

**AN ANALYSIS OF THE ELEVENTH GRADE STUDENTS' ABILITY
IN WRITING DESCRIPTIVE PARAGRAPH
AT SMK N 10 PADANG**

THESIS



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**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
2025**

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*Submitted to Fulfill a Partial Requirement for Getting S-1 Degree at English
Department the Faculty of Teacher Training and Education Bung Hatta
University*



**BY
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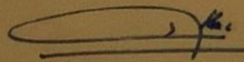
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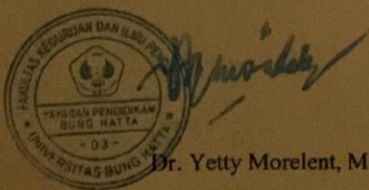
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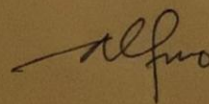
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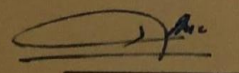
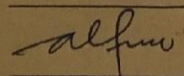
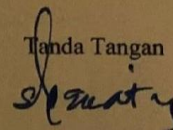
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ACKNOWLEDGEMENTS



Alhamdulillahirabbil'alamin. First of all, the researcher would like to express her gratitude to Allah SWT for giving her the opportunity, strength, motivation, inspiration, and patience to complete this thesis. Then, *sholawat* and *salam* are also addressed to the Prophet Muhammad SAW. Finally, the researcher could finish her thesis, entitled ‘*An Analysis of the Eleventh Grade Students’ Ability in Writing Descriptive Paragraph at SMK N 10 Padang*’. This thesis aims to fulfill one of the requirements for obtaining Strata One (S1) degree in the English Department, Faculty of Teacher Training and Education, Bung Hatta University.

Many people have helped and given motivation, advice, and support to the researcher in writing this thesis. In this valuable chance, the researcher would like to express her gratitude and appreciation to all of them. First, the researcher would like to express her special thanks to Drs. Khairul, M. Sc as her advisor for the time, suggestion, and guidance so that she could finish writing this thesis. His suggestions and support are very valuable in finishing this thesis. The researcher also thanks the examiner lecturers, Dr. Drs. H. Welya Roza, M.Pd and Dr. Joni Alfino, S. Pd, M. Pd who gave a lot of advices and correction in writing this thesis.

The researcher also would like to present her sincere appreciation to Dr. Yetty Morelent, M. Hum as the Dean of the Faculty of Teacher Training and Education, Dra. Zulfa Amrina, M. Pd as the Vice Dean, Dr. Joni Alfino, S. Pd, M. Pd as the Head of English Department, and also all of lecturers who taught her during studying at the English Department of Bung Hatta University.

Then, this thesis is presented for the beloved parents of the researcher Ponadi (alm) and Siti Khotimah. For her father who does not have the opportunity to attend the researcher's process during college, the feeling of longing never fades, thank you for being the greatest motivator even though

your body is no longer visible. For her beloved mother, words of gratitude will never be enough to repay all the sacrifices you have made. Thank you for your endless efforts in supporting the researcher's college process. She would also thank to her sisters, Siti Aisyah S. M and Uswatun Khasanah for the support and caring.

Next, she also would like to express thanks to Rodiyah Joan Afriliyani as a second scorer for her help, motivation, and supports to finish this thesis. She also says thanks to her virtual friends, Meecha, Lisy, Ilham, Jiyeong, Exy, Farid, Tiya and Nano, for the laughs, supports, and experiences. And she wants to express her thanks to her beloved best friends; Hidayatil Alya, Edrea Jihan Fadillah, Diska Ulandari, Restia Ningsih and Rangga Dwi Putra for their motivation, support to finish the thesis. The researcher also says thanks to all of her friends that could not be mentioned one by one in this thesis.

Furthermore, the researcher would also like to express her highest appreciation to Ir. Herawaty, the headmaster of SMK N 10 Padang, who has given time and opportunity to conduct this research. She would like to thank the beloved students of SMK N 10 Padang, especially the XI TKN, as research respondents. She also would like to express thank to Mardawita, S. Pd. as her advisor while doing PLP at SMK N 10 Padang.

Finally, the researcher hopes that this research can be useful and can add insight for the readers, especially for the researcher herself. She realizes that this thesis still has weakness and still far from being perfect, so that she expects constructive suggestions and criticisms from the readers to make it better.

Padang, August 31,2025

The Researcher

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ABSTRACT

Naimah, Z. (2025). *An Analysis of the Eleventh Grade Students' Ability in Writing Descriptive Paragraph at SMK N 10 Padang*

Advisor: Drs. Khairul, M. Sc

The purpose of this research is to describe the eleventh grade students' ability in writing descriptive paragraph at SMK N 10 Padang. The researcher wanted to describe the students' ability in convey content, organizing ideas, the appropriate grammar, appropriate vocabulary, and the correct mechanics. The design of this research was descriptive research. The population of this research was the eleventh grade students at SMK N 10 Padang. A convenience sampling was used in this research and the number of samples was 20 students. The instrument for collecting the data in this research was writing test. The researcher used the specific topic for stimulus to write a descriptive paragraph. The researcher also used inter-rater technique to know the reliability of the test. The reliability coefficient of the test is (0,94).

The result of this research in general showed that the eleventh grade students' ability in writing descriptive paragraph. In detail, the students' ability in writing the content was high. It was proved that 75 % of students had high ability in writing the contents. The students' ability in organizing ideas was high. It was proved that 75 % of students had high ability in writing the organizing ideas. The students' ability in using appropriate grammar was high. It was proved that 85 % of students had high ability in writing the appropriate grammar . The students' ability to use appropriate vocabulary was high. It was proved that 70% of students had high ability to use appropriate vocabulary. The students' ability to use appropriate mechanics was high. It was proved that 65% of students had high ability to use appropriate mechanics.

Based on the result of this research, it can be concluded that eleventh grade students' ability in writing descriptive paragraph at SMK N 10 Padang was high. Related to this finding, the researcher suggests that the teachers to provide regular assignments and exercises to the students so that they can maintain their ability to write descriptive paragraph. In addition, teachers are also suggested to give more explanation about how to write the appropriate mechanics for the students had low ability in writing descriptive paragraph. For the students, the researcher suggests that they can still maintain their ability in writing descriptive paragraph. For the students with low category are expected to learn more about a descriptive paragraph and do some exercises to improve their ability. For the next researchers, the researcher suggests the next researchers to investigate students' ability in writing the other type of paragraph.

Keywords: *writing, ability, descriptive text.*

TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
ABSTARCT	iii
TABLE OF CONTENTS.....	iv
CHAPTER I INTRODUCTION	1
1.1 Background of the Problem.....	1
1.2 Identification of the Problem.....	4
1.3 Limitation of the Problem	4
1.4 Formulation of the Problem.....	5
1.5 Research Questions	5
1.6 The Purposes of the Study	5
1.7 The Significance of the Study	6
1.8 The Definition of Key Terms	6
CHAPTER II LITERATURE REVIEW	8
2.1 Writing.....	8
2.1.1 The Definition of Writing.....	8
2.1.2 Components of Writing	9
2.1.3 The Purpose of Writing	12
2.1.4 The Process of Writing.....	14
2.2 Descriptive Paragraph.....	14
2.2.1 The Definition of Descriptive Paragraph.....	14
2.2.2 The Types of Descriptive Paragraph	15
2.2.3 The Stucture of Descriptive Paragraph.....	17
2.2.4 The Language Features of Descriptive Paragraph.....	18
2.2.5 The Example of Descriptive Paragraph.....	20
2.3 Review of Previous Related Studies.....	21
CHAPTER III RESEARCH METHOD.....	25

3.1 Research Design	25
3.2 Population and Sample	25
3.3 Instrumentations	27
3.4 The Technique of Data Collection.....	29
3.5 The Technique of Analyzing Data.....	32
CHAPTER IV FINDINGS AND DISCUSSION.....	34
4.1 Findings	34
4.1.1 The Students' Ability in Writing a Descriptive Paragraph.....	34
4.1.2 The Students' Ability in Writing the Content	35
4.1.3 The Students' Ability in Writing the Organizing Ideas.....	36
4.1.4 The Students' Ability in Writing Appropriate Grammar	36
4.1.5 The Students' Ability to Use Appropriate Grammar.....	37
4.1.6 The Students' Ability to Use Appropriate Mechanics.....	39
4.2 Discussions	40
4.2.1 Writing Descriptive Paragraph	40
4.2.2 The Students' Ability in Writing the Content	40
4.2.3 The Students' Ability in Writing the Organizing Ideas.....	41
4.2.4 The Students' Ability in Writing the Appropriate Grammar	41
4.2.5 Students' Ability to Use Appropriate Grammar.....	42
4.2.6 Students' Ability to Use the Appropriate Mechanics	42
CHAPTER V CONCLUSIONS AND SUGGESTIONS	43
5.1 Conclusions	43
5.2 Suggestions.....	44
REFERENCES	45
APPENDICES.....	48

LIST OF TABLES

Table 3.1 The Distribution of Population Members by Class	26
Table 3.2 The Criteria of Scoring	30
Table 4.1 The Students' Ability in Writing a Descriptive Paragraph.....	35
Table 4.2The Students' Ability in Writing the Content	35
Table 4.3 The Students' Ability in Writing the Organizing Ideas.....	36
Table 4.4 The Students' Ability in Writing the Appropriate Grammar	37
Table 4.5 The Students' Ability to Use Appropriate Grammar.....	38
Table 4.6 The Students' Ability to Use Appropriate Mechanics.....	39

LIST OF APPENDICES

APPENDIX 1	Instrumentation	49
APPENDIX 2	The Students' Scores by The First Scorer.....	50
APPENDIX 3	The Students' Scores by The Second Scorer	51
APPENDIX 4	Estimating the Reliability of the Test	52
APPENDIX 5	The Coefficient of Correlation of Two Scores.....	53
APPENDIX 6	The Average Score of Two Scorers	54
APPENDIX 7	The Percentage of Students' Ability in Descriptive Paragraph at SMKN 10 Padang	55
APPENDIX 8	The Students' Scores in Writing the Content of Descriptive Paragraph.....	56
APPENDIX 9	The Percentage of Students' Ability in Writing the Content of Descriptive Paragraph	57
APPENDIX 10	The Students' Scores in Writing the Organizing Ideas of Descriptive Paragraph.....	58
APPENDIX 11	The Percentage of Students' Ability in Writing the Organizing Ideas of Descriptive Paragraph	59
APPENDIX 12	The Students' Scores in Writing the Appropriate Vocabulary of Descriptive Paragraph.....	60
APPENDIX 13	The Percentage of Students' Ability in Writing the Appropriate Grammar of Descriptive Paragraph.....	61
APPENDIX 14	The Students' Scores in Writing the Appropriate Vocabulary of Descriptive Paragraph.....	62
APPENDIX 15	The Percentage of Students' Ability in Writing Appropriate Vocabulary of Descriptive Paragraph	63
APPENDIX 16	The Students' Scores to Use the Appropriate Mechanics of Descriptive Paragraph.....	64
APPENDIX 17	The Percentage of Students' Ability to Use the Appropriate Mechanics of Descriptive Paragraph.....	65
APPENDIX 18	Teaching Module	66
APPENDIX 19	Research Permission Letter.....	79

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research questions, the purposes of the study, the significance of the research, and the definition of key terms.

1.1 Background of the Problem

English is one of the most important languages in the world today. It is used by people from many different countries to communicate in areas like business, education, travel, technology, and international meetings. In the modern world, speaking and understanding English helps people connect with others across countries and cultures. According to Murmu (2022 : 3133), English is now a key part of progress in education and international communication.

In many countries, including Indonesia, English is taught as a foreign language. It is not only a school subject, but also a skill that can help students in their studies and future jobs. One of the four main language skills is writing. It is a productive skill that involves the way to generate and organize the ideas in written form. The ability to write is one of the linguistic abilities that students need to develop. This is due to the fact that writing allows learners to communicate the suggestions, viewpoints, perceptions, and emotions. Writing can also be used as a means to develop students' thinking and creativity (Humarani et al., 2023:36). Furthermore, Cahyadi et al (2019:79) state that writing is a process of arranging and organizing someone's thought.

Writing can be categorized into several types, including paragraph writing, essay writing, creative writing, expository writing, persuasive writing, and technical writing. Each type follows distinct structures and serves different objectives. Among these, paragraph writing is the building block of written communication in academic and professional settings. A well-constructed paragraph enables writers to organize and express ideas clearly and logically. It is often the first step in developing more complex compositions such as essays and research papers.

A paragraph is a cohesive unit of writing that focuses on a single idea or topic. It consists of three main components: a topic sentence, which introduces the main idea; supporting sentences, which provide explanations, examples, or evidence; and a concluding sentence, which summarizes the idea or transitions to the next paragraph. Awalludin (2018 : 160) states that a paragraph is the essence of the pouring of the fruit thoughts in an essay. A paragraph contains a unit of thought which is supported by all the sentences in the paragraph, starting from the introductory sentence, main sentence or topic sentence, sentence explanatory until the closing sentence. Many students struggle to write coherent paragraphs due to limited grammar mastery, lack of vocabulary, and weak idea organization. These problems often lead to fragmented or overly generalized writing.

Descriptive paragraph is a form of writing that aims to provide a vivid portrayal of a person, place, object, or event, enabling the reader to visualize the subject through detailed and sensory-rich language. This type of paragraph typically includes specific adjectives, sensory details, and figurative language to create a clear and engaging image. According to Sofyan et al. (2022 : 148),

descriptive paragraphs help readers imagine or feel what is being described by using precise and compelling words. For instance, describing a tree might involve detailing its height, the color and texture of its leaves, and the aroma it emits, thereby painting a comprehensive picture for the reader. The structure of a descriptive paragraph generally follows a specific pattern: it begins with a topic sentence that introduces the subject, followed by supporting sentences that elaborate on the details, and concludes with a closing sentence that summarizes the description or provides a final impression, the paragraph should maintain unity and coherence, and include transition words.

At SMK N 10 Padang, students are expected to master writing descriptive paragraph as part of their English curriculum. However, preliminary observations and teacher reports indicate that students face difficulties in generating coherent and engaging descriptive paragraph. When students were asked to write, many of them looked confused and spent a long time just to start a sentence. Most of their paragraphs were very short, showing that they lacked ideas to develop. Some students often mixed English with Indonesian words, which indicated that they did not master enough vocabulary. Their sentences were also repetitive and contained frequent grammatical errors, such as using the wrong verb form or omitting important words. These problems hinder their ability to express ideas fluently, which may affect their academic performance and overall language competence.

Based on the researcher's observations during the teaching practicum conducted at SMK N 10 Padang on July 29th, 2024. It was revealed that the eleventh grade students were faced with an assignment to write a descriptive paragraph as part of the English curriculum. In the prior observation, it was also found that many

students did not understand how to write descriptive paragraph well.

From the reasons above, the researcher is interested in conducting a research entitled "An Analysis of the Eleventh Grade Students' Ability in Writing Descriptive Paragraph at SMK N 10 Padang". She wants to describe scientifically the students' ability in writing descriptive paragraph.

1.2 Identification of the Problem

Based on the background of the problem above there are probably some problems in writing descriptive paragraph. The first problem is that the students did not understand how to write clear content of descriptive paragraph. The second problem is that the paragraphs students write are poorly organized, as they do not yet understand the overall structure of the sentences. The third problem is a lack of grammatical understanding. Almost all of them still do not understand the grammatical rules and are still confused about subject-verb agreement. Next, they also can not use punctuation correctly. Fourth, the problem is a lack of vocabulary. Many students still do not know some of the vocabulary that is frequently used in daily life

1.3 Limitation of the Problem

Related to the four issues above, the researcher focuses on the student's ability to write Descriptive paragraph. The scope of the study is limited to the evaluation of the students' ability to write descriptive paragraphs based on specific criteria such as content, grammar, vocabulary, organization and mechanics, and it focuses on describing student's writing skill in descriptive paragraph.

In this research, the researcher did not separate topic sentence, supporting sentences, and concluding sentence as individual criteria. These elements are already covered in the aspects of content and organization. A clear topic and supporting details are part of content, while arranging them into a logical order is part of organization. To avoid repetition and keep the scoring simpler, the researcher only focused on five aspects: content, organization, grammar, vocabulary, and mechanics.

By acknowledging these limitations, this research aims to provide a focused and reliable analysis while recognizing the constraints that may impact the results. This research conducted on the eleventh grade students of SMK N 10 Padang.

1.4 Formulation of the problem

The problem of this study will be formulated as "How is the eleventh grade students' ability in writing descriptive paragraph at SMK N 10 Padang ?"

1.5 Research Questions

To analyze the eleventh grade students' ability in writing descriptive paragraphs, this research is guided by the following questions:

1. How is the eleventh grade students' ability to convey content in writing descriptive paragraph at SMK N 10 Padang?
2. How is the eleventh grade students' ability to organize ideas in writing descriptive paragraph at SMK N 10 Padang?
3. How is the eleventh grade students' ability in using correct grammar in writing descriptive paragraph at SMK N 10 Padang ?
4. How is the eleventh grade students' ability to use appropriate of vocabulary in writing descriptive paragraph at SMK N 10 Padang?
5. How is the eleventh grade students' ability to use appropriate mechanics in

writing descriptive paragraph at SMK N 10 Padang?

1.6 The Purposes of the Study

The main purpose of this study is to find out the eleventh grade students' ability to write descriptive paragraph. This research in more particular aims at :

1. To find out the eleventh grade students' ability to convey content in writing descriptive paragraph at SMK N 10 Padang.
2. To know the eleventh grade students' ability to organize ideas in writing descriptive paragraph at SMK N 10 Padang.
3. To look at the eleventh grade students' ability in using correct grammar in writing descriptive paragraphs at SMK N 10 Padang.
4. To find out the eleventh grade students' ability to use appropriate of vocabulary in writing descriptive paragraphs at SMK N 10 Padang.
5. To know the eleventh grade students' ability to use appropriate mechanics in writing descriptive paragraphs at SMK N 10 Padang.

1.7 The Significance of the Research

The researcher expects that the finding of this research can give a contribution to the teachers, students, researcher, and further research. For teachers, they can use the results of this study as an input to improve students' ability to write descriptive paragraphs. The results of this study are also expected to increase students writing skills in descriptive paragraph. For students, this research will develop students' writing skills. For researcher, conducting this research can increase her knowledge in conducting research. For further research, the results of this study can be a reference and contribution to further research.

1.8 The Definition of Key Terms

To avoid misunderstanding about the key terms used in this research, the researcher provides their definitions as the followings:

1. Students' Ability refers to the competence or skill level that learners possess in writing descriptive paragraph.
2. A paragraph is a distinct section of writing that deals with a particular idea or theme. It usually consists of a group of sentences that are related to each other. The sentences within a paragraph work together to develop a single point or argument.
3. Descriptive paragraph is a writing that can describe a story that aims to Invite the reader to be able to understand, feel and enjoy the objects being discussed such as moods, activities.
4. Conveying content refers to the process of communicating information, ideas, or messages through writing. The goal is to ensure that the reader understands, absorbs, and appreciates what the writer is trying to express.
5. Organizing ideas means arranging and structuring thoughts in a logical order so that the reader can easily follow and understand the message.
6. Grammar refers to the set of structural rules governing the composition of clauses, phrases, and words in any given natural language. In writing, proper grammar ensures clarity and coherence, facilitating effective communication.
7. Vocabulary encompasses the set of words known and used within a language. A rich vocabulary allows writers to express ideas more precisely and effectively, enhancing the quality of their writing.

8. Mechanics in writing involve the conventions of spelling, punctuation, capitalization, and formatting. Proper use of mechanics ensures that writing is clear, professional, and free from distracting errors.