introduces the general information of this place. This is in line with Husna et.al. mentioned that identification is the first part of a descriptive text that provides an introduction before moving on to the description of the text.<sup>44</sup> In this section, it usually includes the name, title, or type of basic information needed to introduce the subject to the reader. The purpose of the identification itself is to establish the focus of the text so that the reader understands what will be discussed in detail and described next.

---

<sup>43</sup> Sartika N. & Mochamad N., *Students Ability In Writing Descriptive Text Based On It's Generic Structure At The Tenth Grade Student Of Vocational High School* (Professional journal of English education, 2019) Volume 2, No. 4, 436-441

<sup>44</sup> Husna L., Zaini, Yenni R., *An Analysis of Students' Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang* (Journal English Language Teaching, 2013) Vol.1, 5



## 2) Description

The next generic structure section is the core and most important part of a descriptive text, or it called description. In this section, the writer will describe the object to be discussed. Generally, this description aims to convey detailed information about something. Husna et al. also explain that the description section contains three parts: the parts of the place, the quality of the place, and the characteristics of the place.<sup>45</sup> For the example, if the descriptive text is describing a place, it must contain three parts: the first is to explain where the place is located, the second is to describe the quality of the place, and the third is to explain the characteristics of the place. Each part must have detailed information and should be described according to the available information.

### c. Language Feature of Descriptive Text

Similar to other types of texts, descriptive text also contain language features. This distinguishes them from other types of texts. Since the focus of this text is to provide general information, the language features contained in a descriptive text relate to specific participants, simple present tense, adjectives, and conjunctions, Rohman & Rizkia mentioned as follows.<sup>46</sup>

---

<sup>45</sup> Husna L., Zaini, Yenni R., *An Analysis of Students' Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang* (Journal English Language Teaching, 2013) , Vol.1, 5.

<sup>46</sup> Rohman M. A., Rissa S.R., *Writing Descriptive Text by Using Two-Stay Two-Stray Technique: Students' Response* (Profesional Journal of English Education, 2021), Vol. 4.

### 1) Specific Participant

In a descriptive text, specific participants also known as individual objects or identities, it is the elements that are the focus of the description and will be explained in detail within the text. The purpose of specifying participants is to provide a clear and detailed description of something. For example, if the title is *"My Favorite Flower"* the specific participant would be the flower itself, and the subsequent description would relate to that flower.

### 2) Simple present tense

Simple present tense in descriptive texts refers to a particular grammatical form. Firmansyah explained the example, in the English sentence *"He reads the newspaper every morning,"* the verb *"reads"* can be identified as the simple present tense.<sup>47</sup> Basically, one of the social function of the simple present tense is related to general facts. Meanwhile, descriptive text aims to provide information according to facts. Therefore, the language features of descriptive text more closely related to the simple present tense.

### 3) Adjective

In descriptive text, adjective is used to provide detailed information about the subject being described, as well as to clarify the image of the subject. For example, if the subject is a noun, adjective are needed to describe the characteristics of the noun itself.

---

<sup>47</sup> Firmansyah M., *Students' Errors' in Using Simple Present Tense in Writing Descriptive Text* (JME, 2022), Vol 8.

#### 4) Conjunction

In descriptive text, conjunction is an equally important part. Not only in descriptive text but also in other types of text, but also conjunction frequently encountered. In descriptive text, conjunction is used to connect one word or phrase to another.

#### d. Classifications of Descriptive Text

Descriptive text based on the type divides into several parts. According to Adelsein and Pival, there are threethree classifications of descriptive text: <sup>48</sup>

##### 1) Describing a Person

Descriptive text of this type typically provides a description of a person's appearance, traits, and characteristics. What makes it varied is that each person has unique characteristics and a different appearance. The goal of this type of descriptive text is to provide information to the reader about an individual's personal details. In addition to describe characteristics and appearance, it often includes information about interests and habits that make the person unique and distinguish them from others. This allows the reader to understand the individual's personal and characteristics.

##### 2) Describing a Place

The type of descriptive text that describes a place aims to provide the reader with a detailed picture of the location, atmosphere, and distinctive features of that place. The goal of this type of descriptive

---

<sup>48</sup> Adelsein et al., *The Writing Comitment* (New York:Harcourt Brace Jovanovich, 1976)

text is to inform the reader about a particular place so that they can visualize it and get a sense of its ambiance. In addition to provide information about the location and atmosphere, the purpose of descriptive text about a place is to help the reader imagine and experience the beauty of the location. On the other hand, in addition to providing information so that readers can visualize a place, this also serves as a consideration and recommendation for readers who may want to visit that place.

### 3) Describing of a Things

Descriptive text of this type typically refers to describe a thing so that the reader can visualize the shape and texture of the object. In other words, this type of descriptive text aims to make the reader experience or understand the object being described through visualization. What needs to be considered when describing an object is to provide detailed information about the object. For example, when describing a table, provide information about the color of the table, its size, the texture of the table, and other details so that the reader can imagine and visualize the table

### C. Content Analysis

Content analysis is a type of qualitative research design. According to Stemler, content analysis is a research method that can be conducted using various data sources, including textual and visual data.<sup>49</sup> Analytical content is typically used by researchers who want to analyze data, whether in written or oral form. Besides that, according to Prasad It is the study of the content with reference to the meanings, contexts and intentions contained.<sup>50</sup> Researcher will analyze the content according to the needs of the research.

Content analysis is a type of approach aimed at exploring a topic in depth through structured observation, evaluation, and interpretation. This type of content is typically used to educate or solve problems. In this research, the researcher seeks to address issues related to students' abilities in writing. This ability will be analyzed in depth to provide an evaluation for teacher.



---

<sup>49</sup> STEMLER S. E. *Content Analysis, Emerging Trends in the Social and Behavioral Sciences*. 2015

<sup>50</sup> Prasad B.D, *Content Analysis A method in Social Science Research*, 2016

## **CHAPTER III**

### **RESEARCH METHOD**

The current chapter is provided an overview of the research method. It is consisted of the research approach and design, research location, research participants, data collection, data analysis techniques, data validity and research procedures.

#### **A. Research Approach and Design**

This current research used a qualitative approach. Qualitative is a research approach used to understand and explain phenomena in their natural context.<sup>51</sup> Understanding and explaining phenomena in the natural context relates to how a researcher tries to find out a phenomenon that truly occurs. The researcher being directly involved with their research subjects to gain deeper insights. This research allows the researcher to explore social phenomena more broadly and deeply. The main purpose of using a qualitative approach is to deeply understand the complex aspects of human life. In this research is used library research. This method allows for the collection of descriptive data while remaining contextual. A number of data collection techniques are used in qualitative methods, including document or content analysis.

In this research, the researcher used content analysis design, which is a type of research design in the qualitative approach. Content analysis i

---

<sup>51</sup> Cresswell J.W., *Research design Qualitative, Quantitative, and mixed methods approaches* (Sage: Third edition, 2009) 22



method applied to analyze written or visual material. The material may be public records, text books, letters, films, tapes, diaries, themes, reports, or other documents.<sup>52</sup> The written material used in this research is students' worksheets at the first grade students of vocational high school Santiwit Songkhla Technological College Thailand.

### **B. Research Location**

This research conducted at school of Santiwit Songkhla Technological College Thailand. It is located in Chana- Bhana Thailand. The reason why researcher choose this school is because English subject has been implemented. The second reason is because based on students' background, it is need to be conducted this research to find out the students ability. As a result, by knowing students ability In writting descriptive text, students can meet their need while also increasing the effectiveness of teaching and learning process in the classroom.

### **C. Research Participants**

The subjects in this study were selected based on the study's requirements. The sample in this study was selected using the purposive sampling method. Purposive sampling is highly relevant to this study because the researcher aims to find out the abilities of students who already have specific characteristics in learning English. Purposive sampling is a sampling method where the sample is selected based on specific criteria required for the study. The sample has chosen by selecting only those with

---

<sup>52</sup> Donald Ary et.al., *Introduction to Research in Education*, 29

certain characteristics, criteria, or traits that support the research.<sup>53</sup> Based on criteria, the sample was chosen primarily from the first grade vocational high school students from class of *powocho* 1 A. Besides the characteristic, it is also based on teacher' recomendation. The students are beginner and have already received English lesson. The participants were taken from a class consisting of 17 students.

#### **D. Data Collection**

The Researcher used document analysis to collect data. According to Donald Ary, document analysis is a research method that examines written or visual materials with the aim of identifying specific characteristics of those materials. The materials can be analyzed through textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or other documents<sup>54</sup>. In this study, the data was collected from document. The document which was analyzed from students' result of decriptive text. Because the data were in the form of written text.

There are some steps by the researcher in collecting data:

- 1) The first step, researcher asks students' worksheetss of descriptive texts to the teacher.
- 2) The second step, the researcher carefully reads all the students' worksheets.

---

<sup>53</sup> Cresswell J.W., *Research design Qualitative, Quantitative, and mixed methods approaches* (Sage: Third edition, 2009) 166

<sup>54</sup> Donald Ary et.al., *Introduction to Research in Education*, 476

- 3) The third step, the researcher starts to correct the writing aspects of the students' worksheets.
- 4) The last step, the researcher focused on examining each relevant sentence to be analyzed and placed it into a table.

## **E. Data Analysis**

In analyzing the data, the researcher used Donald Ary' theory, which is explained as follows:<sup>55</sup>

### **1) Familiarizing and Organizing**

#### a) Familiarizing

Researcher should becomes familiar with the data by reading and re-reading. It is also by observing every detail the data that will be analyzed so that the researcher must be immersed the data. Being familiar with the data will make it easier for researcher to identify aspects that will be analyzed.

#### b) Organizing

In order to determine how many writing related aspects would be discovered and examined in each worksheets, the researcher read the paragraph from each student's worksheets. This step made the researcher's analysis easier. It is also to arrange and structure information systematically.

### **2) Coding and Reducing**

#### a) Coding

---

<sup>55</sup> Donald Ary et.al., *Introduction to Research in Education*, 481

After becoming familiar and organized the data. For the next researcher step is coding. Coding here means to give a code to each data. The general of data coding in this research as follow : SN1 = Student Number (1) and initial of students' name.

b) Reducing

Additionally, the researcher used bold, italics, and underlining to emphasize specific writing-related words in the phrases. The data were first disassembled and divided into tiny pieces by the researcher. The sentences that exemplified various writing aspects were noted by the researcher. Subsequently, the investigator deduced that sentences belong to one category of writing.

**3) Interpreting and Representing**

a) Interpreting

In this section, the researcher restates the statement about the sentence which identifies aspects of the writing obtained from the analysis of students' worksheets. This interpretation usually involves reflection on the words and actions of the research participants, followed by abstracting the essential understanding of those words and actions.

b) Representing

The last part is represented the finding. The researcher represented the finding by demonstrating those results with the score through descriptive explanation.

**Table 3.1**  
**Table Score Classification**

Score	Level
91-100	Excellent
81-90	Very Good
71- 80	Average
61-70	Poor
60 below	Very Poor

## F. Validity of Data

After conducting data analysis, it is important to determine the validity of the data. This is to demonstrate that the data is valid. The degree to which an instrument measured what it was supposed to measure is known as validity.<sup>56</sup> There are some types of triangulation, those are Technique Triangulation, Source Triangulation, Time Triangulation, theoretical Triangulation, investigator triangulation, etc.

The investigator employed investigator triangulation in this study. This kind of triangulation is frequently employed by researchers who conduct library research. Investigator triangulation, according to Ary et al., entails having several researchers gather data independently and compare it. The investigator involves in this research is english lecture that expert in writting.

The steps that the researcher will take are as follows:

1. The researcher brings the findings of the analysis and also the sheet of analysis based on Brown's theory.

---

<sup>56</sup> Matthew B. M., A. Michael H., Johnny S., *Qualitative Data Analysis: a methods sourcebook; third edition* (London: Sage Publications, 2014), 266.

2. The researcher will make revisions if there are corrections from the validators.

3. The validators will give a statement letter if the research results are deemed to be in accordance with the corrections from the validators.

## **G. Research Procedure**

In this research procedure, the plan for implementing the research is outlined, starting from the preliminary equipment, the actual research design development, and continuing through to the writing of the report.<sup>57</sup>

The stages of the research are as follows:

### 1) Pre-field Stage

This stage is conducted before the research begins, including problem analysis, identifying the focus of the problem, observation, and starting the permission process. In this stage, after researcher identifying problem that occur, the researcher start to ask permission to the headmaster. after that researcher start to observe the students.

### 2) Implementation Stage

This stage involves data collection, data processing, and data analysis. After conducting observations for a sufficient amount of time, the researcher then begins data collection. The data is collected directly from the english teacher. During the observaton, the researcher had already informed the english teacher, and the research participants were also selected based on the teacher's recommendations. Therefore,

---

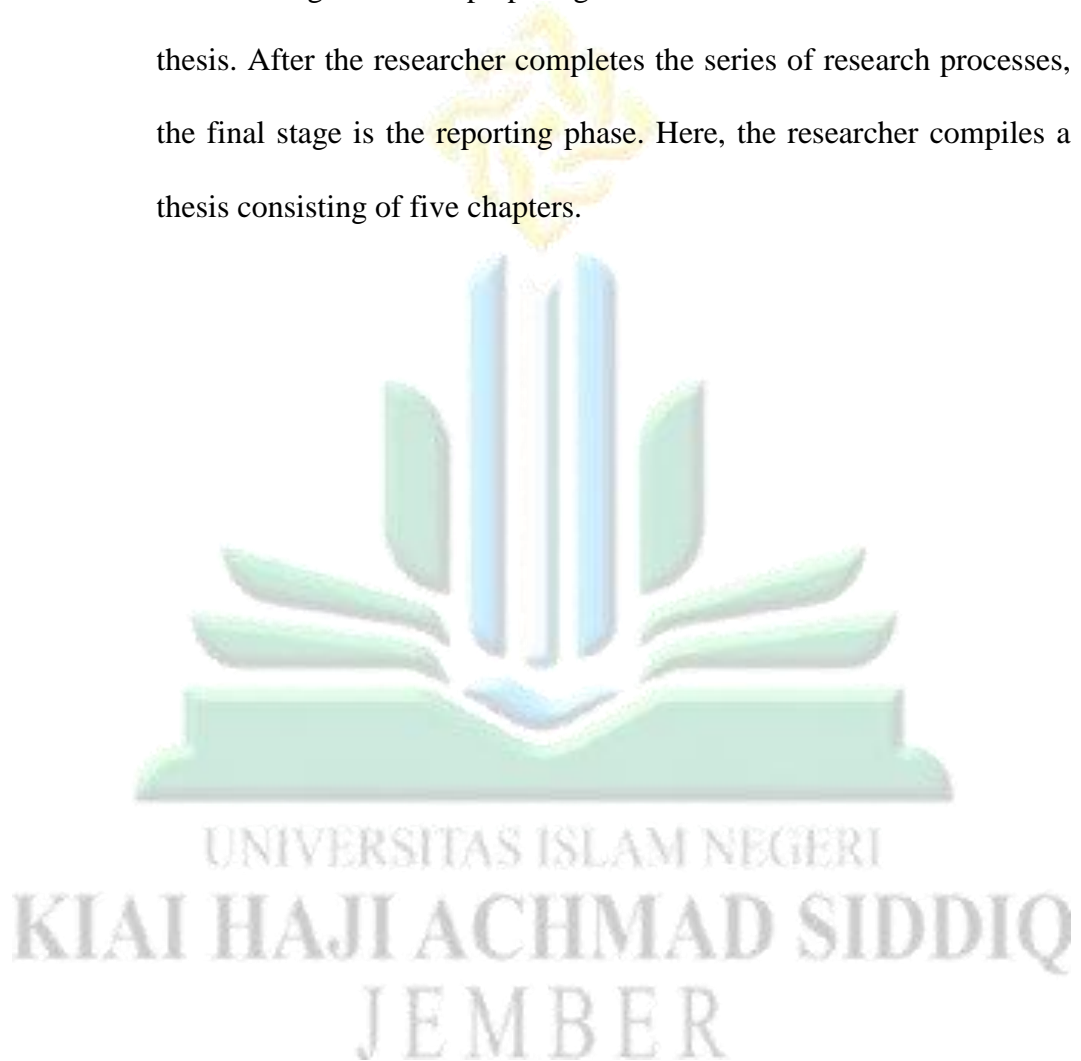
<sup>57</sup> Tim Penyusun, *pedoman penulisan karya ilmiah* (jember: UIN KHAS Jember), 48.



when the data was requested, the teacher immediately sent it to the researcher. Once the data is gathered, the researcher focuses on the data analysis process.

### 3) Reporting Stage

This stage involves preparing the research results in the form of a thesis. After the researcher completes the series of research processes, the final stage is the reporting phase. Here, the researcher compiles a thesis consisting of five chapters.



## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, finding and discussion is provided. It consisted of the descriptions of the research object, data analysis and discussion.

#### **A. The Description Of Research Object**

The researcher implement teaching assistance programs, it obtain a database at school to describe the research location. Information about the research object based on basic data on Santiwit Songkhla Technological College is as follows.<sup>58</sup>

##### **a) Profile of Santiwit Songkhla Technological College, Thailand.**

Santiwit Songkhla Technological College is located at Village No. 14, No. 6, Ban Na Subdistrict, Chana District, Songkhla Province, Postal Code 90130. School phone number: 074-801727. The total of buildings at Santiwit Songkhla Technological College includes 6 school buildings and 2 assembly buildings.

##### **1) School Philosophy:**

Focus on quality learners with stable careers and a sufficient life.

##### **2) School Vision:**

Committed to providing quality education and professions to meet societal needs while adhering to morality, ethics, and Islamic principles as a way of life.

---

<sup>58</sup> Data dasar tentang Santiwit Songkhla Technological College, 2024

### 3) School Mission:

- a) Provide education to students to develop quality professional competencies.
- b) Organize extracurricular activities that integrate Islamic values and the principles of the Sufficiency Economy Philosophy, training students to have morals, ethics, and good conduct according to Islamic teachings.
- c) Deliver modern education aligned with labor market and entrepreneurial demands, promoting a life in line with economic conditions.
- d) Build networks and partnerships for academic and professional services with various sectors, both domestically and internationally.
- e) Promote and develop research, inventions, innovation, and technology to benefit the community and society.
- f) Develop an educational quality assurance system, vocational education standards, and encourage educational institutions to align with the ASEAN Community.

### b) Vocational High School of Santiwit Songkhla Technological College Thailand.

School name in Thai language is วิทยาลัยเทคโนโลยีสันติวิทสงขลา. Thai

Abbreviation: วนส. The type of education is vocational education. The class

level is vocational certificate and diploma. Maximum Student Capacity: 13 classrooms with a capacity of 45 students per class.<sup>59</sup>

The Study programs are including: Vocational Certificate Level (3 Years) there are business administration, computer business, foreign language (English), accounting, industry, metal technology, automotive mechanic, tourism industry, and tourism. Diploma level (2 years) there are digital business technology and business foreign language.

This research collected data from *powocho 1* or in english called first grade of vocational high school. The class A was chosen based on purposive sampling. There are consisting of students from three different program. They are from foreign language, accounting, and tourism. It recommended by the teacher because *powocho 1 A*' students were more dominant in learning English.

## **B. Data Analysis**

In this section, the researcher presented the analysis data results based on the research focuses. which are consisted of the research questions: (1) How is students' ability in writing descriptive text at the first grade of vocational high school Santiwit Songkhla Technological College Thailand? (2) What the classifications of descriptive text are presented in the students' worksheets at the first grade of vocational high school Santiwit Songkhla Technological College Thailand?

Then, the researcher analyzed data as follows:

---

<sup>59</sup> Data dasar tentang Santiwit Songkhla Technological College, 2024

1) **Describing thing.**

The teacher asked the students to describe something around them. The researcher found 13 (thirteen) student worksheets that describing thing. This could be seen from the data below:

a) **SN14.SJH.**

Pen

The pen is red. The pen use for writing. it is small. I usually use this pen when studying at house and school. This pen is very Durable. Sometimes I use this pen for drawing on paper.

This will be my favorite pen. I bought this pen at a store near my house. My friend has the same pen

The data above included describing thing, which was a pen. The paragraph told about the characteristics of the pen and its function. The student mentioned the color of the pen and how the pen was used for writing and mentioned its size. The student mentioned that the pen was very durable and can also be used for drawing.

The organization of ideas lacked identification. The shortcoming in identification was that the student unfamiliar with the classifications of objects that they wanted to describe. The student wrote how to describe the object, such as mentioned that the pen is red, which was part of the characteristics that fall

under description. The content of the paragraph above was appropriate because it described a pen, which was indeed the main topic explained about the pen itself. But it missed some points, such as: price, material and the size could be more developed.

The grammar was appropriate, as it employed the simple present tense at the beginning of the sentence. However, in the second sentence there was an error. It should be written as "*The pen is used for writing.*" There was a mechanical error; a period is not placed at the end of the paragraph. Besides that, there was a capitalization error; it could be seen in the third sentence; "*it*" should be written as "*It*" because it comes after a period. It also found in the word "*durable*" where the student wrote it "*Durable.*"

The vocabulary used not too wordy and concise. The vocabulary consisted of noun such as: concrete noun included *pen, home, school, and paper*. Common noun included *friend*. It consisted of pronoun, there were: Personal pronoun included *I* and *it*. It consisted of verb, there were: verb one *use*. Verb phrase included *will be*. It included of adjective there were: descriptive adjective included *small, durable, favorite, and red*. Demonstrative adjective included *this*. Possessive adjective included *my*. It also consisted of adverb there were: adverb of frequency included *usually* and *sometimes*. Adverb of degree included *very*. It consisted of preposition, there were: preposition of place included *at* and *on*. Preposition of direction included *near*. It consisted of conjunction, there were: coordinating conjunction included *for, and*. Subordinating conjunction included



*when*. It consisted of determiner such as definite article *the*. And the last consisted of gerund included *writing, studying, and drawing*.

**b) SN1.AM**

My Book

The Book is Blue. The Book using for Writing. The size of this book is not too small and not too big either. I got this book at the bookstore. This book is very thick.

The front cover of the book has a very beautiful picture of Barbie, and I really like it

The data above was describing thing, namely a book. The book belongs to a student. The student mentioned the color and the function of the book. As stated in the first sentence, the book was blue. Its function is used for writing, and its size was neither too small nor too big. The student also mentioned where bought the book.

The organization of ideas lacked identification. The shortcoming in identification was that student unfamiliar with the classifications of object that want to describe. Students more how to describe the object, such as mentioned that *the book is blue*, which was part of the characteristics that fall under description. The content of the paragraph above was appropriate because it was describing a book, which was indeed the main topic explained about the book

itself. But it missed some points, such as: price, material and the size could be more developed.

The grammar was appropriate, as it employed the simple present tense at the beginning of the sentence. However, in the second sentence, there was an error. It should be written as "*The book is used for writing.*" There was a mechanical error in that a period was not placed at the end of the second paragraph. Besides that, there were capitalization error, it could be seen in the word "*blue*", "*book*", and "*writing*". Which student used capital letters at the beginning of words, that was incorrect because some of those words were in the middle of a sentence, not after a period.

Vocabulary was too wordy. Such as: *The size of this book is not too small and not too big either.* It should be written *The size of this book is medium.* Vocabulary consisted of noun, there were: concrete noun included *book, picture, barbie, cover.* Compound noun included *bookstore.* It consisted of pronoun such as personal pronoun *it* and *I.* It consisted of verb, there were: auxiliary verb included *is.* Verb two included *got.* It consisted of adjective, there were: descriptive adjective included *blue, small, big, thick and beautiful.* Demonstrative adjective included *this.* It consisted of adverb, there were adverb of degree included *very, too* and *really.* Adverb of purpose included *for.* It consisted of preposition, there were, preposition of place included *at.* Preposition of manner included *like.* Preposition of possession included *of.* It consisted of conjunction, there were : coordinating included *and.* Correlative included *either.* It consisted of

determiner, there were definite article included *the* and indefinite article included

a. The last one consisted of gerund included *writing*.

c) **SN12.SDH**

Chair

The chair is red. It is for sitting. Many people are really like this chair. You can find it at class. The chair has small size.

You can find it at school everyday. many Students' are like it

The data above was describing thing, specifically a chair. The student told the size and characteristics of the object, such as mentioned its color, which was the chair's color was red. The student also mentioned the size, stated that the chair was small. Additionally, the student mentioned that the chair can be found at school and used for sitting.

The organization of ideas lacked identification. The shortcoming in identification was that student unfamiliar with the classifications of object that want to describe. Student more focused how to describe the object, such as mentioned that *the fan is red*, which was part of the characteristics that fall under description. The content of the paragraph above was appropriate because it described chair, which was indeed the main topic explaining about the chair itself. But it was not detail. It missed some point such as: material, shape and the price.

The grammar was appropriate, as it employed the simple present tense at the beginning of the sentence. However, in the second sentence, there was an error. It should be written as "*It is used for sitting*". There was a mechanical error in that a period is not placed at the end of the second paragraph. Besides that, there were capitalization error, it could be seen in the word *Many* after period should be written "*Many*".

Vocabulary was too wordy. Such as *Many people are really like this chair* and *many Students' are like it*. Vocabulary consisted of noun, there were: *chair, class, size, and school*. Common noun included *people* and *student*. It consisted of pronoun such as personal pronoun *it* and *you*. It consisted of verb, there were: auxiliary verb included *is* and *are*. Verb one included *find, has, and like*. It consisted of adjective, there were: descriptive adjective included *red* and *small*. Demonstrative adjective included *this*. It consisted of adverb, there were adverb of degree included *many* and *really*. Adverb of purpose included *for*. Adverb of time included *everyday*. It consisted of preposition, there were, preposition of place included *at*. It consisted of determiner, there were definite article included *the*. The last one consisted of gerund included *sitting*.

**d) SN13.S**

Fan

The fan is green. A fan provide additional refreshing air. The fan is quite large in size. It can be found on the wall.

The fan require electricity. If there is no electricity, the fan will not turn on.

The data above was describing thing, specifically a fan. The student explained the fan's size, color, and function. The student told that the fan was green. The fan help provided additional airflow. It also required electricity to operate it.

The organization of ideas lacked identification. The shortcoming in identification was that student unfamiliar with the classifications of object that want to describe. Student more focused how to describe the object, such as mentioned that *the fan is green*, which was part of the characteristics that fall under description. The content of the paragraph above was appropriate because it described a fan, which was indeed the main topic explained about the fan itself. but it was not detail. It missed some point such as: material and the price.

The grammar was appropriate, as it employed the simple present tense at the beginning of the sentence. However, in the second sentence, there was an error. It should be written as "*A fan provides additional airflow*". In the first sentence of the second paragraph, there was also an error, where the sentence should be written as "*The fan requires electricity*". The mechanic was appropriate. The used of periods in the paragraph written by the student was already correct. The capitalization was also appropriate, where after a period, the following word started with a capital letter, and there were no capital letters in the middle of sentences.

Vocabulary used not wordy and concise. The vocabulary consisted of noun, there were: concrete noun included *fan*, *size* and *wall*. Abstrak noun included *air* and *electricity*. It consisted of pronoun such as personal pronoun included *it*. It consisted of verb, there were: auxiliary verb included *is*. Modal verb included *can*. Verb phrase included *be found* and *will not*. It consisted of adjective, there were: descriptive adjective included *green*, *additional* and *large*. Demomstrative adjective included *there*. It consisted of adverb, there were adverb of degree included *quite*. It consisted of preposition, there were, preposition of place included *on* and *in*. Preposition of manner included *like*. It consisted of conjunction, there was subordinating included *if*. It consisted of determiner, there were definate article included *the* and indefinate article included *a*. The last one consisted of gerund included *refreshing*.

e) SN9.NS

Table

the table had four legs and was large. The table was brown  
 can place many things. The table is wide. The table is used  
 by students in the classroom. All students cannot write if  
 there is no table in the classroom.

The data above was describing thing. The object was a table. The student informed about the size of the table, the color of the table, and how the table is used. The student mentioned that the table was classified as wide. The color of the table was brown. And the table is used for student to study in the classroom.



The organization of ideas lacked identification. The shortcoming in identification was that student unfamiliar with the classifications of object that want to describe. Student more focused how to describe the object, such as mentioned that *the fan is green*, which was part of the characteristics that fall under description. The content of the paragraph above was appropriate because it described table, which was indeed the main topic explained about the table itself. But it missed some points, such as: price and material.

The grammar was errors in the used of the simple present tense. For example, *"the table had four legs and was large"* should be written with *"The table has four legs and it is large."* Additionally, *"The table was brown"* should be changed to *"The table is brown."* There were various mechanical errors related to capitalization at the beginning of a sentence; the word *"the"* should be written with an initial capital letter as *"The."*

Vocabulary was wordy. such as *All students cannot write if there is no table in the classroom.* Actually, without a table, students can still write. The vocabulary consisted of noun, there were: concrete noun included *table* and *legs*. Compound noun included *classroom*. Abstract noun included *thing*. Common noun included *student*. It consisted of verb, there were: auxiliary verb included *was* and *is*. Verb two included *had* and *used*. Modal verb included *can*. Verb phrase included *can not*. Verb one included *write*. It consisted of adjective, there were: descriptive adjective included *large*, *brown* and *wide*. Demonstrative adjective included *there*. Quantitative included *four* and *all*. It consisted of preposition, there were, preposition of place included *in*. It consisted of conjunction, there

were : coordinating included *and, if*. It consisted of determiner, there were definite article included *the*.

f) SN10.ND

House

The house is large and in the house there are parents, grandparents and children. The house is very large with 2 floors. The House has a yellow color at the front and blue at the back. The house is very comfortable to live in.

The data above was describing thing, namely a house. The student informed about the size of the house, who lived in the house, and the color of the house. As mentioned, the student stated that the house was large with 2 floors. The house has blue and yellow color. The house was very comfortable to live in.

The organization of ideas lacked identification. The shortcoming in identification was that student unfamiliar with the classifications of object that want to describe. Student focused on how to describe the object, such as mentioned that *the house is large...*, which was a part of the characteristics that fall under description. The content of the paragraph above was appropriate because it described house, which was indeed the main topic explained about the house itself. But it was not detail. It missed some point such as: material and shape.

The grammar was correct, as it employed the simple present tense. There was a mechanical error due to the absence of a comma before "*and*." It also related to capitalization at the third sentence; the word "*House*" should be written without initial capital letter as "*house*."

The vocabulary was too wordy. There was repetition in the word *large*. The vocabulary consisted of noun, there were: concrete noun included *house* and *floor*. Common noun included *parent, grandparent, children, front, back*. Abstract noun included *color*. It consisted of verb, there were: auxiliary verb included *is* and *are*. Two infinitive included *to live in*. It consisted of adjective, there were: descriptive adjective included *large, yellow, blue, and comfortable*. Quantitative adjective included 2. It consisted of preposition, there were, preposition of place included *in, at, and there*. It consisted of conjunction, there were: coordinating included *and, with*. It consisted of determiner, there was definite article *the*.

## 2) Describing a person

The second type of descriptive text is describing a person. The teacher asked the students to describe something around them. The researcher found 3 (three) student worksheets that describing person. This could be seen from the data below:

### g) SN3.AT

Teacher

This teacher is from Indonesia, she teaches very well, she explains everything that I don't understand. The teacher teaches in our class with material very well. I love my teacher.

The data above was describing a person. The person here was a teacher. Student told where the teacher came from and how the teacher taught in class. As the student explained, the teacher taught the student about material that the student didn't understand. The student loved the teacher.

In the organization of ideas was appropriate but too brief in providing supporting evidence. There was a lacking of effort in organizing the composition. It is evident in the second sentence when the student said that the teacher *teaches well*, but it didn't provide significant evidence as to why the teacher considered good. For example, it could mentioned the teacher's teaching methods, the way of interacting with students, and so on. The content was appropriate with the title. But it was not detail. It missed some point such as: characteristic and appearance.

The grammar was correct, as it appropriately used the simple present tense by adding 'es' to the verb 'teach'. In the mechanics, the student has made several mistakes. It was the used of a period (.) at the end of sentences, such as after the word '*Indonesia*,' after the word '*well*,' and at the end of a sentence where a period should be placed. Capitalization for sentences after the period (.) should be carefully considered.

Vocabulary was too wordy. There was repetition in the word *very well*. The vocabulary consisted of noun, there were: concrete noun included *class* and *material*. Common noun included *teacher*. Abstract noun included *everything*. Proper noun included *Indonesia*. It consisted of pronoun there were: personal pronoun included *I*, *she* and *our*. Relative pronoun included *that*. Demonstrative pronoun included *this*. Reflexive pronoun included *my*. It consisted of verb, there

were: auxiliary verb included *is*. Verb one with additional of s included *teaches* and *explains*. Verb one included *love* and *understand*. It consisted of preposition, there were, preposition of place included *in* and *from*. Subordinating included *with*. It consisted of adverb there were: adverb of manner included *well*. Adverb of degree included *very*. It consisted of determiner, there was definite article *the*.

#### h) SN7.MW

##### My Teacher

Teacher gradually teach knowledge and act as advisors and admonitions. teachers are like a second mother. She is so kind. she is polite. I really like my teacher.

The data above was describing a person. The person here was about a teacher. Student told the role of teacher. The student informed that the teacher became a second mother. The teacher was very kind and polite. The student was really like the teacher. It concluded that the teacher was good in teaching.

In the organization of ideas lacked identification. There was a lack of effort in organizing the composition. In the beginning, the student didn't inform enough about the characteristics of a teacher and didn't introduce the teacher. On the other hand, the student also didn't provide sufficient evidence in sentences about how a teacher can be like a mother. The content was appropriate with the title. But it was not detail. It missed some point such as: appearance.

The grammar was correct, as it appropriately used the simple present tense, because the subject was plural then used verb 1. In mechanic, the student has made several mistakes. The first was the use of capitalization for sentences after the period (.) should be carefully considered. on the other hand in spelling “*teachrs*” it should be “*Teacher*”. it was also incorrect spelling “*ars*” that should be “*act*”.

Vocabulary used not wordy and concise. It was varied Such as the used of *gradually*. The vocabulary consisted of noun, there were: concrete noun included teacher, advisor, admonition, mother. Abstract noun included knowledge. It consisted of pronoun there were: personal pronoun included I and she. Reflexive pronoun included my. It consisted of verb, there were: auxiliary verb included is and are. Verb one included teach, act and like. It consisted of preposition, there was, preposition of role included as. It consisted of adjective there were: descriptive included kind and polite. Quantity included second, and so. It consisted of conjunction, there was coordinating included and. It consisted of adverb there were: adverb of manner included gradually. Adverb of degree included really.

i) SN5. HT

#### My Friend

I have a fiend. it happen myfrinds like to travel and go to the store to buy things. she buys randomly thing. but I love my friend. she is so kind. she is so beautifull.



The data above was describing a person. The person here described a friend. Student told about friend' hobby. Describing a friend who loved to travel and also enjoyed buying various things. As mentioned by the student, the friend loved to buy very random things. The student expressed that the student really loved the friend.

In the organization of ideas, was appropriate but too brief in providing supporting evidence. There was a lack of effort in organizing the composition. The content was appropriate with the title. It described about a friend, but it was still lack of supporting evidence. For example, the student did'nt mentioned name, and it was lack of describing the characteristic.

There was a grammar mistake in the phrase 'it happen my friend'; it should be '*it happens my friend.*' There were various errors in the mechanics, one of which was regarding capitalization, where a sentence should begin with a capital letter after a period (.). Additionally, the spelling '*myfriend*' less of space, should be corrected to '*my friend*'.

Vocabulary used not too wordy and concise. The vocabulary consisted of noun, there were: concrete noun included friend and store. Abstract noun included thing and habit. It consisted of pronoun such as personal pronoun I, it and she. It consisted of verb, there were: verb one included have, happen, like, go, buy, and love. To infinitive included to travel and to buy. It consisted of adverb, there was adverb of manner included randomly. It consisted of preposition, there was preposition of relationship included of. It consisted of conjunction, there was subordinating included and, but. It consisted of determiner, there were definite

article included the and indefinite article included a. It consisted of interjection included well. The last one consisted of gerund included making.

### 3) Describing Place.

The third type of descriptive text is describing place. The teacher asked the students to describe something around them. The researcher found 1 (one) student worksheets that describing person. This could be seen from the data below:

#### j) SN17.YM

##### Place – Central

the central is big and there are many people coming to shop. Clothes and supplies are quite expensive. There are lots of clothes, toys, and food. the service staff is very good.

The data above was describing place, namely the central. It described how a luxurious place with the various kinds of clothes, toys, and food. The student told that there a lot of people came to that place. The student also informed that the clothes at that place was expensive. But the staff service was very good.

The organization of ideas lacked identification. The shortcoming in identification was that student unfamiliar with the classifications of object that want to describe. Student more focused how to describe the object, such as mentioned that *the central is big and there are many people coming to shop.*

Which was part of the information that fall under description. The content of the paragraph above was appropriate because it described a central place, which was indeed the main topic explaining about the central place itself. But it was not detail. It missed some point such as: location.

There was a grammatical was appropriate . There were several mistakes in the mechanics, including that in the first sentence *'the'* at the beginning of the sentence should be capitalized. The space in *'toshop'* should be *'to shop.'* In the second sentence, there was a missing space between *'and supplies'* and also in *'are quite.'* In the third sentence, there was a missing space between *'are lots'* and *'and food.'* Lastly, the last sentence should begin with a capital letter after the period, which was *'The''*.

Vocabulary used not wordy and concise. The vocabulary consisted of noun, there were: concrete noun included place, people, clothes, suplies, toy, food. Proper noun included Central. Compound noun included service staff. It consisted of verb, there were: auxiliary verb included is and are. To infinitive included to shop. It consisted of adjective, there were: descriptive adjective included big, expensive and good. Demomstrative adjective included there. Quantity included lots. It consisted of adverb, there was adverb of degree included many, quite and very. It consisted of preposition, there was, preposition of relationship included of. It consisted of conjunction, there was coordinating included and. It consisted of determiner, there were definate article included the and indefinate article included a. The last one consisted of gerund included coming.

**Table 4.1**  
**Finding Table of Data Analysis RQ 1**

No	Research focus	Code of data	Students' Ability				
			Organization Error	Content Error	Grammar Error	Mechanic error	Vocabulary error
1.	How is the students' ability in writing descriptive text at the first grade of vocational high school santiwit songhkla technological college Thailand?	SN14.SJH	✓	-	✓	✓	-
		SN1.AM	✓	-	✓	✓	-
		SN12.SD H.	✓	-	✓	✓	-
		SN13.S.	✓	-	✓	-	-
		SN9.NS.	✓	-	✓	✓	-
		SN10.ND	✓	-	-	✓	-
		SN3. AT.	✓	-	-	✓	-
		SN7.MW.	✓	-	-	✓	-
		SN5.HT	✓	-	✓	✓	-
		SN17.YM	✓	-	-	✓	-

KIAI HAJI ACHMAD SIDDIQ  
JEMBER

**Table 4.2**  
**Finding Table of Data Analysis RQ 2**

No	Research focus	Code of data	The classifications of descriptive text		
			Description of person	Description of Thing	Description of place
2.	What the classifications of descriptive text are presented in the students' worksheets at the first grade of vocational high school santiwit songhkla technological college Thailand?	SN14.SJH.	-	✓	-
		SN1.AM	-	✓	-
		SN12.SDH.	-	✓	-
		SN13.S.	-	✓	-
		SN9.NS.	-	✓	-
		SN10.ND	-	✓	-
		SN3. AT.	✓	-	-
		SN7.MW.	✓	-	-
		SN5.HT	✓	-	-
		SN17.YM	-	-	✓

Based on the table above, the researcher analyzed the students' writing abilities, which consisted of five aspects. The first aspect was organization of ideas. The analysis showed that all students faced difficulties in organizing ideas, specifically in classifying identification and description. The second aspect was content, all students have content that aligns with the title, but some still struggle to develop the content further. The third aspect was grammar, students made errors in grammar, particularly with the simple present tense. The fourth aspect was mechanics, some students have difficulty with capitalization and the use of periods. Lastly, in terms of vocabulary, students possess a fair vocabulary but still require further development.

On the other hand, based on the data above, the three classifications of descriptive texts are represented in the students' worksheets, namely description of person, description of thing, and description of place. Of the 17 students, 13 presented on description of thing, 3 presented on description of person, and 1 student presented on description of place.

### **C. Discussion**

In this section, the researcher focused on discussing the two main research focuses as follows:

**1) How is the students' ability in writing descriptive text at the first grade of vocational high school Santiwit Songhkla Technological College Thailand?**

Based on the analysis data above, it showed the students' abilities reviewed from five aspects of writing according to Brown's theory, namely

organization of ideas, content, grammar, mechanics, and vocabulary.<sup>60</sup> The data indicated that some students still have issues in these five aspects of writing ability, which are explained as follows.

The organization of ideas from all student worksheets indicated that the students fall into the not college level category. They do not mention identification but instead focus on description. On the other hand, based on Sartika & Nurudin stated that descriptive text have two generic structure namely identification and description.<sup>61</sup> This showed that the students have problem in the organization of ideas. According to the table analytic students' writing ability, it categorized as not college level due to the absence of an introduction or conclusion, where students lack identification in the organization of the body and do not provide supporting evidence.<sup>62</sup> Similar to previous research, students also made mistakes in the organization of ideas.

The content written by the students, on average from all worksheets, showed that they have content that aligns well between the title and the development of ideas. However, the shortcoming here was that students still lack supporting evidence to describe the content. According to the table analytic, all students fall into the good to adequate level. The development of

---

<sup>60</sup> Brown, H. D, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Edition), (Addison Wesley Longman, 2003), 15.

<sup>61</sup> Sartika N. & Mochamad N., *Students Ability In Writing Descriptive Text Based On It's Generic Structure At The Tenth Grade Student Of Vocational High School* (Professional journal of English education, 2019) Volume 2, No. 4, 436-441

<sup>62</sup> Table analytic scale for rating composition task adopted (Brown & Bailey, 1984, pp. 39-41)



ideas is not complete, and the topic paragraph is not divided correctly.<sup>63</sup> when compared with previous research by bwahyuni. Students in the current research are still better in the content section

The grammar in the students' worksheets showed that there were still errors, primarily related to the simple present tense. However, according to the the table analytic , the students are categorized at adequate to fair because, grammar problems are apparent and have a negative effect on communication.<sup>64</sup> Similar to previous research, students also made mistakes in the grammar.

The mechanics, according to the data analysis, showed that only one student has no error, while other students have errors in mechanics, primarily related to periods and the use of capital letters. Because based on Young' theory, mentioned that the use of capital letters at the beginning of a sentence and after the period.<sup>65</sup> Whereas students were more likely to forget in using capital letter. However, according to the table analytic, the students' abilities are categorized as good, as it is mentioned that the good level indicates problems with writing conventions or punctuation.<sup>66</sup> Similar to previous research, students also made mistakes in the mechanic.

The students' vocabulary categorized as adequate. According to the table analytic, it is stated that at this level, there is a lack of awareness, where

---

<sup>63</sup> Table analytic scale for rating composition task adopted (Brown & Bailey, 1984, pp. 39-41

<sup>64</sup> Table analytic scale for rating composition task adopted (Brown & Bailey, 1984, pp. 39-41

<sup>65</sup> Young D. J., *The Mechanic of Writing* (Writer's Toolkit Publishing: US, 2008), 39.

<sup>66</sup> Table analytic scale for rating composition task adopted (Brown & Bailey, 1984, pp. 39-41

students still have shortcomings in paying attention to vocabulary usage.<sup>67</sup> Based on Cambridge English, vocabulary refers to a collection of words, including pronouns, modal verbs, adjectives, and so on.<sup>68</sup> And the majority of students have mentioned several types of vocabulary based on Cambridge English. Similar to previous research, students also don't have significant problem with grammar.

## **2) What the classifications of descriptive text are presented in the students' worksheets at the first grade of vocational high school Santiwit Songkha Technological College Thailand?**

Based on the research finding, it showed that there were three the classifications of descriptive texts presented by the students. This is in accordance with the theory from Adelsein and Pival, stated that descriptive text consisted of three types: describing person, describing place, and describing thing.<sup>69</sup>

### **1) Describing thing**

The data showed that 13 students wrote the type of describing thing. According to the theory from Adelsein and Pival, this type of descriptive text indicated that the writer described object in terms of size, characteristics, and color.<sup>70</sup> The data showed that students tend to describe object found in the classroom, such as describing table, book, pen, and fan.

---

<sup>67</sup> Table analytic scale for rating composition task adopted (Brown & Bailey, 1984, pp. 39-41)

<sup>68</sup> Cambridge English, *Vocabulary List: Preliminary for school* (UCLES, 2012), 2-3.

<sup>69</sup> Adelsein et al., *The Writing Commitment* (New York:Harcourt Brace Jovanovich, 1976)

<sup>70</sup> Adelsein et al., *The Writing Commitment* (New York:Harcourt Brace Jovanovich, 1976)

## 2) Describing person

According to the data finding, it mentioned that 3 students fall into the category of describing a person. According to the theory from Adelsein and Pival this kind of text described about both visual characteristics and personality traits.<sup>71</sup> The students described their teacher and friends. However, some students only focused on personality and characteristics, but the development of these characteristics was lacking, for instance, the students did not mention details such as height, hair color, eye color, and so on. Therefore, the students still have shortcomings in this type of text.

## 3) Describing place

According to the research finding, it stated that only one student described a place, specifically explaining a luxurious central location. The theory from Adelsein and Pival stated that this type of descriptive text focused more on how to describe the location, the atmosphere, and how to visit the place.<sup>72</sup> However, in the descriptive text presented by the student, there was still a lack of mention regarding the location. The student only focused on describing the atmosphere of the place.

---

<sup>71</sup> Adelsein et al., *The Writing Comitment* (New York:Harcourt Brace Jovanovich, 1976)

<sup>72</sup> Adelsein et al., *The Writing Comitment* (New York:Harcourt Brace Jovanovich, 1976)

## CHAPTER V

### CONCLUSION

In this chapter, conclusion and suggestion is provided. It consisted of the the conclusion of the research and the suggestion.

#### **A. Conclusion**

Based on the finding and discussion in the chapter IV, there could be drawn two conclusions as follows:

#### **1) Students' ability in writing descriptive text at the first grade of vocational high school Santiwit Songkhla Technological College Thailand**

In this research, the researcher found students' abilities were seen from five aspects of writing ability. It was found that students tended to have difficulties: (a) organization of ideas where students were more dominant in writing descriptions rather than formulating identification or recognition of the description of an object (b) content written by the students have explained based on the title they created. it is in accordance with the title. For example is describing thing. When student wrote a title about the table, the content of text described about the table. But most of students missed some points. (c) In grammar students tend to make mistakes in writing simple present tense. Some of the difficulties found that students didn't add 's 'or 'es' to the verb that have a single subject.

For example, the verb provide for the subject it didn't add 's' by the student. (d) In mechanic students tend to make mistakes in using period (.) and

also capital letter. Where some students forget to put period (.) at the end of the sentence. Then when using capital letter, students tend to forget to put capital letters after period (.) Or gave capital letters at the beginning of a sentence. Two students' also lack of using space, for example in the word to shop. (e) In vocabulary students write various types, such as noun pronouns, verbs and so on that have been mentioned in the finding. However, students are also still lacking in developing vocabulary, where they should be able to use vocabulary related to how to describe the characteristics of something.

## **2) The classifications of descriptive text presented by the students at the first grade Students of vocational high school Santiwit Songkhla Technological College Thailand**

The types of descriptive text presented by students are in accordance with existing theory, namely stating three the classifications of descriptive text, such as describing thing, describing people and also describing place. (a) There were 13 students who wrote about descriptive thing. (b) There were 3 students who wrote about describing person.(c) And one person wrote about describing the place.

This shows that even though the teacher has given a theme in which students are asked to describe something around them, they do not tend to describe a thing but also describe people and places. Although it can be seen here that what they written tends to refer to describing thing.

## **B. Suggestion**

### **1. Thai English Teacher**

This research can be considered by teachers as a reference in order to improve students' abilities, especially in writing. When it is seen that students have weaknesses in the organization of ideas, teachers are advised to have a method or approach which includes teaching how to write a proper organization and also how to improve content, mechanical, grammar and a more developed vocabulary. When students predominantly wrote descriptive thing, this could be a consideration for teachers to expand students' ideas to describe people and places more. Because on average, they have already been writing about describing thing. Teacher can also expand the students' ideas to other types of text, not just about thing but also about tourist attractions and so on.

### **2. Other researchers**

For the future researchers, this can become the basis for how they will carry out further research to analyze students' writing abilities using better techniques. Besides that, to find out research on how to improve students' writing abilities.



## REFERENCES

- Abbas I. H. & Noor H. A. A. *Classification of L2 Writing Process and Writing Strategis*. university Utara Malaysia, 2016.
- Adelsein et al. *The Writing Comitment*. New York: Harcourt Brace Jovanovich, 1976.
- Anistasya Citra, et.al. *Students' Difficulty in Writing English: Affected by Vocabulary Skill*. UINSU: Journal of English Education Literature and Linguistic. Vol. 5. E- ISSN, 2621-3680 P- ISSN, 2621-3672, 2022.
- Ahdillah M.Z.I. *Descriptive Text* (Modul Ajar Merdeka belajar: Kementrian Pendidikan dan Kebudayaan), 2022.
- Anggun S. K.,. *An Analysis Of Descriptive Text In English Textbook Using Transitivity System (A Case Study Of Reading Passages)*. Journal of English and Education, 2016.
- Basar Tarik & Sahin Leyla. *Technology Integration in Teaching English as A Foreign Language: A content Analysis Study*. Turkey: JETOL. Vol. 5. 204- 222. 2022. Doi: <https://doi.org/10.31681/jetol.972577>.
- Bennui P. & A. Hashim. *English in Thailand: development of English in a non-postcolonial context*. Asian Englishes. 209-228, 2014.
- Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Edition)*. Addison Wesley Longman, 2003.
- Cambridge English. *Vocabulary List: Preliminary for school* . UCLES. 2-3, 2012.
- Chakravarty A. & Bonnie B. *Grammar & Usage for Better Writing*. AMSCO School Publication: New york. 3-111, 2004.
- Cresswell J.W. *Research design Qualitative, Quantitative, and mixed methods approaches*. Sage: Third edition. 2009.
- Departemen Agama RI. *Mushaf Madinah Al-Quran, Terjemah dan Tafsir*. Bandung: JABAL. 2010.
- Duha M. *Students' Difficulties In Writing Descriptive Text*. FAGURU, 2022.



- Durga V S. S. & C S Rao. *Developing Students' Writing Skills in English - A Process Approach. Jurnal for research scholars and profesional of English language learning*. Vol. 2, 2018.
- Estari A. W. *Pentingnya Memahami Karakteristik Peserta Didik Dalam Proses Pembelajaran*. SHEs: Conference Series 3, 2020.
- Fauzy A. *Metode Sampling*. Universitas Terbuka. edisi 2, 2019.
- Firmansyah M. *Students' Errors' in Using Simple Present Tense in Writing Descriptive Text*. JME. Vol 8, 2021.
- Handayani E.T & Aminatun D. *Students' Point of View on The Use of WhatsApp Groups to Elevate Writing Ability*. Universitas Tektorat Indonesia: JELTL. Vol. 1. 31-37, 2020.
- Hafizah W. et. Al. *High School Students' Difficulties in Writing Descriptive Text*. Jurnal Imiah Pendidikan dan Pembelajaran, 2022.
- Helaludin & Awaludin. *keterampilan menulis akademik panduan bagi mahasiswa di perguruan tinggi*. media Madani, cetakan 1, 2020.
- Husna L., Zaini, Yenni R. *An Analysis of Students' Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang* . Journal English Language Teaching. Vol.1, 5, 2013.
- IMSA-ARD P. *Motivation and Attitudes towards English Language Learning in Thailand: A Large-Scale Survey of Secondary School Students*. Thailand: rEFlections, 2020.
- Ismayanti E. & Kholiq A. *An Analysis Of Students' Difficulties In Writing Descriptive Text*. Universitas Islam Lamongan, 2020.
- Jayanti A.D. *Students Writing Ability On English Descriptive Text At Grade VIII In SMPN 33 Padang* . politeknik raflesia curup: academic journal of english language and education. vol.3, 2019.
- Jenkins Jennifer. *Current Perspectives on Teaching World Englishes and English as a Lingua Franca*. London, England: King's College. 2006.

- Johan A. N. et. al. *A Genre Analysis of the Texts in English Textbook "Pathway to English" Used by Tenth Grade Students* *English Education and Literature*. Journal. Vol. 02, 12, 2022.
- Kompas.com *Ketentuan soal Syarat Kemampuan Bahasa Asing Peserta Didik Digugat ke MK* . Halaman all, 2016.
- Loka F. R. *An Analysis of Students' Writing Descriptive Text At The First Year SMAN 4 Pekanbaru*. Islamic University of Riau, 2020
- Ma'rufah D.W., et.al. *Need Analysis on The Writing Skill: What Do The Students Really Need for Writing Course?*. Indonesia: *Journal of Language Education*. Vol. 5. 2021. <https://doi.org/10.24090/tarling.v5i1.4984>.
- Marselina P. et.al. *An Analysis on Students' Difficulties in Mastering Vocabulary*. Universitas Pahlawan Tuanku Tembusai: JELE. 2024. <https://doi.org/10.31004/jele.v9i2.279>.
- Matthew B. M., A. Michael H., Johnny S. *Qualitative Data Analysis: a methods sourcebook*; third edition London: Sage Publications, 2014.
- Matsuda Aya. *World Englishes in English language teaching: Kachru's Six Fallacies and TEIL Paradigm*. Arizona State University: *Wileyonlinelibrary*. 144-154. 2019. DOI: 10.1111/weng.12368.
- Melati E. *College Student's Problems In Writing Paragrap (A Case Study At Fourth Semester Students Of Informatics Management Of Amik Mitra Gama)*. AMIK Mitra Gama: ELP. ISSN 2656-6451 EISSN 2502-2792, 2019. UNIVERSITAS ISLAM NEGERI
- Paputungan F.M. et.al. *An Analysis Of Students Difficulties In Intermediate English Grammar Course*. Universitas Negeri Yogyakarta: JETLI. <http://ejournal.iaingorontalo.ac.id/index.php/JETLI>, 2022. KEMAHJACHIMADSIDDIQ JEMBER
- Purwaningsih E. *An analysis of students' ability on writing descriptive text during online learning: a case study on students of class X IPS SMA Negeri tulakan academic year 2020/2021*. STKIP PGRI Pacitan, 2021.
- Qarai A.Q., *Compare all English translations of Surah Al-Baqarah - verse 286, The Noble Qur'an*, <https://en.noblequran.org/quran/surah-al-baqarah/ayat-286/>.

- Qur'an in english and arabic: *read and listen*, QS Al Al Alaq 96:4  
<https://www.quranful.com/>
- Qur'an.com, "*Read and listen to surah Al-Qalam*, QS Al-Qalam (68:1),  
Quran.com" <https://quran.com/al-qalam>
- Rachman et.al. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Saba Jaya  
Publisher, 2024.
- Rahayu Y. D. *An analysis of students' ability in writing descriptive text at sman  
1 karangdowo in the academic year of 2023/2024*. Raden Mas Said State  
Islamic University of Surakarta, 2023
- Rao P. S. *The Characteristics of Effective Writing Skills in English Language  
Teaching*. Oray's Publication. Vol 2, 2017.
- Ridwan A. *An analysis of students' writing ability in descriptive text at eight  
grade students in SMP Al- Huda Jati Agung*. Raden Intan State Islamic  
University Lampung, 2023.
- Rohman M. A., Rissa S.R. *Writing Descriptive Text by Using Two-Stay Two-  
Stray Technique: Students' Response*. Professional Journal of English  
Education. Vol. 4, 2021.
- Rosyida U.F. et.al. *The English Text Types Applied In English Textbooks For  
Studentd Of Islamic Education Department*. Ta'dibuna: Jurnal Studi Dan  
Pendidikan Agama Islam. Vol. 5, 01-10, 2022.
- Sa'adah A. R. *Writing Skill in Teaching English: An Overview*. State Islamic  
Institute of Samarinda: EDUCASIA. Vol. 5. e-ISSN: 2527-5011, p-ISSN:  
2502-9150, 2020.
- Saengboon Saksit, *An Exploratory Study of Thai University Students'  
Understanding of World Englishes*. English Language Teaching, Canadian  
Center of Science and Education. 2015.
- Sardila V. *strategi pengembangan linguistik terapan melalui kemampuan  
menulis biografi dan autobiografi sebuah upaya membangun keterampilan  
menulis kreatif mahasiswa*. jurnal pemikiran Islam. Vol. 40 no. 2.114,  
2015.

- Sartika N. & Mochamad N. *Students Ability In Writing Descriptive Text Based On It's Generic Structure At The Tenth Grade Student Of Vocational High School* . Profesional journal of English education. Vol. 2. No. 4, 436-441, 2019.
- Sekretariat. *Pedoman Penulisan Karya Ilmiah*. Jember: UIN KHAS JEMBER press, 2023.
- Somarno W. K. *Transforming Online Chat Data Into Articles: Exploring The Students's Writing Qualities And Difficulties In Generating And Organizing Ideas*. INDONESIA:ELLiC. Electronic ISSN: 2579-7263, 2021.
- Wahyuni I. *An Analysis of students ability and difficulties in writing descriptive text (a study at second grade of SMPN 3 Bontonompo)*. Muhammadiyah University of Makasar, 2019.
- Young D. J. *The Mechanic of Writing*. Writer's Toolkit Publishing: US. 39, 2008.
- Zein Subhan et.al. *English Language Education in Indonesia: A review of research (2011 - 2019)*. Cambridge University Press: Cambridge. 1-33. 2020. doi:10.1017/S0261444820000208.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

## AUTHENTICITY STATEMENT OF WRITING

### The under signed below

Name : Siti Nur Holifah  
NIM : 211101060010  
Study program : English Education Department  
Faculty : Education and Teacher Training  
Institution : State Islamic University Of Kiai Haji Achmad Siddiq Jember  
Place and date of birth: Jember, July 2, 2002  
address : Panti, Jember

Hereby declares that the Analysis of the thesis entitled: *"A Content Analysis of Students' Ability in Writing Descriptive Text at the first grade of vocational high school Santiwit Songkhla Technological College Thailand"* Is the result of my Analysis, except in part of referred by theory, sources, and data. I take references from experts.

Jember, November 25, 2024

Stated by:

  
**Siti Nur Holifah**  
NIM. 211101060010

Appendix 1 matrix of research

Title	Variable	Indicator	Data Sources	Research Method	Research Question
A Content Analysis Of Students' Ability In Writing Descriptive Text at the First Grade of Vocational High School Santiwit Songhkla Technological College Thailand	1. Writing Ability  2. Descriptive Text	1. Vocabulary 2. Grammar 3. Mechanic 4. Content 5. Organization of ideas  1. Describing of person 2. Describing of place 3. Describing of Thing	Students' descriptive text worksheets at the first grade of vocational high school Santiwit Songhkla Technological College Thailand	1. Research approach: <b>Qualitative</b> 2. Research design: <b>Content Analysis</b> 3. Data Collection: <b>Document analysis</b> 4. Data Analysis: Content analysis based on <b>Donald Ary, et.al</b> <ul style="list-style-type: none"> <li>• Familiarizing and Organizing</li> <li>• Coding and Reducing</li> <li>• Interpreting and Representing</li> </ul> 5. Validity of Data: <b>Investigator Triangulation</b>	1. How is the students' ability in writing descriptive text at the first grade of vocational high school Santiwit Songhkla Technological College Thailand ?  2. What classifications of descriptive text are presented in the students' worksheets at the first grade of vocational high school Santiwit Songhkla Technological College Thailand?



Appendix 2a students' worksheets

- Describing thing

Mo	Tu	We	Th	Fr	Sa	Su	A-esah		Memo No. _____	
							Date		/ /	

my Book

The Book is Blue. The Book using Four Writing.

The Size of this book is not too small and not too big either. I got this book at the bookstore.

This book is very thick. The front cover of the book has a very beautiful picture of Barbie, and I really like it



Safinee

Pen

The Pen is red. The Pen use for writing  
It is small. I usually use this Pen when  
studying at house and school. This Pen  
is very durable. Sometimes I use this  
Pen for drawing on paper. This will  
be my favorite pen. I bought this Pen  
at a store near my house. My friend  
has the same pen.

Nurainee

## Table

the table had four legs and was large. The table was brown can place many things. The table is wide. The table is used by students in the classroom. All students cannot write if there is no table in the classroom

JEMBER

Nurhafizah

## House

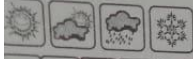
The house is large and in the house there are Parents, grandparents and children, The house is very large with 2 floors. The House has a yellow color at the front and blue at the back. The house is very comfortable to live in.

## Pen

The pen is red. The pen use for writing, it is small.

I usually use this pen when studying at house and school. This pen is very durable. Sometimes I use this pen for drawing on paper.

This will be my favorite pen. I bought this pen at a store near my house. My friend has the same pen.



Mo Tu We Th Fr Sa Su

SALWA

Memo No. \_\_\_\_\_  
Date     /     /

### Chair

The chair is used for sitting. Many people are really like this chair. You can find it at class. The chair has small size. You can find it at school everyday. Many students are like it.

Hail

The bag is red

A bag for

carrying school  
supplies.

JEMBER





Mo Tu We Th Fr Sa Su

Memo No. \_\_\_\_\_  
Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Muhammad Hanif

the pillow is white  
for sleeping



sofwan

the hanger is black  
for hanging clothes

Anon

blue sea

The sea water is blue

Rifhan

The mirror is purple

A mirror to look at

J E M B E R

Sulfa

The table is brown

Table for setting things

Nasrullah

The cabinet is pink

Cabinet to put things in

KIAT HAJI ACHMAD SIDDIQ  
JEMBER

- Describing Person

haneesah keemung

### My Friend

I have a friend. it happen my friends like to travel and go to the store to buy things. she buys randomly thing. but I love my friend. she is so kind she is so beautifull.

DATE

monmanitada

S M T W T F S

my Teacher

Teacher gradually teach knowledge  
and act as advisors and  
admonitions. Teachers are  
like a second mother. She is  
so kind. She is polite. I really like  
my teacher

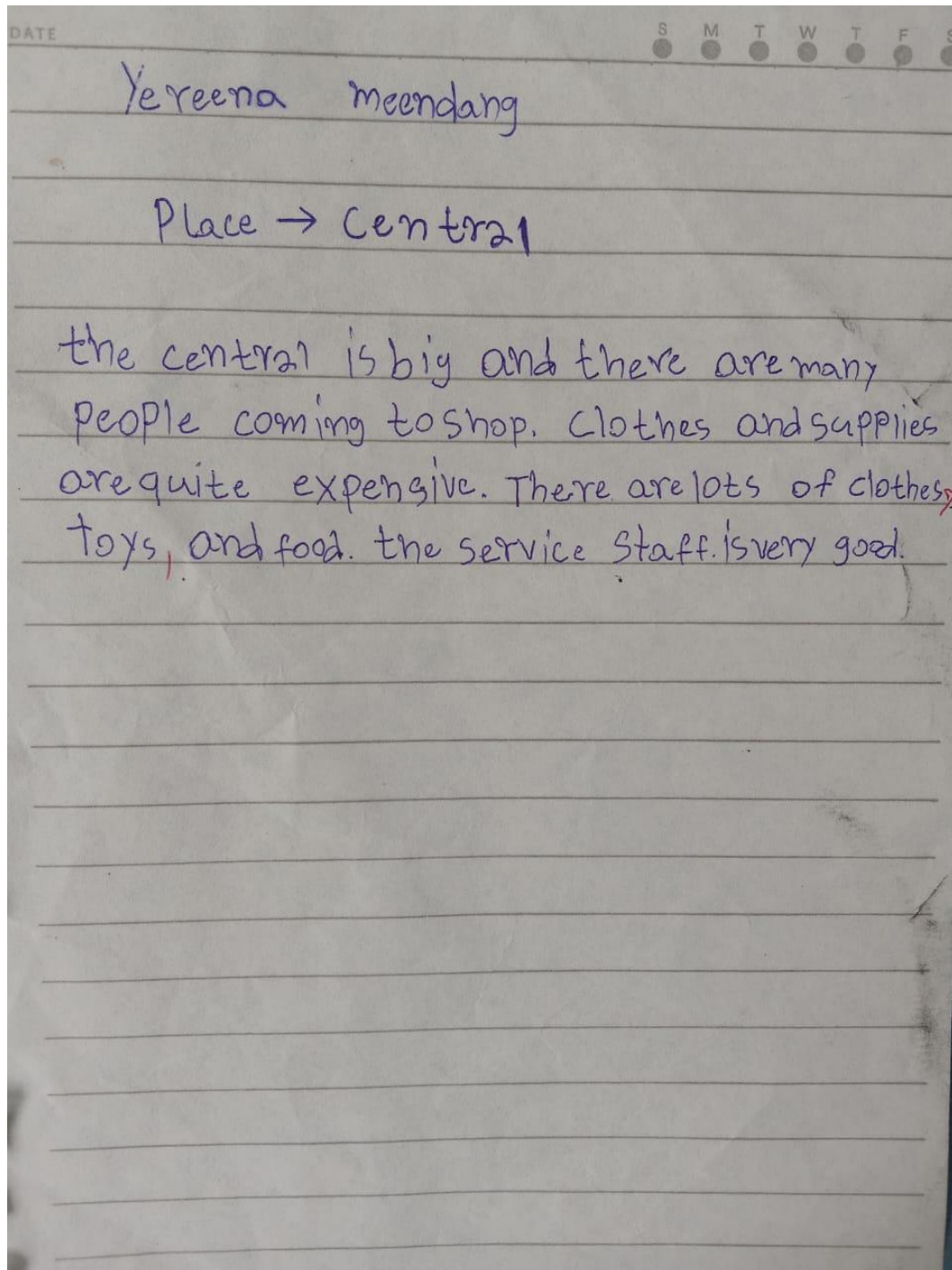
Areeda

Teacher

This teacher is from Indonesia,  
she teaches very well, she explains  
everything that I don't understand.  
The teacher teaches in our class  
with material very well. I love my  
teacher



- Describing place



Appendix 2b code of the data

<b>NOTE:</b> <b>SN: Student Number</b> <b>Initial of student' name</b>	<b>CODE:</b> <b>SN17.YM</b> <b>Student Number 17</b> <b>Yareena Mendang</b>
--	--



**Table 1**  
**Organization of ideas**

Aspect of writing	Classification/ score				
	Excellent (20 – 18)	Good (17 – 15)	Adequate (14 – 12)	Unacceptable (11- 6)	Not college level work (5 -1)
Organization of ideas	Appropriate title, effective, introductory paragraph, topic is stated, leads to body; transitional expression used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalization; conclusion logical and complete.	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expression may be absent or misused.	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere,	Shaky or minimally recognizable introduction: organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)

**Table 2**  
**Content**

Aspect of writing	Classification/ score				
	Excellent (20 – 18)	Good (17 – 15)	Adequate (14 – 12)	Unacceptable (11- 6)	Not college level work (5 -1)
Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material;	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully

**Table 3**  
**Grammar**

Aspect of writing	Classification/ score				
	Excellent (20 – 18)	Good (17 – 15)	Adequate (14 – 12)	Unacceptable (11- 6)	Not college level work (5 -1)
Grammar	Native-like fluency in English grammar; correct use of relative clauses, preposition, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader ia aware of them; no fragments or run-on sentences	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure

**Table 4**  
**Mechanic**

Aspect of writing	Classification/ score				
	Excellent (20 – 18)	Good (17 – 15)	Adequate (14 – 12)	Unacceptable (11- 6)	Not college level work (5 -1)
Mechanic	Correct use of English writing convention: left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible	Use general writing conventions but has errors; spelling problems distracts reader; punctuation error interfere with idea	Serious problems with format of paper, part of essay not legible; error in sentence punctuation and final punctuation; unacceptable to educated readers	Complete disregard for English writing conventions; paper illegible; obvious capital missing, no margins, severe spelling problems



**Table 5**  
**Vocabulary**

Aspect of writing	Classification/ score				
	Excellent (20 – 18)	Good (17 – 15)	Adequate (14 – 12)	Unacceptable (11- 6)	Not college level work (5 -1)
Vocabulary	Precise vocabulary usage; use of parallel structures; concise; register good	Attempts variety; good vocabulary; not wordy; register OK; style fairly; concise	Some vocabulary misused; lack awareness of register; may be too wordy	Poor expression of ideas; problems in vocabulary; lacks variety of structure	Inappropriate use of vocabulary; no concept of register or sentence variety

Appendix 2d table finding of analysis

Code of the data	Descriptive text	Students' writing ability (RQ:1)					Result	Text type (RQ:2)
		Organization of ideas	Content	Grammar	Mechanic	Vocabulary		
SN14.SJH	<p>Pen</p> <p>The pen is red. The pen <b>use</b> for writing. it is small. I usually use this pen when studying at house and school. This pen is very Durable. Sometimes I use this pen for drawing on paper.</p> <p>This will be my favorite pen. I <b>bought</b> this pen at a store near my house. My friend has the same pen</p>	<p>The organization of ideas lacked identification . According to Brown' theory, it classified as not college level work (5).</p>	<p>The content was appropriate because it described a pen clearly. But missed some points, such as: price, material and the size could be more developed. According to Brown' theory, it classified as good to adequate (16).</p>	<p>There was an error in using simple present tense and it effected on communication. Such as: <i>The pen use for writing</i> . It should be written <i>The pen is used for writing</i>. According to Brown' theory, it classified as adequate to fair (13).</p>	<p>There was a mechanical error in the used of period and capitalization. Such as: <i>it</i> after period, should be written <i>It</i>. Besides that, there was no period at the end of last sentence. According to Brown' theory, it classified as good to adequate (16).</p>	<p>Vocabulary used not wordy and concise. It was varied Such as the used of <i>durable</i>. According to Brown' theory, it classified as good to adequate (17).</p>	67 = poor	Describing thing.

Code of the data	Descriptive text	Students' writing ability (RQ:1)					Result	Text type (RQ:2)
		Organization of ideas	Content	Grammar	Mechanic	Vocabulary		
SN1.AM	<p>My Book</p> <p>The Book is Blue. The Book <b>using</b> for Writing. The size of this book is not too small and not too big either. I <b>got</b> this book at the bookstore. This book is very thick. The front cover of the book has a very beautiful picture of Barbie, and I really like it</p>	<p>The organization of ideas was lacking in identification .According to Brown' theory, it classified as not college level work (5).</p>	<p>The content was appropriate because it described a book clearly. But missed some points, such as: price, material and the size could be more developed. According to Brown' theory, it classified as good to adequate (16).</p>	<p>There was an error in using simple present tense. Such as: <i>The Book using for wriing</i> . It should be written <i>The book is used for Writing</i>. According to Brown' theory, it classified as adequate to fair (13).</p>	<p>There was a mechanical error in the used of period and capitalization. Such as <i>Book</i> should be written <i>book</i>. Besides that there was no period at the end of last sentence. According to Brown' theory, it classified as good to adequate (16).</p>	<p>Vocabulary was too wordy. Such as: <i>The size of this book is not too small and not too big either</i>. It should be written <i>The size of this book is medium</i>. According to Brown' theory, it classified as adequate to fair (14)</p>	64 = poor	Describing thing.

Code of the data	Descriptive text	Students' writing ability (RQ:1)					Result	Text type (RQ:2)
		Organization of ideas	Content	Grammar	Mechanic	Vocabulary		
SN12.SDH	<p>Chair</p> <p>The chair Is read. <b>It for sitting.</b> Many people are really like this chair. You can find it at class. The chair has small size. You cand find it at school everyday. many Students' are like it</p>	<p>The organization of ideas lacked identification. According to Brown' theory, it classified as not college level work (5).</p>	<p>The content was appropriate because it described a chair. But it was not detail. It missed some point such as: material, shape and the price. According to Brown' theory, it classified as good to adequate (15).</p>	<p>There was an error in using simple present tense. such as: <i>It for sitting..</i> It should be writen <i>It is used for sitting.</i> According to Brown' theory, it classified as adequate to fair (14).</p>	<p>There was a mechanical error in the used of period and capitalization. Such as <i>Is</i> should be written <i>is</i>. Besides that there was no period at the end of last sentence. According to Brown' theory, it classified as good to adequate (16).</p>	<p>Vocabulary was too wordy. Such as <i>Many people are really like this chair</i> and <i>many Students' are like it.</i> According to Brown' theory, it classified as adequate to fair (13)</p>	63 = poor	Describing thing.

Code of the data	Descriptive text	Students' writing ability (RQ:1)					Result	Text type (RQ:2)
		Organization of ideas	Content	Grammar	Mechanic	Vocabulary		
SN13.S	<p>Fan</p> <p>The fan is green. A fan <b>provide</b> additional refreshing air. The fan is quite large in size. It can be found on the wall.</p> <p>The fan <b>require</b> electricity. If there is no electricity, the fan will not turn on.</p>	<p>The organization of ideas was lacking in identification. According to Brown' theory, it classified as not college level work (5).</p>	<p>The content was appropriate because it described fan. but it was not detail. It missed some point such as: material, and the price. According to Brown' theory, it classified as good to adequate (16).</p>	<p>There was an error in using simple present tense. Such as: <i>A fan provide additional refreshing air</i>. It should be written <i>A fan provides additional refreshing air</i>. According to Brown' theory, it classified as adequate to fair (14).</p>	<p>The mechanic was appropriate. According to Brown' theory, it classified as excellent (20).</p>	<p>Vocabulary used not wordy and concise. According to Brown' theory, it classified as good to adequate (17).</p>	72 = average	Describing thing

Code of the data	Descriptive text	Students' writing ability (RQ:1)					Result	Text type (RQ:2)
		Organization of ideas	Content	Grammar	Mechanic	Vocabulary		
SN9.NS	Table the table had four legs and was large. The table was brown can place many things. The table is wide. The table is used by students in the classroom. All students cannot write if there is no table in the classroom.	The organization of ideas was lacking in identification. According to Brown' theory, it classified as not college level work (5).	The content was appropriate because it described table in detail. But missed some points, such as: price and material. According to Brown' theory, it classified as good to adequate (16).	There was an error in using simple present tense. Such as: <i>The table was brown.</i> It should be written <i>The table is brown.</i> According to Brown' theory, it classified as adequate to fair (13)	There was capitalization error. Such as: <i>the</i> should be written <i>The.</i> According to Brown' theory, it classified as good to adequate (17).	Vocabulary was wordy. such as <i>All students cannot write if there is no table in the classroom.</i> Actually, without a table, students can still write According to Brown' theory, it classified as adequate to fair (13).	64 = poor	Describing thing



Code of the data	Descriptive text	Students' writing ability (RQ:1)					Result	Text type (RQ:2)
		Organization of ideas	Content	Grammar	Mechanic	Vocabulary		
SN10.ND	<p>House</p> <p>The house is <b>large</b> and in the house there are parents, grandparents and children. The house is very <b>large</b> with 2 floors. The House is yellow color at the front and blue at the back. The house is very comfortable to live in.</p>	<p>The organization of ideas was lacking in identification. According to Brown' theory, it classified as not college level work (5).</p>	<p>The content was appropriate because it described house. but it was not detail. It missed some point such as: material and shape . According to Brown' theory, it classified as good to adequate (16).</p>	<p>The grammar was appropriate, as it employed the simple present tense. such as: <i>The house is large</i>. According to Brown' theory, it classified as good to adequate (17).</p>	<p>There was capitalization error and coma error. Such as: <i>House</i> should be written <i>house</i>. before the word <i>and</i> should be added coma. According to Brown' theory, it classified as good (16).</p>	<p>Vocabulary was too wordy. There was repetition in the word <i>large</i> According to Brown' theory, it classified as adequate to fair (14).</p>	68 = poor	Describing thing

JEMBER

Code of the data	Descriptive text	Students' writing ability (RQ:1)					Result	Text type (RQ:2)
		Organization of ideas	Content	Grammar	Mechanic	Vocabulary		
SN3.AT	<p>Teacher</p> <p>This teacher is from Indonesia, she theches very well, she explains everything that i don't understand. The teacher teaches in our class with material very well. I love my teacher.</p>	<p>The organization of ideas was appropriate. It consisted of identification and description. But in indentification was still lack in supporting evidence.</p> <p>According to Brown' theory, it classified as good to adequate (15).</p>	<p>The content was appropriate with the title. But it was not detail. It missed some point such as: characteristic and appearance.</p> <p>. According to Brown' theory, it classified as good to adequate (15).</p>	<p>The grammar was correct in using simple present tense. Such as: <i>she theches very well</i>. But the used of <i>This</i> in the first sentence was wrong.</p> <p>According to Brown' theory, it classified as good to adequate (16)</p>	<p>There was mechanical error in the used of period and capitalization. Such as: after the word <i>Indonesia</i>, it should be added period. The word <i>i</i> should be written <i>I</i>.</p> <p>According to Brown' theory, it classified as good (17).</p>	<p>Vocabulary was too wordy. There was repitition in the word <i>very well</i></p> <p>According to Brown' theory, it classified as adequate to fair (14).</p>	77 = average	Describing person

JEMBER

Code of the data	Descriptive text	Students' writing ability (RO:1)					Result	Text type (RO:2)
		Organization of ideas	Content	Grammar	Mechanic	Vocabulary		
SN7.MW	<p>My Teacher</p> <p>Teacher gradually teach knowledge and act as advisors and admonitions. <i>teachrs ars</i> like a second mother. She is so kind. she is polite. I really like my teacher</p>	<p>The organization of ideas was lacking in identification. According to Brown' theory, it classified as not college level work (5).</p>	<p>The content was appropriate with the title. But it was not detail. It missed some point such as: appearance. According to Brown' theory, it classified as good to adequate (15).</p>	<p>The grammar was correct, as it used the simple present tense. Such as: <i>She is so kind</i></p> <p>According to Brown' theory, it classified as good to adequate (17).</p>	<p>There was capitalization error, period error, and spelling error. Such as: <i>teachrs,</i> should be written <i>teacher.</i></p> <p>According to Brown' theory, it classified AS adequate to fair (13)</p>	<p>Vocabulary used not wordy and concise. It was varied Such as the used of <i>gradually.</i></p> <p>According to Brown' theory, it classified as good to adequate (17).</p>	67 = poor	Describing place

Code of the data	Descriptive text	Students' writing ability (RQ:1)					Result	Text type (RQ:2)
		Organization of ideas	Content	Grammar	Mechanic	Vocabulary		
SN5. HT	<p>My Friend</p> <p>I have a fiend. it happen myfrinds like to travel and go to the store to buy things. she buys randomly thing. but I love my friend. she is so kind. she is so beautifull.</p>	<p>The organization of ideas was appropriate but too brief in providing supporting evidence.</p> <p>According to Brown' theory, it classified as good (15).</p>	<p>The content was appropriate with the title. But it was not detail. It missed some point such as: appearance.</p> <p>According to Brown' theory, it classified as good to adequate (15).</p>	<p>There was an error in using simple present tense. Such as: <i>it happen myfrinds,</i> should be written <i>It happens my friends.</i></p> <p>According to Brown' theory, it classified as adequate to fair (14).</p>	<p>There was capitalization error, period error, and spelling error. Such as: <i>myfrinds</i> should be written <i>my friends.</i></p> <p>According to Brown' theory, it classified as adequate to fair (12).</p>	<p>Vocabulary used not wordy and concise.</p> <p>According to Brown' theory, it classified as good to adequate (17).</p>	73 = average	Describing person

Code of the data	Descriptive text	Students' writing ability (RO:1)					Result	Text type (RO:2)
		Organization of ideas	Content	Grammar	Mechanic	Vocabulary		
SN17.YM	Place – Central the central is big and there are many people coming to shop. Clothes <b>and supplies</b> are quite expensive. There are lots of clothes, toys, <b>and food</b> . the service staff is very good.	The organization of ideas lacked identification. According to Brown' theory, it classified as not college level work (5).	The content was appropriate with the title. But it was not detail. It missed some point such as: location. According to Brown' theory, it classified as good to adequate (14).	The grammar was correct, as it used the simple present tense. Such as: <i>the central is big</i> . According to Brown' theory, it classified as good to adequate (17).	There was capitalization error and spacing error. Such as: <i>andsupplies</i> , should be written <i>and supplies</i> . According to Brown' theory, it classified as adequate to fair (12).	Vocabulary used not wordy and concise. According to Brown' theory, it classified as good to adequate (16).	64= poor	Describing place

Appendix 2e validator

**SURAT PERNYATAAN**

Yang bertanda tangan dibawah ini:

Nama : Nina Hayuningtyas, S.Pd., M.Pd.

NIP : 198108142014112003

Jabatan: Dosen UIN KHAS JEMBER

Menyatakan telah melakukan validasi data sehubungan dengan analisis data yang dilakukan oleh Siti Nur Holifah dalam penelitian yang berjudul : “ *A Content Analysis Of Students’ Ability In Writing Descriptive Text At The First Grade Of Vocational School Santiwit Songkhla Technological College Thailand*”

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai keperluan.

Jember, 26-11-2024  
yang membuat pernyataan



**Nina Hayuningtyas, S.Pd., M.Pd.**  
**NIP.198108142014112003**

## SURAT PERNYATAAN

Yang bertanda tangan dibawah ini:

Nama : Ihyak Mustofa, S.S., M.Li.

NIP : 199403032022031004

Jabatan: Dosen UIN KHAS JEMBER

Menyatakan telah melakukan validasi data sehubungan dengan analisis data yang dilakukan oleh Siti Nur Holifah dalam penelitian yang berjudul : “ *A Content Analysis Of Students’ Ability In Writing Descriptive Text At The First Grade Of Vocational School Santiwit Songkhla Technological College Thailand*”

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai keperluan.

Jember, 26 - 11 - 2024  
yang membuat pernyataan





**Ihyak Mustofa, S.S., M.Li.**  
**NIP. 199403032022031004**



Appendix 2f research journal

**RESEARCH JOURNAL**

**A Content Analysis of Students' Ability in Writing Descriptive Text at the First Grade of Vocational School Santiwit Songkhla Technological College Thailand**

No	Date of time	Activity	Notes
1.	June 3, 2024	The researcher asked permission to conduct an research	
2.	September 23, 2024	The researcher collected the data	
3.	September 25, 2024	Specifying and presenting the primary data	Deciding types of descriptive text that would be analyzed.
4.	September 30, 2024	Diving the data	Choosing the students' worksheet material that would be analyzed.
5.	October 2, 2024	Counting the data	Counting the chosen data. There were 17 students' worksheet are collected.
6.	October 4, 2024	Coding the data	Giving the code to every data that had chosen.
7.	October 7, 2024	Analyzing the data	Analyzing the data in every chapter.
8.	October 29, 2024	Representing the data	Representing the finding of analysis in the sheet of analysis
9.	November 15, 2024	Validating the data	Checking and validating the data.
10.	November 26, 2024	Conclusion	Concluding the data, based on the result of analysis data

Direktur Santiwit Songkhla Technological College Thailand

  
Dr. Mangsod Match.

Appendix 3 picture

Santiwit Songkhla Technological College building School



*Source: The picture taken by the researcher*

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

Appendix 4a research permission letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-7763/In.20/3.a/PP.009/06/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Santiwit Songkhla Technological College  
13/6 Tambon Bhana Chana Profinsi Songkhla, Thailand

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 211101060010  
Nama : SITI NUR HOLIFAH  
Semester : Semester enam  
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "A content analysis of Students' Ability In Writing Descriptive Text At Santiwit Songkhla Technological College Thailand" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Dr Mangsood Mateh

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 3 Juni 2024

Dekan,

Dekan Bidang Akademik,



**HOTIBUL UMAM**

Appendix 4b statement letter of research completion



วิทยาลัยเทคโนโลยีรัตนวิทยสงขลา

Santivit Songkhla Technological College

13/6 M.6 T. Banna A. Chana Ch. Songkhla 90130 TEL.+66833971005  
Email. mangsod/a@hotmail.com

**SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN**

NOMOR: STC032/10/2024

Yang bertanda tangan di bawah ini:

Nama : Dr. Mangsod Mateh

Jabatan : Direktur Santiwit Songkhla Technological College Thailand

Alamat : 13/6 Tambon Bana Chana Provinsi Songkhla, Thailand

Dengan ini menerangkan:

Nama : Siti Nur Holifah

NIM : 211101060010

Jurusan : Pendidikan Bahasa Inggris

Instansi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Alamat : Jember Jl. Mataram No. 01 Karang Mluwo, Mangli Kec.

Kaliwates, Kab. Jember Jawa, Timur 68136

Berdasarkan surat dari fakultas tarbiyah dan ilmu keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, 03 Juni 2024. Yang bersangkutan telah melaksanakan penelitian di Santiwit Songkhla Technological College Thailand dengan judul "A Content Analysis of Students' Ability in Writing Descriptive Text at the First Grade of Vocational High School Santiwit Songkhla Technological College Thailand" Selama 30 hari mulai dari observasi, hari Senin 03 Juni 2024 sampai Selasa 02 Juli 2024. Pengambilan data, Jum'at 27 September 2024 sampai Selasa 08 Oktober 2024.

Thailand, 08 Oktober 2024

Direktur Santiwit Songkhla Technological College Thailand



Dr. Mangsod Mateh

Appendix 4c statement letter of plagiarism check completion



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ JEMBER**  
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136  
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id  
Website: www.uinkhas.ac.id

**SURAT KETERANGAN LULUS CEK TURNITIN**

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Siti Nur Holifah

NIM : 211101060010

Program Studi : tadaris bahasa inggris

Judul Karya Ilmiah : A Content Analysis Of Students' Ability In Writing Descriptive Text At  
The First Grade Of Vocational High School Santiwit Songkhla  
Technological College Thailand

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (14,4%)

1. BAB I : 23%
2. BAB II : 15%
3. BAB III : 21%
4. BAB IV : 6%
5. BAB V : 7%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 14 November 2024

Petugas ruang baca

FTIK UIN KHAS Jember

Ulfa Dina Nivlenda, S.Sos.I., M.pd  
NIP: 198608112023212019

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.





**DrillBit Similarity Report**

**23** **16** **B**

SIMILARITY % MATCHED SOURCES GRADE

A-Satisfactory (0-10%)  
 B-Upgrade (11-40%)  
 C-Poor (41-60%)  
 D-Unacceptable (61-100%)

LOCATION	MATCHED DOMAIN	%	SOURCE TYPE
1	digilib.uinkhas.ac.id	10	Publication
2	digilib.uinkhas.ac.id	4	Publication
3	erepository.uoehd.ac.ke	2	Publication
4	files.translation-studies.webnode.ro	1	Publication
5	adoc.pub	1	Internet Data
6	Epigenetics, autoimmunity and hematologic malignancies A comprehensiv by Owe-2012	1	Publication
7	Thesis Submitted to Shodhganga Repository	1	Publication
8	An Approach of National and International Cybersecurity Laws and Standards to Mi by Tozpana-2019	1	Publication
9	qdoc.tips	1	Internet Data
10	apnmc.org	<1	Internet Data
11	ejournal.ipdn.ac.id	<1	Internet Data
12	eprints.ums.ac.id	<1	Publication
13	religiondoebis.com	<1	Internet Data



**DrillBit Similarity Report**

**15**  
SIMILARITY %

**27**  
MATCHED SOURCES

**B**  
GRADE

A-Satisfactory (0-10%)  
B-Upgrade (11-40%)  
C-Poor (41-60%)  
D-Unacceptable (61-100%)

LOCATION	MATCHED DOMAIN	%	SOURCE TYPE
1	digilib.uinkhas.ac.id	2	Publication
2	digilib.uinkhas.ac.id	2	Publication
3	etd.iain-padangsidempuan.ac.id	2	Publication
4	ejournal.ipdn.ac.id	2	Internet Data
5	eprints.umpo.ac.id	1	Publication
6	etd.iain-padangsidempuan.ac.id	1	Publication
7	digilib.uinkhas.ac.id	1	Publication
8	repository.uinsatza.ac.id	1	Publication
9	moam.info	1	Internet Data
10	digilib.uinkhas.ac.id	<1	Publication
11	eprints.uny.ac.id	<1	Publication
12	moam.info	<1	Internet Data
13	qdoc.tips	<1	Internet Data
14	e-journal.hamzanwadi.ac.id	<1	Publication





DrillBit Similarity Report

**21** **4** **B**  
 SIMILARITY % MATCHED SOURCES GRADE

A-Satisfactory (8-10%)  
 B-Upgrade (11-40%)  
 C-Poor (41-60%)  
 D-Unacceptable (61-100%)

*UP*

LOCATION	MATCHED DOMAIN	%	MATCH TYPE
1	digitalib.unkhas.ac.id	18	Publication
2	core.ac.uk	1	Publication
3	Comparison of the predictors of alcohol use and misuse among Hindu and aboriginal by Mei-Y 2005	1	Publication
4	journal.uniga.ac.id	1	Internet Data



**DrillBit Similarity Report**

**6**

**SIMILARITY %**

**21**

**MATCHED SOURCES**

**A**

**GRADE**

A-Satisfactory (0-10%)  
 B-Upgrade (11-40%)  
 C-Poor (41-60%)  
 D-Unacceptable (61-100%)

*CB*

LOCATION	MATCHED DOMAIN	%	SOURCE TYPE
1	mit.ac.in	1	Internet Data
2	pdfcookie.com	1	Internet Data
3	pdxscholar.library.pdx.edu	1	Publication
4	moam.info	<1	Internet Data
5	ars.electronicart	<1	Internet Data
6	www.atlantis-press.com	<1	Publication
7	Defending Royal Supremacy and Discerning Gods Will in Tudor England by Baker-2007	<1	Publication
8	jurnal.peneliti.net	<1	Publication
9	docplayer.net	<1	Internet Data
10	www.scribd.com	<1	Publication
11	springeropen.com	<1	Publication
12	library.co	<1	Internet Data
13	COMMUNITY WATER SUPPLY IN DEVELOPING COUNTRIES by A-1972	<1	Publication



**DrillBit Similarity Report**

**7** **6** **A**  
 SIMILARITY %      MATCHED SOURCES      GRADE

A-Satisfactory (0-10%)  
 B-Upgrade (11-40%)  
 C-Poor (41-60%)  
 D-Unacceptable (61-100%)

LOCATION	MATCHED DOMAIN	%	SOURCE TYPE
1	e-journal.unair.ac.id	2	Publication
2	repository.uika-bogor.ac.id	2	Internet Data
3	sciencepg.net	1	Internet Data
4	ejcem.ur.edu.pl	1	Internet Data
5	scholarworks.waldenu.edu	1	Publication
6	www.grammarly.com	1	Internet Data

*CP*

Appendix 5 curriculum vitae

**Researcher' Biography**



**Personal Information:**

Full name : Siti Nur Holifah  
NIM : 211101060010  
Gender : Female  
Place, date of birth : Jember, 02 July 2002  
Address : Panti, Jember  
Religion : Islam  
Department/majors courses: Language Education/ English Department  
E-Mail Address : [sitinurholifah272@gmail.com](mailto:sitinurholifah272@gmail.com)

**Education Background:**

- SDN SUCI 03
- SMP ARGOPURO 02 PANTI
- SMA DIPONEGORO PANTI