



**THE COMPARISON OF STUDENTS' ACHIEVEMENT
IN WRITING DESCRIPTIVE TEXT BETWEEN
NATURAL SCHOOL AND REGULAR SCHOOL
(A Case of Second Grade Students of SMP Alam Arridho
Semarang and SMP Negeri 22 Semarang)**

A thesis

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PERPUSTAKAAN

By

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I believe that there are probably a lot of shortcomings found in this final project. Hence, suggestions and criticism are really needed for the betterment. Hopefully, this final project can be useful for readers who concern with education.

Semarang, July 13, 2009

Aziza Restu Febrianto

ABSTRACT

FEBRIANTO, AZIZA RESTU: The Comparison of Students' Achievement in Writing Descriptive Text between Natural School and Regular School, research in SMP Negeri 22 Semarang and SMP Alam Arridho Semarang. Thesis. Strata 1 Program, English Department of Languages and Arts Faculty, Semarang State University. First Advisor: Widhiyanto, Spd, Mpd. Second Advisor: Drs. La Ode Musyarudin.

Keywords: Students' Achievement, Writing, Descriptive Text, Natural School, and Regular School.

This study entitled 'The Comparison of Students' Achievement in Writing Descriptive Text between *Nature School* and Regular School.' This study focuses on the comparison of the aspect of writing skill to find significant difference of the students' achievement in writing descriptive text from different schools. In this study, the researcher took the samples of the students' descriptive writings from SMP Alam Arridho Semarang as a *Natural School* and SMP Negeri 22 Semarang as a Regular School, then analyzed them by using Brown's theory and the Genre features.

The objectives of this study are: (1) to find the significant difference found in the descriptive texts between the students of SMP Alam Arridho Semarang as a *Natural School* and the students of SMP Negeri 22 Semarang as a Regular School, (2) to find and show what kind of difference arises is. Related to the objectives above, the researcher found that the prominent differences are: (1) the students who have been studying in *the Natural School* get more freedom to explore their ideas in writing descriptive text. They are also more creative in writing Descriptive text. The factor that makes them become more creative is that writing is actually their habit. They are accustomed to being asked to write some certain objects in other subjects beside English. Hence, their writing is more developed and complete. (2) the descriptive writings of the students of *SMP Alam Arridho Semarang* are mostly better in the aspects of organization, content, Punctuation, spelling, mechanics, and style or quality of expression though the students from both schools almost have the same ability in using grammar. However, the students of SMP 22 Semarang have made better writing in the aspects of the communicative purpose of the text.

Hopefully, the results of this study can be useful for English teachers as a guideline to compose Lesson plan and to consider several methods used in the natural school as an Alternative school in teaching. The method which is rarely implemented in the Regular school is thematic method in which the teachers use *Realia* such as outdoor media and Excursion. This method is really important to be considered by the other teachers. Besides, other further researchers may use it as a reference to conduct other research on the same field. They may also conduct such a related research to find the effectiveness of Alternative Schools in Education.

APPROVAL

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Menyatakan dengan sesungguhnya bahwa *final project* yang berjudul:

**THE COMPARISON OF STUDENTS' ACHIEVEMENT IN WRITING
DESCRIPTIVE TEXT BETWEEN NATURAL SCHOOL AND REGULAR
SCHOOL**

(A Case of Second Grade Students of SMP Alam Arridho Semarang and SMP Negeri 22 Semarang)

yang saya tulis ini dalam rangka memenuhi salah satu syarat memperoleh gelar sarjana ini benar – benar karya sendiri yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi, dan pemaparan ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wawancara langsung maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan *final project* ini membubuhkan tanda tangan sebagaimana keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian hari ditemukan pelanggaran terhadap tata cara dan konversi ilmiah, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat dipergunakan sebagaimana mestinya.

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Yang membuat pernyataan

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*Successful indeed are the believers, those who humble
themselves in prayer. (Al – Mu'minun: 1 – 2)*

Only the man who is in the truth is a free man



This Final project is dedicated to:

My beloved mom and dad

My two elder brothers and my younger brother

My best friends in OBSESI, Lingua Base, UKKI, EDS and Pesantren

Basmala Indonesia, Semarang

My close buddies in Halaqah,

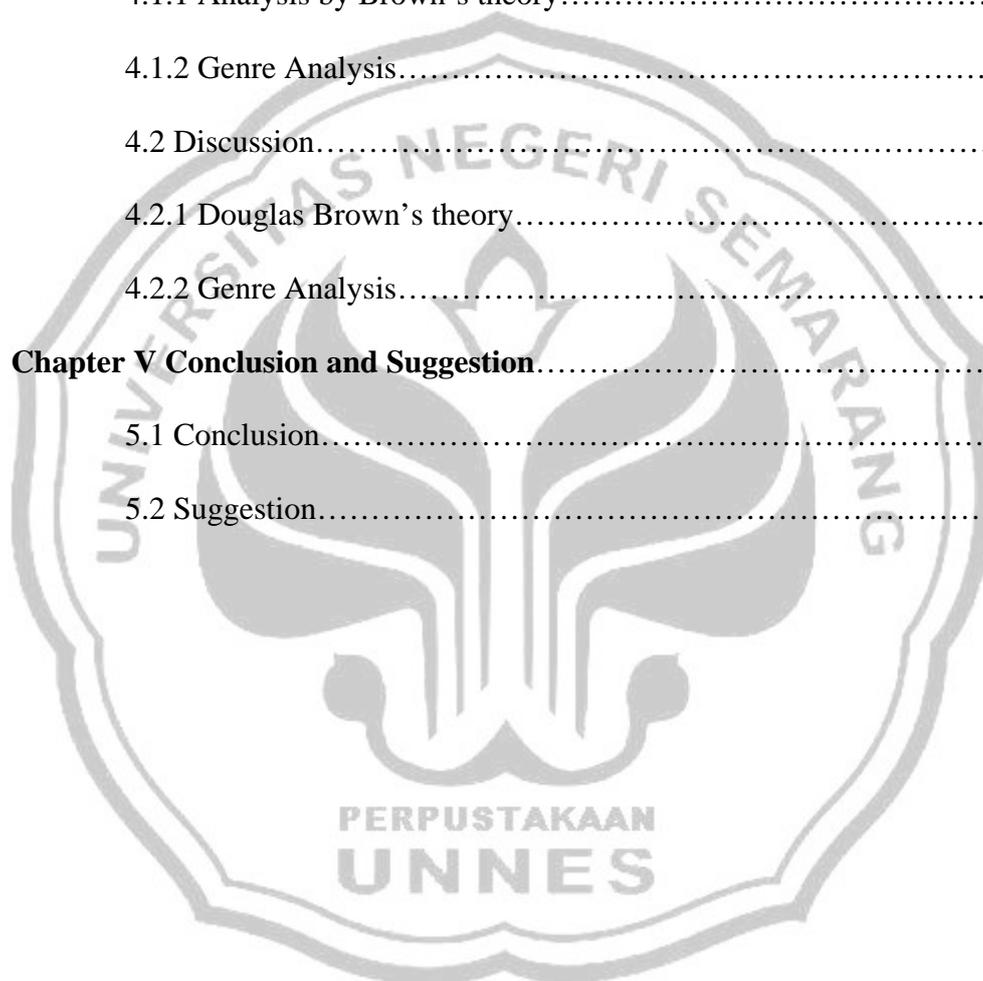
and my soul mates Toil and Luqman

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CHAPTER I

INTRODUCTION

1.1 The Background of The Study

Life is nothing without writing. We must always see a lot of written information through many kinds of media such as newspapers, magazines, brochures, internet, etc. This is a fact that people tend to write their ideas, feelings, knowledge, and experiences to communicate to other people. In other words, actually people really need to write when they want to get in touch with others and people need to read written texts when they want to get information completely from others. In its utilization, writing is actually implemented in some human life activities such as education, jobs administration, website, business communication, government, international affairs, and written communication through today's technologies. It means that everyone has realized that writing is exactly an effective way for them to convey message rather than speaking to others.

There are actually some advantages we can get by delivering written message such as; (1) Writing is portable and permanent. It makes our thinking visible. (2) Writing helps us move easily among facts, inferences, and opinions without getting confused and without confusing our reader.

Laurer et al. (1981: 1) states that writing is said as a systematic visible permanent representation of auditory and transient phenomena of speech. Writing is one of the basic skills in learning a language. Naturally, before learning to write, man learns to listen, speak, and read. It indicates that people firstly need to be able to listen, to speak, and to read before they write since writing can be considered as a combination of those three skills. Meaning that we can write what we listen, speak, and read.

Considering all those four skills of language, on the other hand, writing is actually the most complicated one. The Oxford Advanced Learner's Dictionary, Hornby (1995: 1382) defines to write is as to make letters or other symbols on a surface like paper. Lado (1969: 14) states that to write is to put down the graphic symbols that represent a language that one understands, so that others can read those graphic symbols for they know the language and the graphic representation.

Whilson and Burks say that although the students are able to speak English well, they are not always able to write well without systematic training (1980: 5). In learning to write English as a foreign language, the students need to develop their ability in mastering some components of language such as vocabulary and grammar.

Heaton (1978: 5) says that language consists of three elements. They are grammar, vocabulary, and phonology. Vocabulary is one of the important elements of language because it covers words and the like, while word is a linguistic sign and they are the attributes of language. Without linguistic sign, it

must be meaningless and uncommunicative. Tarigan (1986: 2) states that language proficiency definitely depends on the ability in vocabulary mastery. Grammar plays an important role in composition. It is used to clarify and make the composition understandable. It is impossible to arrange the words into good sentences without knowing the rules.

According to the description above, therefore, writing is considered difficult. Writing skill should be trained as many as possible regularly and intensively. It also has to be learned as early as possible. McLaughlin and Genesee (1996: 25) state that it is easier for children to acquire language competence than adult people. Before puberty, the children brain is still flexible. Therefore, it is easier for them to learn Language that they hear and see. Lennenberg (1998: 86). In addition, in teaching the students to write, we need some possible effective methods in order they will not be bored in learning. Allen (1983: 33) states that the teaching of English especially writing to beginners should need the techniques to make the English lesson more exiting.

In Indonesia, the students begin to learn Basic English when they are in elementary school especially at grade four until grade six. The students have enough time to develop their skills in learning the basic terms of English language in this period in which they can gain the knowledge about this English. As a result, the students have been familiar in practicing English in their study in this phase. This means that they know what to do in learning English as well.

After having learned some simple English practices in Elementary School, it is considered that they are ready to learn some more about English in the further level. In junior high school, the teacher should really facilitate them to concern with learning English regularly. Their basic English competence should be developed seriously in order they can understand how to listen, speak, read, and write in English more deeply. However, the process of the teaching and learning itself does not really work well due to the methods how the teacher uses in conducting the class. Meanwhile, the students and the teachers should consider the learning target language based on the curriculum which demands the students to master all the skills and components of English in short time. The unsatisfactory result of the English teaching is not simply because of the students themselves or the teachers. “There are factors which affect the final result such as time allotment, the use of visual aids, the teaching materials, and the other facilities.” (Ramelan 1992: 3).

There are some parts of the English materials which deal with learning how to understand and convey messages in oral or written form in Junior High School. In the School – based Curriculum, the objectives of teaching English in Junior High School is not only teaching about vocabulary, grammar, and introducing a new dialogue with certain topic but also practicing how to express more on the discourse level.

This means that the teaching focuses more on the texts or genres. This approach is considered as an effective way in teaching English because the students not only learn the English features, but they can also learn the moral values which are implicitly included in the genres. With these moral values, they can learn how to get along with other people properly. As a result, they succeed in making a good relationship with others, establishing communities, and achieving the goals.

In the School – based Curriculum of Junior High School for the second grade students, they must be able to understand how to read and write a descriptive text and its features as follows:

Listening : understanding the meanings of the simple oral functional and monologue texts such as Descriptive and Procedure texts.

Speaking : expressing the meanings of the simple oral functional and monologue texts such as Descriptive and Procedure texts for interacting with surrounding environment.

Reading : understanding the meanings of the simple written functional and monologue texts such as Descriptive and Procedure texts.

Writing : expressing the meanings of the simple written functional and monologue texts such as Descriptive and Procedure texts to interact with surrounding environment.

“Descriptive writing is a kind of genres which is used to describe what something or person looks like and has a purpose to give the reader a clear mental picture of what is being described.” Boardman and Frydenberg (2001: 6).

Considering the curriculum itself, the teachers need to develop some various methods in order the teaching and learning targets can be achieved. Today, there is an alternative school called *Natural School* which offers a new method in learning and teaching process.

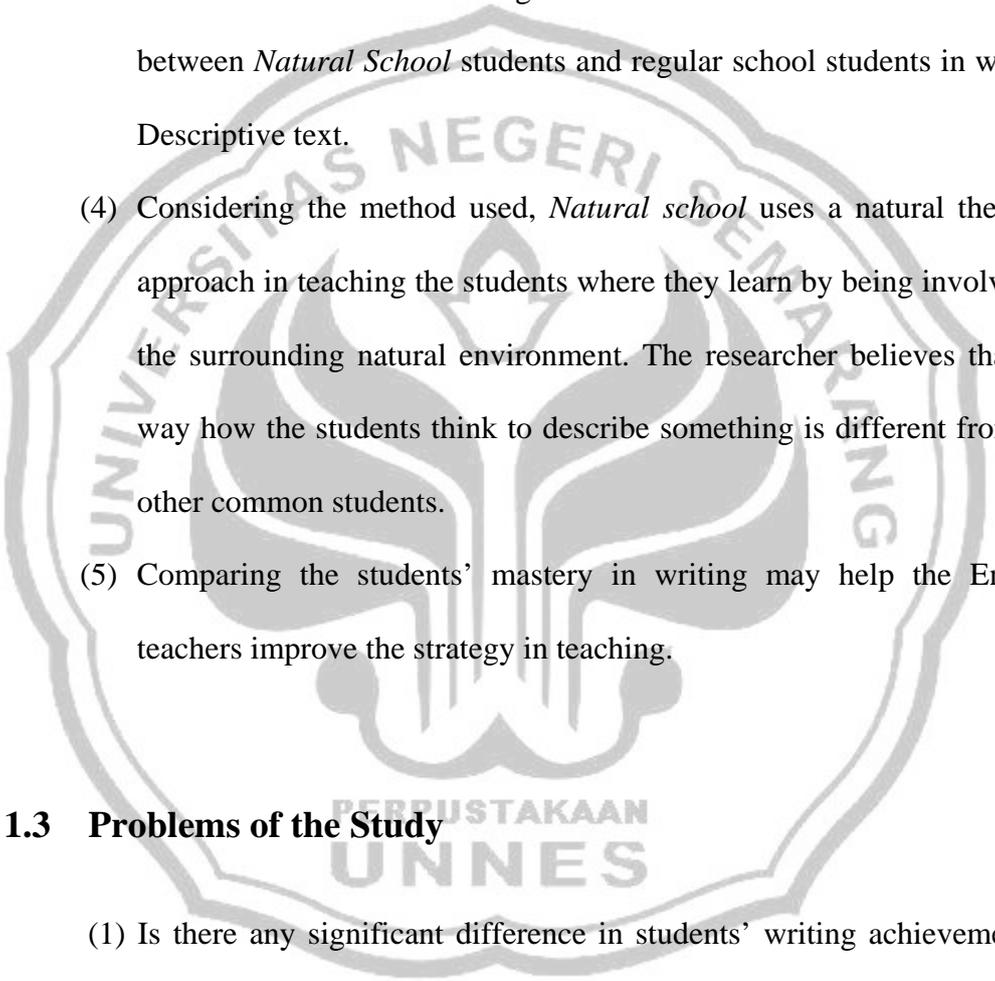
In this thesis, the researcher wants to make sure whether or not learning naturally through *Natural School* by using the real things surrounding the students as media can give more contribution to the teaching and learning process in descriptive writing.

Gerard and Elly (1980: 379) state that real things are things stimuli presented to pupils by means of field trips or by bringing people or things into the school or place of learning for direct observation.

The explanations above show two various methods of teaching and learning English writing as a foreign language nowadays where the researcher wants to compare with. They are conventional method used in the regular school and a new method used in the *Natural School*. The researcher tries to see the contribution of this alternative school comparing to the regular one in education by observing the descriptive writing achievement of the students from both schools.

1.2 Reasons for Choosing the Topic

- (1) The researcher realizes that learning to write is very important for the students.

- 
- (2) The researcher considers that it is sometimes difficult for especially English teachers to find effective methods in teaching writing.
 - (3) Considering that the ways in how the students learn, how the teachers teach, and the rules used in both schools are different, the researcher assumes that there is a significant difference in the achievement between *Natural School* students and regular school students in writing Descriptive text.
 - (4) Considering the method used, *Natural school* uses a natural thematic approach in teaching the students where they learn by being involved in the surrounding natural environment. The researcher believes that the way how the students think to describe something is different from the other common students.
 - (5) Comparing the students' mastery in writing may help the English teachers improve the strategy in teaching.

1.3 Problems of the Study

- (1) Is there any significant difference in students' writing achievement in Descriptive text between the second grade students of SMP Alam Arridho Semarang as a *Natural School* and SMP Negeri 22 Semarang as a regular school?

- (2) What are the differences of their Achievement between the second grade students of SMP Alam Arridho Semarang and SMP Negeri 22 Semarang?

1.4 Objectives of the Study

According to the problems of the study, the objectives of the study are:

- (1) to prove whether there is any significant difference in students' writing achievement in Descriptive text between the second grade students of SMP Alam Arridho and SMP Negeri 22 Semarang.
- (2) to show the significant differences in their Achievement between SMP Alam Arridho and SMP Negeri 22 Semarang.

1.5 Significance of the Study

By doing this study, the researcher hopes that:

- (1) The English teachers
The English teachers in Junior High schools can use the results of the study as a reference to get an appropriate method in teaching.
- (2) The other researchers
The other researchers can use the results of the study as a reference in conducting the other research on the same field and developing this study to find the evidence that *Natural School* as an alternative school

can give more contributions for the development of education in our country.

1.6 Limitation of the study

In this study, the researcher tries to find the differences in students' writing achievement in Descriptive text between the second grade students of SMP Alam Arridho and SMP Negeri 22 Semarang by comparing their writing achievements. Therefore, the objects of the study are some students from both different schools.

(1) Natural School is an alternative school which offers different methods in teaching and learning. The method used in this school is thematic method in which the teachers implement an integrated teaching by using *Realia* during the process of teaching and learning. *Realia* is a way in which the students learn the subject by seeing the objects directly. Occasionally, the students are asked to conduct an observation during an excursion. Further, they make a written report. This activity is held in all subjects beside English. Hence, the students are quite accustomed to writing certain forms of writing. The students naturally learn the subjects by using the environment as media, library, and laboratory. Here, the researcher categorized SMP Alam Arridho Semarang as an example of *the Natural School*.

(2) Regular school is a school where the students and teachers conduct the learning and teaching process in certain place beyond the government control. The students have to obligate all the rules made by the schools. As a result,

the students have limited activities in learning due to the place and time. Here, the researcher took SMP Negeri 22 Semarang is the sample of the regular school.

1.7 Thesis Organization

This thesis consists of five chapters:

Chapter I presents the background of the study, the reasons for choosing the topic, the statements of the problems, the objectives of the study, the significance of the study, the limitation of the study, and the thesis organization.

Chapter II presents the review on related literatures, which contains General Concept Review at the Writing as the Skill of language, Genre, Descriptive writing, The characteristics of Junior High School students, Characteristics of *Natural School* (Sekolah Alam), Characteristics of Regular Junior High Schools,

Chapter III deals with the method of investigation, which discusses Experimental research, Research method, Subject of research, The research instruments, Data collecting, Data analysis, and The procedures of analyzing the data.

Chapter IV presents the data analysis and the discussion of the results.

Chapter V presents the conclusion and recommendation.

CHAPTER II

REVIEW ON RELATED LITERATURES

2.1 Writing as the skill of Language

Writing is the skill that leads us to transfer our thoughts or ideas on paper or computer screen so that we can express them to other people. Writing ability means the ability in expressing their ideas, thoughts, and feelings in written works. Finnochiaro (1974:86) says that writing has been characterized as written thinking. Therefore, students really need to be encouraged to express their ideas, experiences, thoughts and feelings through writing.

In the book entitled *Starting to Manage: the essential skills*, Gerard (1998: 25) states that writing is the major means of communication within an organization in which to write is to put down the graphic symbols that represent a language that one understands, so that others can read those graphic symbols of they know the language and the graphic representation.

The goal of writing is not only absolutely to express thoughts, ideas, but also to succeed the communication goals.” Writing is not only a permanent method of recording our ideas and memories. In our society, it is also a method of exchange, a medium of communication between us and others.” (Hardey1980: 22). Therefore, the writing should be readable in which anyone understands the

messages conveyed. In order to be understandable and readable, the writer should follow some elements to construct the writing. Heaton (1978: 138) states that the elements we should consider in writing are grammatical skill, stylistic skill, mechanical skill, and judgment skill. This research only uses grammatical and mechanical skill for measuring the students' writing achievement.

Basically writing is not only drawing a range of orthographic symbols, but it also involves a complex process. Writing is used to convey our message to others that the readers can understand and communicate with us. The purpose of writing is actually dealing with communication. "When we write, we intend to interact with our readers using written language as in using spoken language; our principle purpose is to make the readers understand." (Burton 1982: 25).

When we write, we do not only have to keep our purposes of writing in our mind, but we also have to think about the facts, opinions, or ideas which correlate with our purposes themselves. Not to mention, in order to make it more comprehensible, we should think about how to organize our writing. To make our writing well organized, we should consider these components in writing English.

2.1.1 Grammatical skill

Grammar plays an important role in composition. It is used to clarify and make the composition understandable. It is impossible to arrange the words into good sentences without knowing the rules. This is very reasonable because learning grammar will help us to learn how to speak and write correctly.

“Grammar is the rules in a language for changing to combine the forms of words into sentences.” (Hornby 1995: 517). Besides, Turnpike (1993: 177) assumes that grammar is a science, dealing with the systematic rules of a language, its form, and inflection syntax. Grammar is a collection of hard and fast rules. “Grammar gives an account of the way in which language is used by those who use it well.” (Barli 1982: 128).

According to the statements above, it is clear that learning grammar is very important for speaking as well as writing. In other words, people could not have good communication with others without knowing the language grammar.

2.1.2 Mechanical skill

Mechanical skill is the ability to use those peculiar convention to the written language that deal with the punctuation and spelling (Heaton 1978: 138). In writing, therefore we need to have understanding about those two mechanical skills which include:

(1) Punctuation

“Using punctuation is indispensable to careful writing. Misused punctuation may convey a different message for the readers.” (Barli1995: 92). Saughnessy (1996: 24) states that punctuation is a code that serves to signal structural, semantic, and rhetorical meanings that would otherwise be missed by the readers and from the readers’ point of view, punctuation provides a map for one who must otherwise drive blindly pass by the ways intersection, and detour of a writer’s thought.

Understanding about punctuation really helps us make a good writing. Again, the purpose of writing is actually to convey message that the readers understand. Here, punctuation plays an important role to make the readers catch the message.

(2) Spelling

In the Oxford Advanced Learners Dictionary, Hornby (1995: 1143) defines that spelling is the action or process of forming words correctly from individual letters. It means that the ability in spelling is badly needed in making a correct writing in order the readers understand what we write.

2.1.3 Vocabulary mastery

In order to be able to write English sentences, the language students need to learn the lexis of language. “If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh (Harmer, 1991: 22).”

In the Oxford Advanced Learner’s dictionary, Hornby (1995: 1331) defines that vocabulary is the total number of words in a language which are known to a person or used in a particular book, subject, etc. Words or lexicons are the basic tools for writing. “To a great extent, they are words that determine whether a paragraph is good or not.” (Barli 1995: 48). “Large vocabulary helps us express our ideas precisely, vividly, and without repeating ourselves in composition.” (Burton 1982: 98). Hacket and Williamson (1966: 83) say that one

way to improve our writing is to become sensitive to words. Words are the smallest units from which we build the sentences and paragraphs that make up the finished whole. Here, we can conclude that writing is considered to be good if it contains a complex choice of words. Rich vocabulary really determines a good writing.

2.1.4 Sentences

We build sentences from words. We cannot toss the words together higgledy-piggledy any more than we can toss bricks into a heap if we hope to build a house. We must arrange them in a sturdy pattern that will support the weight of our ideas. In academic writing, you are expected to write grammatically complete sentences. This means that each sentence in your essay should consist of a complete thought, and should make sense by itself (www.hedc.otago.ac.nz). Hence, we should select some appropriate words to construct a sentence. Due to words and sentences are some parts of a paragraph, it is obvious that constructing good sentences by including the words is very fundamental to make a good writing.

2.1.5 Paragraph

Words are bricks that we arrange in orderly patterns to form sentences. Sentences are the bricks we arrange in orderly patterns to form paragraphs. In the Oxford Advanced Learner's dictionary, Hornby (1995: 840), paragraph is a distinction of a piece of writing that consists of several sentences with a single theme. A paragraph consists of several sentences that are grouped together. This

group of sentences together discusses one main subject. In U.S. formal academic English, paragraphs have three principal parts. These three parts are the topic sentence, body sentences, and the concluding sentence.

(1) Topic Sentence

A topic sentence usually comes at the beginning of a paragraph; that is, it is usually the first sentence in a formal academic paragraph. It is the most general sentence in a paragraph. It means that there are not many details in the sentence, but that the sentence introduces an overall idea that you want to discuss later in the paragraph.

(2) Body sentences

The second and third sentences are called body sentences or supporting sentences. They are called "supporting" because they support, or explain, the idea expressed in the topic sentence. Of course, paragraphs in English often have more than two supporting ideas.

(3) Concluding sentence

In formal paragraphs you will sometimes see a sentence at the end of the paragraph which summarizes the information that has been presented.

This is called concluding sentence. (www.lrs.ed.uiuc.edu)

2.2 Genre

Gerard and Wignell (1994: 7) say that genre is one of the most important and influential concepts in language. Macken says that genre can be defined as a kind of texts which are used in certain contexts such as editorial news, diary, tales, novels, poems, etc. (1991: 2). Therefore, we can conclude that genre is a kind of texts which includes specific structures, features and communicative purposes. Nowadays, there are many kinds of genre that we can find such as procedure text, narrative text, descriptive text, etc.

According to the variety of genres, genres can be divided into two. First, monologue genres such as procedure text, narrative text, descriptive text, hortatory text, procedure text, etc. Second, dialogue genres such as drama, transactional and interpersonal conversation, novel, etc (English Curriculum 2004 module). Therefore, genre are culturally specific, and have associated with ; (1) Particular purposes, (2) particular stages, (3) particular linguistic features. It means that the students should understand these features which really contribute to the overall meanings of the texts they are reading and writing.

According to the genre in which the students learn, Hartono (2005: 6) states that there are actually several genres that we are required to know. Here are some kinds of genre that the Junior High School students learn:

(1) Narrative

Narrative is a text which has a purpose to amuse, entertain, and to deal with actual or various experience in different ways.

(2) Recount

Recount is a text which has a purpose to retell events for the purpose of informing or entertaining.

(3) Report

Report is a kind of genre which has purpose to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.

(4) Procedure

Procedure is a text which has social function to describe how something is accomplished through sequence of actions or steps.

(5) Descriptive

Descriptive is a text which has social function to describe a particular person, place, or thing.

The students' ability to understand and write a particular genre depends not only on the classroom instruction but also on their knowledge and previous experiences of the genre. Therefore both texts and their use are important to the control of genres.

In the School - based curriculum, the students are required to understand and write about all the kinds of genre. In the second grade of Junior High School,

they are given some explanations about monologue as well as dialogue genres such as Descriptive text, procedure text, conversation, etc. Here, the researcher focuses on writing descriptive text in this study due to he wants to see the students' achievement from different schools in describing something in English. He compares the writing achievement of the students who are taught in different ways to find the differences. In regular school, the students are taught by using conventional methods. Meanwhile, the teachers in the *Natural School* uses the natural environment as a media in teaching their students to write about a description of something.

2.3 Descriptive Writing

Our literate society demands that we read and write a wide range of texts. Since a great deal of the texts we read and write as adults are nonfiction, it is important that we guide children in learning how to competently read and write in the different nonfiction genres (Wray & Lewis 1998: 56).

Descriptive writing is sometimes called showing writing, that is writing that describes a particular person, place or event in great detail. Descriptive writing uses a lot of flowery adjectives and adverbs to describe what is going on or how something appears.

Descriptive writing describes an object, place, or person in a way that creates a vivid impression in the reader's mind, enabling the reader to visualize

what is being described, and to feel that he/she is very much part of the writer's experience (www.vannet.k12.wa.us).

A description is a drawing in words. Therefore, the aim of descriptive text is to help the readers “see” the objects, persons, and sensations which are presented. Description gives sense, impressions, feel, sound, taste, and smell. Emotions may be described feelings, such as happiness, fear, loneliness, gloom, and joy. A good description is both vivid and precise.

Collaghan (1988: 140) says there are several methods which are very useful to convey the ideas in descriptive writing; they are: sensory details, coherence, organization, descriptive language, and character sketch. Sensory details are specific features which consist of a person, place, object, or experience. While sensory details are the appeals to the sensations of sight, sound, smell, taste, and motion. Coherence and organization are grouping similar details which are methods of organization that works quite well in descriptive writing.

Descriptive Language is the language in which the writer uses in describing things, persons, etc. Here, the writer chooses the words carefully to indicate that he is describing something. Hence, he or she will make the descriptive writing vividly. The readers know how clearly look, sound, smell, taste, and feeling described.

“Descriptive text is a text which has a social purpose to give account of imagined or factual events.” (Hyland 2004: 214). Hyland explains more about

description that it tends to use present tense and description makes use of “be” and “have.”

The primary purpose of descriptive writing is to describe a person, place or thing in such a way that a picture is formed in the reader's mind. It does not tell the reader that the flower is beautiful. It shows them the flower is beautiful. The reader feels like he/she is a part of the writer's experience of the subject (www.booknutsreadingclub.com).

In other words, they are both an objective relaying of sense data and a subjective interpretation of that data.

A description is a drawing in words. If the aim of the narration is to help your readers experience an incident, while the aim of the description is to help the readers see the objects, and sensation you present. Descriptive writing vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer's experience. (www.thewritingsite.org).

Another purpose of description is making an abstraction become more concrete, and an unknown description is clarified. A paragraph developed by description observes these guidelines:

- (1) Present your sense impressions as forcefully as possible.
- (2) Establish perspective recognition to the readers.
- (3) Include markers to guide the reader through spaces.

- (4) Use specific details that contribute to an implied topic sentence or support a stated one.

Most writing involves description. Descriptive writing is used in all modes of writing (Expository, Narrative, and Persuasive) to create a vivid and lasting impression of the person, place or thing. (www.booknutsreadingclub.com).

Here, there are three scopes of Descriptive writing. They are:

- (1) Description of a place.
- (2) Description of a person
- (3) Description of a thing

2.3.1 Communicative purposes

The notion of shared communicative purpose is central to most ideas of genre. It is the communicative purpose that influences the formation of genres (Nieminen 2004: 4). The purpose provides the rationale for a genre and exerts a constraining influence on what it typically contains and how it is written. The purpose of writing is actually dealing with communication.

“When we write, we intend to interact with our readers using written language as in writing spoken language; our principle purpose is to make the readers understand.” (Barli 1995: 25).

Hartono (2005: 7) says that “descriptive writing has a purpose to describe a particular person, place, or thing. It vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer’s

experience. Hence, it is obvious that we must have a purpose when we write something and we have a specific purpose of writing a descriptive text that is to show the readers about descriptions of certain person, place or some other things.

2.3.2 Language Features

In the book entitled *Genre Based Writing*, Hartono (2005: 9) explains that there are some language features that we should understand in writing Descriptive text. They are:

- (1) Focus on specific participants.
- (2) Use of attributive and identifying processes.
- (3) Frequent use of epithets and classifier in nominal groups.
- (4) Use of simple present.

According to Murphy (1985: 215) we use simple present tense to talk about things in general. We are not only talk about everything happens now. We use it to say something happens all the time and repeatedly.

Frank (1972: 66) states that simple present tense could be used as the following things such as:

- (1) To express a habitual action using some adverbs such as usually, always, often, etc. Example: The children usually play football in the afternoon.
- (2) To state a general truth

Example: The sun shines from the east

(3) To express future action by using some verbs of movement or travel such as come, go, leave, stay or arrive.

(4) To express commentaries on games and plays

Example: He takes the shuttlecocks and ends it high above the net.

2.3.3 Generic structure

Writing a descriptive text is one of Language competencies that the students have to achieve especially in Junior High School based on the School - based Curriculum. Therefore, the students should be given materials of how to make a descriptive text. In mastering to write a descriptive text, they have to know the generic structure of descriptive text itself. Dudley and Evans (1998: 115) state that knowledge about genre is a key element in all communication and it is especially significant for writing professionally. That means that it is very important to learn about genre for those who want to communicate and share their ideas and feelings through writing.

Gerard and Wignel (1995: 208) state that there are some generic structures as the features of Descriptive texts. They are:

(1) Identification

It is used to identify phenomenon to be described. It has purposes to define, classify, or generalize about phenomenon.

(2) Description

The writer describes parts, qualities, and characteristics. It has purpose to describe attributes of each category of the phenomenon.

(3) Conclusion

The writer draws a conclusion of the previous descriptions. It has purpose to sum up the descriptions.

2.3.4 Process of writing Descriptive text

According to the book entitled *Gateways to Academic Writing* (2005: 63), there are five steps in writing a descriptive text. These steps are:

(1) Gathering the materials

Visiting the place for about a half an hour is the best way to gather material for the paragraph. Take notes what we see, hear, and even smell. Record as much information as possible.

(2) Arranging the materials

We select the most important details that directly support our claim or main idea. We can accomplish this in one of two ways: 1) write a topic sentence then select the materials to develop and support it. 2) Select and arrange the materials through additional brainstorming, clustering, free writing, or perhaps an informal outline. Then write a topic sentence.

(3) Writing the first draft.

After arranging our material, we write a first draft. Our arrangement is not a final in this phase. We have to shift around details each time we revise.

(4) Revising the first draft

The next step is to check all the material gained as an arrangement and make it into a better draft.

(5) Final revising and editing

Revise the draft becoming a complete text. In this phase, we need to pay special attention to specific details and strong word choice. Then edit and proofread our description, checking for misspelled words, words accidentally left out and may other errors we notice.

2.3.5 The Characteristics of Good Descriptive Writing

In writing and assessing a descriptive text, we should know several considerations of good description writing. The considerations include:

- (1) Good descriptive writing includes many vivid sensory details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate.

(2) Good descriptive writing often makes use of figurative language such as analogies, similes and metaphors to help paint the picture in the reader's mind.

(3) Good descriptive writing uses precise language. General adjectives, nouns, and passive verbs do not have a place in good descriptive writing. Use specific adjectives and nouns and strong action verbs to give life to the picture you are painting in the reader's mind.

(4) Good descriptive writing is organized. Some ways to organize descriptive writing include: chronological (time), spatial (location), and order of importance. When describing a person, you might begin with a physical description, followed by how that person thinks, feels and acts.

www.booknutsreadingclub.com.

2.4 The Characteristics of Junior High School Students

The students in Junior High School or 11 to 13 year old children are categorized in the phase of puberty. Piaget (1986: 277) states that it is good for children to learn by being involved in learning activities such as observation and making hypothesis because they tend to think logically and to use their imagination through the environment around them when learning. For example; Reading poem is better than watching someone else's reading it. He (1986: 278)

also states that before this phase, they pass another phase that they learn from the concrete things around them. According to these theories, the researcher believes that learning by doing and being involved in observation is an effective method to develop children in learning.

On the other hand, we should consider about the variable competence of the students which influence the way we use to guide them in learning in order they all can get the same appropriate education.

2.4.1 Language learning

According to the theories of Piaget explained in the book of *Psikologi Perkembangan*, there are actually two factors which influence the intellectual development of children in learning. They are Heredity and external environment (2007: 89).

(1) Heredity

Every individual naturally has a device in their brain called Language Acquisition Device (LAD) that helps them to master certain language. It works automatically following their development which takes after their parents.

(2) External environment

The environment where the students can often practice the language will help them to be accustomed to using the language in

communication. It enables the students to master certain language effectively.

Tarigan (1986: 257) also says that there are several aspects of competence in the human brain which enable the man to master certain language. Besides, he said that language competence is gained through interaction among them.

2.4.2 Today's language learning

Language is one of the skills which everyone is required to master nowadays. Effectively, they have to begin to learn certain language including foreign language since very beginning, when they are childhood. Due to language is a kind of skill, Ramelan (1985: 4) considers that in learning a language, the students need to practice a lot through speaking as well as writing. Like walking or cycling, speaking and writing is a matter of habit.

The acquisition of any habit is accomplished through repeated and untiring practice on the part of the learner. This statement is really true. However, sometimes it is ignored especially in our country. Most the teachers do not usually give the students a chance to as many as possible practice the language they are learning in class due to the limited time and meetings. Here, we actually need a new method in which the teachers can use to let the students learn effectively by practice. The students have to be given an opportunity to explore their ideas and feelings by using the target language in the real communication freely.

According to the fact above, the researcher believes that learning by doing in which the good environment is used as a media and facility is considered as an effective method in learning a certain foreign language. However, we cannot simply justify this without finding the evidence that this method is good.

2.5 Characteristics of Natural School

Natural School is a kind of school where the students and the teachers have an interaction in surrounding environment. Students do not learn in the classrooms instead of such shacks as the place for studying, playing, and discussing anything.

The school provides natural facilities to help the students learn naturally such as “Saung” or shacks, garden, and livestock.

The process of learning and teaching are often held outdoor such as in the field, garden, park, and even forest. Therefore, the students directly interact with everything around them when they participate in the learning process. The students learn Mathematics, science, languages, and the other subjects through natural environment. Since the school is built as a big garden and park, it can be a multifunction laboratory for the students and teachers to have experiments. The students can also play a game they like while learning. In other words, the teachers try to emphasize that learning by practicing is actually more effective and

efficient. They also emphasize that mark or score of students is not the only measurement of learning and teaching goals.

The most important measurement is the students' attitude and their participation in the learning and teaching process. Therefore, the teachers give the scores and marks to the students based on their attitudes during the learning and teaching process.

The teaching method used in this school is different from the other usual schools. The teachers use a method called Spider web or thematic learning, a method in which the teachers decide the topic based on the natural environment around them. Then the students learn all the subjects according to the topic decided. For instance, when the teachers decide that the topic this week is fish. Then they learn Mathematics, Languages and science related to fish. This method copes to all the aspects of competence that the students should have.

Those aspects are affective, cognitive, and psychometrics. All those aspects are implemented in the action learning, discussions, dynamic groups, structure group problem solving, simulation, and presentation.

In this school, the teachers use such a method called *Realia* in which the students are given an opportunity to see the objects directly while learning such as outdoor activity and excursion. Almost all the learning activities in this school are conducted outdoor. The learning and teaching process can be done through travelling and visiting to the places as the objects of the study. So, the students do not only have to read and memorize all the materials in the books. But they do that

by having experiences related the topic discussed. When they go to the mountain, beach, and temples, the teacher gives an assignment to describe and find information about those places. (www.sekolahalam.org).

Novo (2008: 111) says that *Natural School* is an alternative school which really concerns with the quality of the teachers and the teaching and learning methods used. It does not really consider the needs of complete facilities instead of the environment around. The students learn anything from the environment resources.

Indonesian Sekolah Alam Community made a book of reference as a guide for those who conduct Life school entitled *Sekolah yang Membebaskan*. They (2005: 3) explain that in the Life school, the students get their freedom in learning. They are given an opportunity to learn while playing. The regulations made are really different from other common schools usually have. The regulations are purposed not to limit the students to show their creativity. They are not asked to wear uniform.

The teachers consider that uniformity can not only be shown by wearing the same uniform but also by attitudes, behavior, spirit of curiosity and motivation to study. In addition, the students are often asked to do an observation and research. For example: when the students together observe the appearance of mars planet, they go camping in the field to see the planet by using telescope available in the school.

2.6 Characteristics of Regular Junior High Schools

As we know, the regular Junior High School especially state Junior High School is an educational institution which is financially supported by the government. Therefore, it can provide better possible facilities which really help the learning and teaching process. Considering the facilities, teachers, and the rules controlled by the government, it attracts people to let their children study in this school. As a result, the number of students who enter this school is getting higher and cause a competition. In this case, the learning and teaching process do not run well. It makes the school cannot conduct the teaching and learning process effectively. Finally, there are some impacts happen: (1) the students can only be involved in the classrooms. It is hard for them to study outside as freely as possible because of the limitation of time and teachers. (2) The teachers cannot intensively pay more attention to their students.

2.7 Writing Assessment

In order to know the measurement of the students' achievement in writing, we have to use a method in assessing their writings. One of the methods used for writing assessment is a method offered by Brown (2004: 243) in his book entitled *Language Assessment*. He explained that there are several methods used in the writing assessment. One of the methods is Analytic Scoring. Analytic scoring may be more appropriately called Analytic assessment in order to capture its closer association with classroom language instruction than with formal testing. Brown

and Bailey (1984: 243) designed an analytical scoring scale that specified five major categories and a description of five different levels in each category, ranging from unacceptable to excellent. Those five categories are (1) Organization, (2) Logical development of ideas, (3) Grammar, (4) Punctuation, spelling, and Mechanics, (5) Style and quality of expression.

Besides, the writing assessment can also be done by considering the kind of text itself. Here, the researcher focuses on the students' writing achievement in writing descriptive text. Therefore, the writing assessment is done by analyzing the features of the text.

In the book *Genre Based Writing*, Hartono (2005: 9) explains that there are some language features that we should understand in writing Descriptive text.

They are:

- (1) Focus on specific participants.
- (2) Use of attributive and identifying processes.
- (3) Frequent use of epithets and classifier in nominal groups.
- (4) Use of simple present.

Gerard and Wignel (1995: 208) state that there are some generic structures of Descriptive texts. They are:

- (1) Identification

It is used to identify phenomenon to be described. It has purpose to define, classify, or generalize about phenomenon.

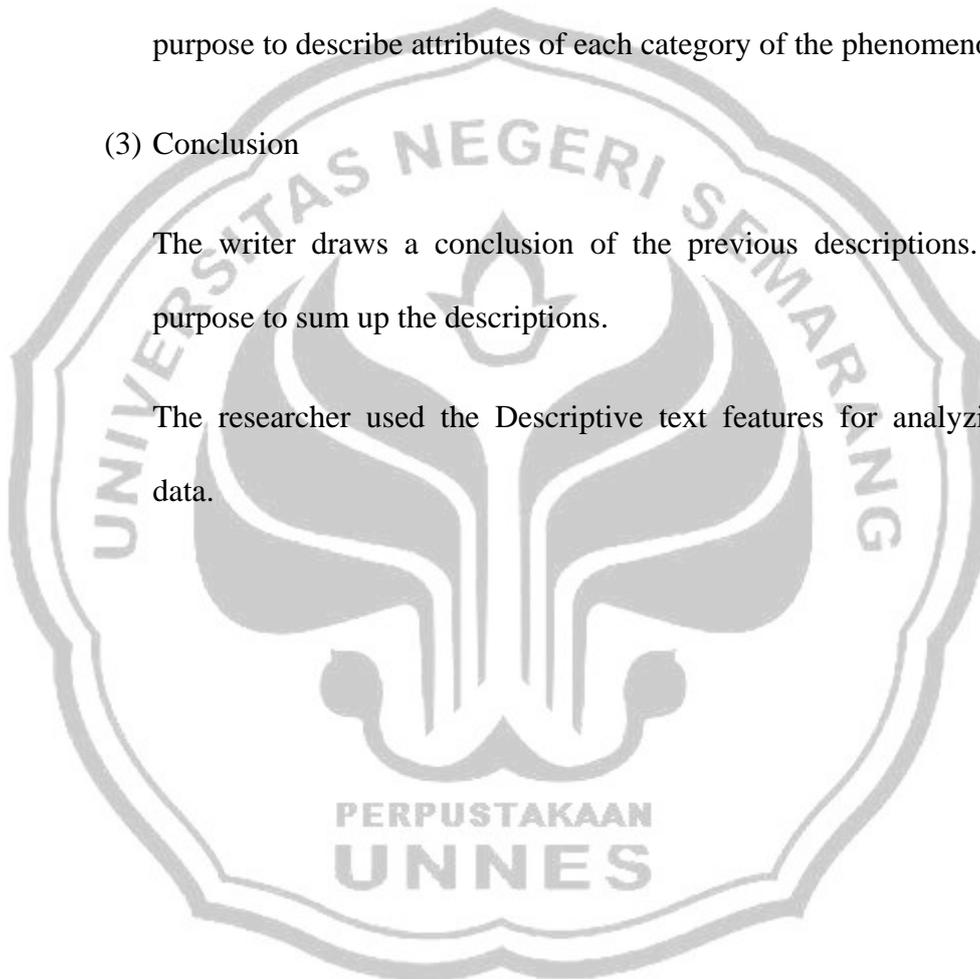
(2) Description

The writer describes parts, parts, qualities, and characteristics. It has purpose to describe attributes of each category of the phenomenon.

(3) Conclusion

The writer draws a conclusion of the previous descriptions. It has purpose to sum up the descriptions.

The researcher used the Descriptive text features for analyzing the data.



CHAPTER III

METHOD OF INVESTIGATION

3.1 Research Design

This research is a kind of experimental research. Conducting an experimental research is quite important to get the reasonable results. Experimental research is an attempt by the researcher to maintain control over all factors that may affect the results of an experiment. In doing this, the researcher attempts to determine or predict what may occur. Experimental research is a blueprint of the procedure that enables the researcher to test his hypothesis by reaching valid conclusions about relationships between independent and dependent variables. It refers to the conceptual framework within which the experiment is conducted (www.okstate.edu).

In this research, the researcher tends to use a qualitative research in which the researcher conducts such an experimental research in classroom observation and draw a conclusion from the results by considering the theory used. According to the purpose of the research that is to compare the writing achievement of the students from different junior high schools, therefore the researcher conducts the experimental research twice.

According to the book of *“Pengantar Metodologi Riset Sosial”*, by Kartono (1996: 270) explains that there are some steps that the researcher has to know in conducting experiment. The researcher should

- (1) decide the specific problems that will be discussed.
- (2) make hypothesis.
- (3) conduct an observation to predict what the real experiment will be.
- (4) gather the samples that will be used in the experiment.
- (5) conduct the experiment.
- (6) check and test the result of the experiment in the real context.

3.2 Research Method

Descriptive qualitative method was used in this study because the researcher focused his attention on identification, classification, and description of the collected data from the students writing of descriptive text. As Kartono (1996: 29) states that the descriptive method is concerned drawing, describing, exploring, writing, and reporting certain conditions, objects or incidents, without drawing a general conclusion. In other words, by using the descriptive method, the researcher describes systematically a situation or area of interest factually, and accurately.

In this study, the researcher described how far the students from both different schools master in writing descriptive text correctly by achieving the rules of writing and some features of the descriptive text; the communicative purpose, generic structures, and lexico grammatical features of descriptive text.

3.3 Subject of Research

In this research, there are two clusters that have to be observed. They are the students of SMP Negeri 22 Semarang as a regular school and SMP Sekolah Alam Arridho Semarang as a *Natural school* who have got descriptive writing materials before. Therefore, the subjects of the research are the second grade students from both schools above.

3.3.1 Population

Arikunto (2002: 108) says that population is the whole subjects of the research. Meanwhile, Kartono (1996: 30) explained that population is the total number of cases, incidents, people or items which are collected for such a research. Before conducting a research, we should find the characteristics of them because the population should become steady, valid, and reliable. It means that the population is the total steady, valid, and reliable number of the subjects of the research. The population in this research was the second grade students of SMP Negeri 22 Semarang and SMP Alam Arridho Semarang. SMP Negeri 22 consists of three classes of grade eight. There are 40 students in each class. Meanwhile, SMP Alam Arridho consists of one class which contains 20 students.

Hence, there were 60 students who were chosen as the population of research and it is considered that they have got some English materials such as grammar particularly, Simple Present Tense, and some types of writing particularly descriptive writing.

3.3.2 Sample

Arikunto (2002: 109) defines a sample as a part of population which will be examined. While Kartono (1996: 129) defines that sample is the example or representations of large populations. In other words, sample is a part representing the population which will be examined in research. Since it was mentioned that SMP Alam as the life school only has one class containing 20 students, the researcher had to take the same number of the students from each school as the samples. Therefore, the samples in this research are 20 students of second grade from SMP Negeri 22 Semarang and 20 students of second grade from SMP Alam Arridho Semarang.

3.3.3 Sampling Technique

As explained above, there are two clusters which have to be observed. They are second grade students of SMP Negeri 22 Semarang and SMP Alam Arridho Semarang. Hence, the researcher took random sampling to select the representative students of the population.

Based on the number of students who are taken as the samples of the research, the researcher made this following conclusion:

	Population	Sample
SMP Negeri 22 Semarang	40	20
SMP Alam Arridho	20	20

3.4 The Research Instruments

Kartono (1996: 176) states that in collecting the data by observation, the researcher needs some kinds of instruments in different situation which support the observation itself. The main instrument of this study was a writing test that was held in both different schools. Hence, there were several supporting instruments that the researcher used in this research such as a paper of the genre explanation, a sample of the paper sheet, and a paper sheet to write a descriptive text.

The researcher gave an explanation about Descriptive text and how to write it to the students as they got from their English teacher. Then, they were asked to write a descriptive text based on one theme, "My School." They were given 90 minutes to write a paragraph which consists of ten sentences or more. Their writings of descriptive texts were used as the sources of data.

3.5 Data collecting

In collecting the data, the researcher firstly conducted an observation. In this observation, the researcher had a purpose to measure how far the students

have understood the materials related to descriptive writing given during study in Junior High School. This observation was conducted before experiment. Since the objects of the study are some students of SMP Negeri 22 Semarang and SMP Alam Arridho, the experiment had to be conducted in both schools. The first experiment was conducted on March 5, 2009 in SMP Alam Arridho and the second experiment was conducted on March 16, 2009 in SMP Negeri 22 Semarang.

3.6 Data Analysis

The descriptive qualitative method was used in analyzing the data. The data were 40 writings of descriptive texts made by the students from both different schools as the sources of data.

In analyzing the collected data, the researcher used two kinds of theory. Those theories are:

3.6.1 Douglas Brown's theory

The descriptive writings were analyzed one by one considering the micro skills and macro skills in writing as the instrument of writing assessment according to Brown (2004: 221).

Brown and Bailey (1984: 243) design an analytical scoring scale that specified five major categories and a description of five different levels in each category, ranging from unacceptable to excellent. Those five categories are (1)

Organization, (2) Logical development of ideas, (3) Grammar, (4) Punctuation, spelling, and Mechanics, (5) Style and quality of expression.

3.6.2 Genre Analysis

The writing assessment can also be done by considering the kind of text itself. Here, the researcher focuses on the students' writing achievement in writing descriptive text. Therefore, the writing assessment is done by analyzing the features of the text based on the book entitled *Genre Based Writing* written by Hartono (2005: 9) and the explanations of Gerard and Wignel (1995: 208).

3.7 Procedures of Analyzing the Data

It has been explained that the researcher used two kinds way in analyzing the data. The followings are some procedures of analyzing the data based on the both ways:

3.7.1 Procedures of Analysis based on the Brown's theory

In this theory, Brown made five categories of writing. The researcher used these categories for identifying the students' achievement in writing a descriptive text.

These are the steps that the researcher followed in identifying the students' writing:

- (1) Read all the descriptive texts written by the students one by one.

- (2) Identify the levels of each student's writing based on the five categories explained by Brown.

Level 1: excellent to good / very easy

Level 2: good to adequate/ easy

Level 3: adequate to fair/ little difficult

Level 4: not college – level work / difficult

Level 5: unacceptable/ very difficult

The five categories of the students' writings were analyzed to find the levels of the students' ability.

- (3) Sum the total number of levels and fill them into the table of tabulation.
- (4) Find the results of the research.

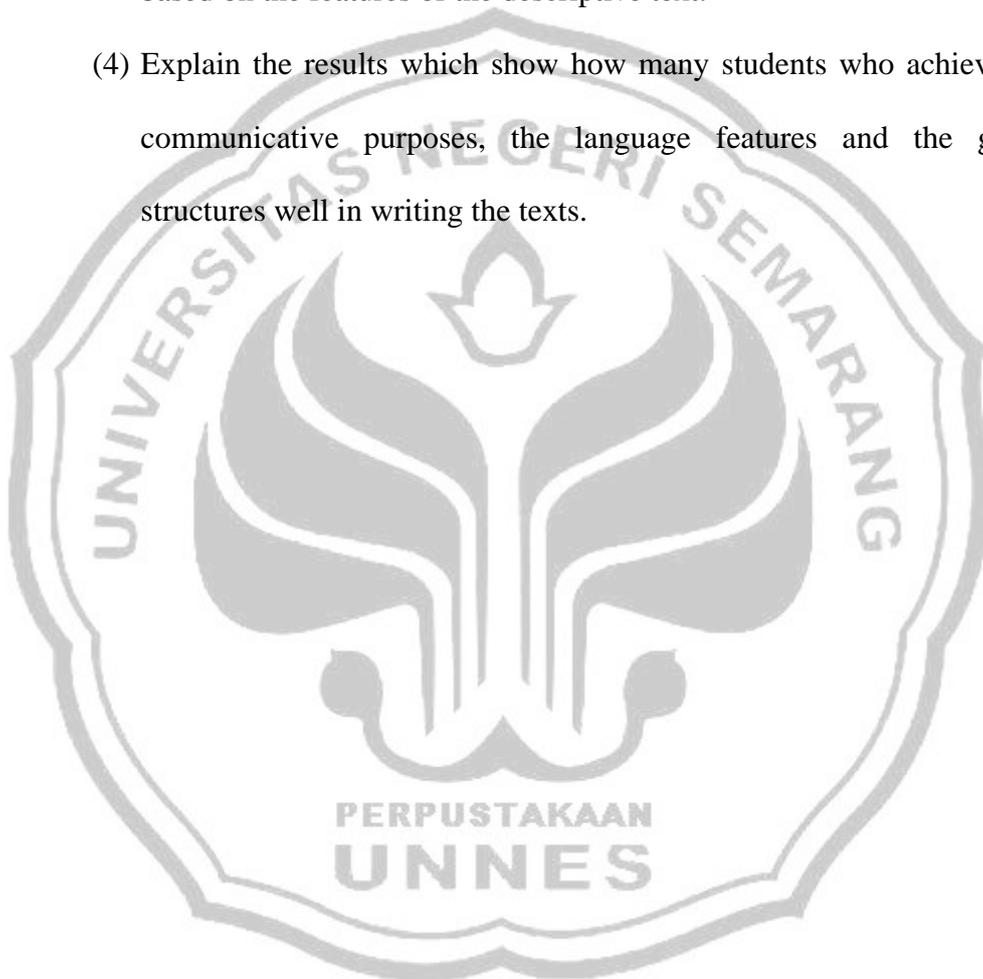
3.7.2 Procedures of Analysis based on the theory of Genre

In this case, the researcher considered the theory of genre made by Gerald and Wignel (1995: 523) about the language features and generic structure of descriptive text. To make the assessment more comprehensive, the researcher also considered some language features of descriptive text explained by Hartono in his book entitled *Genre Based Writing* (2005: 9).

In analyzing the data, the researcher did some following steps:

- (1) Read all the descriptive texts written by the students one by one.

- (2) Identify each text based on the features of Descriptive text such as communicative purposes, generic structures, and language features of the text.
- (3) Give some explanations about the texts which have been identified based on the features of the descriptive text.
- (4) Explain the results which show how many students who achieved the communicative purposes, the language features and the generic structures well in writing the texts.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Research Findings

In comparing the students' achievement in writing Descriptive text, the researcher analyzed the data taken by using two ways. They are:

4.1.1 Analysis by Brown's Theory

Brown and Bailey (1984) designed an analytical scoring scale that specified five major categories and a description of five different levels in each category, ranging from unacceptable to excellent. Those five categories are 1) Organization, 2) Logical development of ideas, 3) Grammar, 4) Punctuation, spelling, and style, 5) Style and quality of expression.

In this research, there are exactly 20 students from each different school were asked to write a descriptive text in which the topic was "My school." The researcher analyzed all those 40 texts by considering those five categories above.

In his analysis, he could find that there are exactly some significant differences between the students' writings from two different schools occur. In the categories of Organization, Logical development of ideas, punctuation, spelling, Mechanics, style, and quality of expression, the students' descriptive writings of SMP Alam Arridho Semarang as a *Natural School* are much better than the

students' descriptive writings of SMP Negeri 22 Semarang as a regular school. However, the researcher found that the students from both schools have the same ability in grammar or structure.

In analyzing the students' descriptive writings, the researcher considered the five categories of text made by Brown and Baily.

Category 1: Organization

Category 2: Logical Development of Ideas

Category 3: Grammar

Category 4: Punctuation/spelling/mechanics

Category 5: Style and Quality of Expression

Further, the researcher gave scores to each descriptive text written by the students by classifying them into the following different levels:

Level 1: excellent to good / very easy

Level 2: good to adequate/ easy

Level 3: adequate to fair/ little difficult

Level 4: not college – level work / difficult

Level 5: unacceptable/ very difficult

According to the table of the research results, the researcher made some following interpretations:

In the category of organization, most students' descriptive texts of SMP Negeri 22 Semarang were assessed in the level 2 (good to adequate) in which the number of the students who could achieve it is 8 students. While the students of SMP Alam Arridho Semarang who could achieve it is 9 students. The top of the level, level 1 (excellent to good) could be achieved by a student of SMP 22 Semarang.

In the content category, the students could achieve level 1 (excellent to good). However, there is only one student from both schools could achieve it. Most students of SMP Negeri 22 Semarang achieve level 3 (adequate to fair). There are 7 students achieve this level. Meanwhile the students of SMP Alam Arridho Semarang mostly achieve level 2 (good to adequate). There are 9 students achieve this level.

In the Grammar category, most students of SMP Negeri 22 Semarang achieved level 4 (not college – level work). There are 13 students who achieved it. Meanwhile, most students of SMP Alam Arridho Semarang achieved category 3 (adequate to fair). There are 10 students who achieved it.

In the aspect of punctuation, spelling, and mechanics, most students of SMP Negeri 22 Semarang achieved level 2 (good to adequate). There are 8 students who achieved it.

Meanwhile, most students of SMP Alam Arridho Semarang achieved level 2 (good to adequate). There are 10 students who achieved it. The top of the level that the students could achieve is level 1 (excellent to good). There is only one student of SMP Negeri 22 Semarang who could achieve it. Meanwhile, there are two students of SMP Alam Arridho who could achieve it.

In the category of style and quality of expression, most students of SMP Negeri 22 Semarang achieved level 4 (not college – level work). There are 16 students who achieved it. Meanwhile, most students of SMP Alam Arridho Semarang achieved level 3 (adequate to fair). There are 10 students who achieved it.

Based on the analysis above, it is concluded that:

1. 45 % of SMP Negeri 22 Semarang students could organize the descriptive text well and easily enough.
48 % of SMP Alam Arridho Semarang students could organize the descriptive text well enough.
2. 40 % of SMP Negeri 22 Semarang students found little difficulty in developing their ideas while writing a descriptive text.
48 % of SMP Alam Arridho Semarang students could develop their ideas easily while writing a descriptive text.
3. 53 % of SMP Negeri 22 Semarang students found difficulty in using correct grammar while writing a descriptive text.

50 % of SMP Alam Arridho Semarang students found little difficulty in using correct grammar while writing a descriptive text.

4. 45 % of SMP Negeri 22 Semarang students could easily use correct punctuation, spelling, and mechanics while writing a descriptive text.

50 % of SMP Alam Arridho Semarang students could easily use correct punctuation, spelling, and mechanics while writing a descriptive text.

5. 60 % of SMP Negeri 22 Semarang students found difficulty in making good style and quality of expression while writing a descriptive text.

50 % of SMP Alam Arridho Semarang students found little difficulty in making good style and quality of expression while writing a descriptive text.

The result is concluded in this following table:

Categories	Levels	SMP Negeri 22 Semarang	SMP Alam Arridho Semarang
Organization	Level 2	45 %	48 %
Content (Development of Ideas)	Level 2		48%
	Level 3	40%	
Grammar	Level 3		50%
	Level 4	53%	
Punctuation, spelling, and mechanics	Level 2	45%	50%
style and quality of expression	Level 3		60%
	Level 4	50%	

4.2.2 Genre Analysis

Rudi Hartono (2005: 9) explained that there are some language features that we should understand in writing Descriptive text. Geraf and Wignel (1995: 208) also stated that there are some generic structures of Descriptive texts. The followings are the analysis in which the researcher made according to communicative purpose, the generic structure, and the grammatical features of the Descriptive text.

a. SMP Negeri 22 Semarang:

- (1) There were 13 from 20 students or 70 % who achieved the communicative purpose of the descriptive text.
- (2) There were 6 from 20 students or 35 % who achieved the generic structure of the descriptive text.
- (3) There were 5 from 20 students or 30 % who achieved lexico grammatical features of the descriptive text.

b. SMP Alam Arridho Semarang :

- (1) There were 11 from 20 students or 40 % who achieved the communicative purpose of the descriptive text.
- (2) There were 6 from 20 students or 35 % who achieved the generic structure of the descriptive text.
- (3) There were 6 from 20 students or 35 % who achieved lexico grammatical features of the descriptive text

4.2 Discussion

Based on the students' writing a description about "My School", the discussion of the texts was written according to: first, the analysis of Brown and Balley on writing quoted by Brown (2004: 244 – 245). Second, the analysis of Language features and Generic structures of the texts according to Gerraf and Wignel (1995) and Rudi Hartono (2005). These are the samples which show how the researcher analyzed the data according to the theories:

4.2.1 Douglas Brown's theory

a. SMP Negeri 22 Semarang

S - 1

From the Brown's assessment, it could be seen that in the category of organization, some of his ideas were not fully developed in this text. However, the sequence was logical though the transitional expressions might be absent or misused. The body of text was acceptable, but some evidence might be lacking (Level: 2). Based on the category of content /Logical Development of Ideas, the text actually addressed the issues but missed some points. The ideas could be more developed. However, there were some extraneous material was present (Level: 2). According to the grammar rules, the ideas of the text were getting through to the reader. Grammar problems were apparent and had negative effect on communication. There were several run – on sentences or fragment present (Level: 3).

Based on the rules of punctuation, spelling, and mechanics, there were still some problems with writing conventions and had errors. There were also occasional spelling problems occurred. However, the paper was neat and legible. (Level: 2). Based on the style and quality of Expression, the expression of ideas were poor and it lacked variety of structure. It seemed that there were also some problems in vocabulary. (Level: 4).

S - 2

According to the category of organization, it indicates that the introduction or conclusion was absent, no apparent organization of body, and severe lack of supporting evidence. She had not made any effort to organize the composition (Level: 5). Based on the category of content (Logical Development of Ideas), the development of ideas is not complete or the text was somewhat off the topic. Paragraphs were not divided exactly right. (Level: 3). Based on the category of grammar, there were numerous serious grammar problems interfered with communication of the writer's ideas. Grammar review of some areas were clearly needed and it was difficult to read the sentences (Level: 4). In the category of punctuation, spelling, and mechanics, she used general writing conventions but had errors. There were spelling problems which distracted the readers. There were also punctuation errors which interfered with ideas (Level: 3). According to the style and quality of expression, it seemed that the expression of ideas was poor. There were also problems in vocabulary and it lacks variety of structure (Level: 4)

S - 3

In the category of Organization, she wrote an effective introductory paragraph which led to body and used the transitional expressions. The arrangement of material showed plan. She wrote the supporting evidence given for generalizations (Level: 1). According to the category of content (Logical Development of Ideas), the text addressed the assigned topic. The ideas were concrete and thoroughly developed. There was no extraneous material occurred. Therefore, the text reflected her thoughts. (Level: 1). Based on the grammar category, her ideas were getting through the reader. There were some grammar problems were apparent and had negative effect on communication. There were also some run – on sentences or fragment present. (Level: 3). In the category of punctuation, spelling, and mechanics, there were actually some problems with writing convention or punctuation Occasional spelling errors. However, the left margin was correct and the paper was neat and legible (Level: 2). In the style and quality of expression, the text attempted variety, contained good vocabulary and not wordy. The Register was good and the style was fairly concise (Level: 2).

S - 4

According to the category of organization, she made mediocre or scant introduction or conclusion. There were problems with the order of ideas in the body and interfere. The generalization might not be fully supported by evidence given (Level: 3). In the category of content (Logical Development of

Ideas), her ideas in the text were incomplete. The text did not reflect careful thinking or was hurriedly written. It showed that there was inadequate effort in area of content (Level: 4). Based on the category of grammar, her ideas were getting through to the readers. Grammar problems were apparent and had negative effect on communication. There were some run – on sentences or fragment present. (Level: 3). Based on the punctuation, spelling, and mechanics, she used general writing conventions but had errors. There were also some spelling problems which distracted the readers punctuation errors interfered with ideas (Level: 3). In the Style and Quality of Expression. Her expressions of ideas were poor. There were also some problems in vocabulary and it lacked variety of structure (Level: 4).

S - 5

From the Brown's assessment, it could be seen that in the category of organization, some of her ideas were not fully developed in this text. However, the sequence was logical but the transitional expressions might be absent or misused. The body of essay was acceptable, but some evidence might be lacking (Level: 2). In the category of content /Logical Development of Ideas, the text actually addressed the issues but missed some points. The ideas could be more developed. However, there were some extraneous material was present (Level: 2). In the category of grammar, there were some numerous serious grammar problems which interfered with communication of the writer's ideas. Grammar review of some areas clearly needed. It seemed difficult for the readers to read the sentences (Level: 4). Based on the rules of

punctuation, spelling, and mechanics, there were still some problems with writing conventions and had errors. There were also occasional spelling problems occurred. However, the paper was neat and legible (Level: 2). According to the style and quality of expression, the text attempted variety. She also used good vocabulary and it was not wordy. The register was good and the style was fairly concise. (Level: 2).

b. SMP Alam Arridho

S - 1

From the Brown's assessment, it could be seen that in the category of organization, some of her ideas were not fully developed in this text. However, the sequence was logical but the transitional expressions might be absent or misused. The body of text was acceptable, but some evidence might be lacking (Level: 2). According to the category of Content (Development of Ideas) the text addressed the assigned topic. The ideas were concrete and thoroughly developed. There was no extraneous materials occurred. Therefore, the text reflected the writer thoughts (Level: 1). In the category of grammar, there were some numerous serious grammar problems which interfered with communication of the writer's ideas. Grammar review of some areas were clearly needed. It seemed difficult for the readers to read the sentences (Level: 4). Based on the rules of punctuation, spelling, and mechanics, there were still some problems with writing conventions and had errors. There were also occasional spelling problems occurred. However, the paper was neat and legible (Level: 2). In the category of style and quality of expression, there

were some vocabulary were misused. It also lacked awareness of register. It might be too wordy. (Level: 3).

S - 2

From the Brown's assessment, it could be seen that in the category of organization, some of her ideas were not fully developed in this text. However, the sequence was logical but the transitional expressions might be absent or misused. The body of text was acceptable, but some evidence might be lacking (Level: 2). Based on the content (Logical Development of Ideas), the development of ideas were not complete or text somewhat was off the topic. Paragraphs were not divided exactly right (Level: 3). According to the grammar rules, the ideas of the text were getting through to the reader. Grammar problems were apparent and had negative effect on communication. There were several run – on sentences or fragment present (Level: 3). According to the rules of punctuation, spelling, mechanics, she used correct English writing convention. The margins were right. The capitals were correctly needed. Paragraphs were indented. Punctuation and spelling were very neat (Level: 1). Based on the style and quality of Expression in this text, the expressions of ideas were poor and it lacked variety of structure. It seemed that there were also some problems in vocabulary (Level: 4).

S - 3

According to the category of organization, she made mediocre or scant introduction or conclusion. There were problems with the order of ideas in

body and interfered. The generalization might not be fully supported by evidence given (Level: 3). Based on the category of content /Logical Development of Ideas, the text actually addressed the issues but missed some points. The ideas could be more developed. However, there were some extraneous material was present (Level: 2). In the category of grammar, there were some numerous serious grammar problems which interfered with communication of the writer's ideas. Grammar review of some areas were clearly needed. It seemed difficult for the readers to read the sentences (Level: 4). According to the rules of punctuation, spelling, mechanics, she used correct English writing convention. The margins were right. The capitals were correctly needed. Paragraphs were indented. Punctuation and spelling were very neat (Level: 1). According to the category of style and quality of expression, there were some vocabulary were misused. It also lacked awareness of register. It might be too wordy (Level: 3).

S - 4

According to the category of organization, she made mediocre or scant introduction or conclusion. There were problems with the order of ideas in body and interfered. The generalization might not be fully supported by evidence given (Level: 3). Based on the category of content /Logical Development of Ideas, the text actually addressed the issues but missed some points. The ideas could be more developed. However, there were some extraneous material was present (Level: 2). In the category of grammar, there were some numerous serious grammar problems which interfered with

communication of the writer's ideas. Grammar review of some areas were clearly needed. It seemed difficult for the readers to read the sentences (Level: 4). Based on the rules of punctuation, spelling, and mechanics, there were still some problems with writing conventions and had errors. There were also occasional spelling problems occurred. However, the paper was neat and legible (Level: 2). Based on the style and quality of expression, the expressions of ideas were poor and it lacked variety of structure. It seemed that there were also some problems in vocabulary (Level: 4).

S - 5

From the Brown's assessment, it could be seen that in the category of organization, some of her ideas were not fully developed in this text. However, the sequence was logical but the transitional expressions might be absent or misused. The body of text was acceptable, but some evidence might be lacking (Level: 2). Based on the category of content /Logical Development of Ideas, the text actually addressed the issues but missed some points. The ideas could be more developed. However, there were some extraneous materials were present (Level: 2). According to the grammar rules, the ideas of the text were getting through to the reader. Grammar problems were apparent and had negative effect on communication. There were several run – on sentences or fragment present (Level: 3). Based on the rules of punctuation, spelling, and mechanics, there were still some problems with writing conventions and had errors. There were also occasional spelling problems occurred. However, the paper was neat and legible (Level: 2). In the style and

quality of expression, the text attempts variety. She also used good vocabulary. It was also not wordy. The register was good and the style was fairly concise. (Level: 2).

4.2.2 Genre Analysis

a. SMP Negeri 22 Semarang

(1) Communicative Purposes

S - 1

He was trying to describe the topic given by his own words and accomplish the communicative function. He seemed find difficulty in using the words themselves. However the communicative purposes could be achieved.

S - 2

She could describe the topic given by his own words and accomplish the communicative functions according to form and purposes. Therefore, the communicative purposes could be achieved even though it was difficult enough for her to expand more his ideas.

S - 3

She wrote the text very neatly in which she could describe the topic given by her own words and accomplish the communicative functions according to form and purposes. Hence, the readers could easily understand the content or message and the communicative purposes could also be achieved well. However, she found difficulty to expand her ideas in writing.

S - 4

She wrote the text neatly enough. However, there were some words which were misused and misspelled. In fact, she could describe the topic given by her own words and accomplish the communicative functions according to form and purposes. Therefore, the communicative purposes could be achieved even though it was difficult enough for her to expand her ideas which made it more complete.

S - 5

She described the topic given neatly. She could expand her ideas completely and accomplish the communicative functions according to form and purposes well. Therefore, the communicative purposes could be achieved.

(2) Generic Structure

S - 1

He could describe the characteristics of the topic given. But it was not complete and there were some sentences which were not structured well. Some of the words used were also misused. Therefore, it seems difficult for him to organize his text structure well.

S - 2

She could describe the characteristics of the topic given. But it was not complete and there were some sentences which were not structured well. Some of the words used were also misused. Therefore, it seemed difficult for him to organize her text structure well.

S - 3

She could describe the characteristics of the topic given. She wrote the text neatly. She could also organize the text structure really well. But it was not complete. It seemed difficult for her to expand her ideas.

S - 4

She could describe the characteristics of the topic given. But it was not complete and there were some sentences which were not structured well. Some of the words used were also misused. Therefore, it seemed difficult for her to organize his text structure well.

S - 5

She could describe the characteristics of the topic given. She also wrote the text completely and comprehensively. Unfortunately, there were some sentences which were not structured well. Some of the words used were also misused. Therefore, it seemed difficult for her to organize his text structure well.

(3) Lexico Grammatical Features

S - 1

He could use graphemes and orthographic patterns of English in writing. He also used simple present tense and appropriate words of adjectives in describing the topic given. However, there were some grammatical problems appeared. They really influenced the message conveyed.

S - 2

She could use graphemes and orthographic patterns of English in writing. She also used simple present tense and appropriate words of adjectives in describing the topic given. However, there were some grammatical problems appeared. They really influenced the message conveyed.

S - 3

He could use graphemes and orthographic patterns of English in writing. He also used simple present tense and appropriate words of adjectives in describing the topic given. There were only few grammatical problems appear. They did not influence the message conveyed.

S - 4

He could use graphemes and orthographic patterns of English in writing. He also used simple present tense and appropriate words of adjectives in describing the topic given. However, there were some grammatical problems and misspelled words used appear. They really influenced the message conveyed.

S - 5

He could use graphemes and orthographic patterns of English in writing. He also used simple present tense and appropriate words of adjectives in describing the topic given. There were only few grammatical problems appear. They did not influence the message conveyed.

b. SMP Alam Arridho

(1) Communicative Purposes

S - 1

She described the topic given neatly. But it seemed difficult for her to use appropriate words in describing the topic given and to expand his ideas. There were some words which are misused and misspelled. As a result, the communicative purposes were not easily achieved.

S - 2

She wrote the text very neatly in which she could describe the topic given by her own words and accomplish the communicative functions according to form and purposes. Hence, the readers could easily understand the content or message and the communicative purposes could also be achieved well. However, she found difficulty to expand her ideas in writing.

S - 3

She described the topic given neatly. But it seemed difficult for his to use appropriate words in describing the topic given and to expand his ideas. There were some words which are misused and misspelled. As a result, the communicative purposes were not easily achieved

S - 4

It seemed difficult for her to use appropriate words in describing the topic given and to expand his ideas. There were some words which are misused and misspelled. However, the communicative purposes could still be achieved

S - 5

She described the topic given neatly. She could expand her ideas completely and accomplish the communicative functions according to form and purposes well. Therefore, the communicative purposes could be achieved.

(2) Generic Structure

S - 1

She could describe the characteristics of the topic given. However, there are still some of the words are misused. Therefore, it seemed difficult for him to organize his text structure well.

S - 2

She could describe the characteristics of the topic given. She wrote the text neatly. She could also organize the text structure really well. But it is not complete. It seemed difficult for her to expand her ideas.

S - 3

She could describe the characteristics of the topic given. But it is not complete and there are some sentences which are not structured well. Some of the words used are also misused. Therefore, it seemed difficult for her to organize his text structure well.

S - 4

She could describe the characteristics of the topic given. But it was not complete and there were some sentences which were not structured well. Some of the words used are also misused. Therefore, it seemed difficult for her to organize his text structure well.

S - 5

She could describe the characteristics of the topic given. She wrote the text neatly and completely. She could also organize the text structure well even though there were still several sentences which were not properly structured.

(3) Lexico Grammatical Features

S - 1

She could use graphemes and orthographic patterns of English in writing. She also used simple present tense and appropriate words of adjectives in describing the topic given. However, there were some grammatical problems appeared. They influenced the message conveyed.

S - 2

She could use graphemes and orthographic patterns of English in writing. She also used simple present tense and appropriate words of adjectives in

describing the topic given. However, there were a few grammatical problems appear. They did not really influence the message conveyed.

S - 3

He could use graphemes and orthographic patterns of English in writing. He also used simple present tense and appropriate words of adjectives in describing the topic given. However, there were some grammatical problems and misspelled words used appeared. They really influenced the message conveyed.

S - 4

He could use graphemes and orthographic patterns of English in writing. He also used simple present tense and appropriate words of adjectives in describing the topic given. However, there were some grammatical problems and misspelled words used appeared. They really influenced the message conveyed.

S - 5

She could use graphemes and orthographic patterns of English in writing. He also used simple present tense and appropriate words of adjectives in describing the topic given. There were only few grammatical problems appear. They did not influence the message conveyed.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Descriptive text is actually one of the texts materials given in Junior High School as well as Senior High School. The students of SMP Negeri 22 Semarang and SMP Alam Arridho must have learned about it. Therefore, the researcher did not need to teach them. The researcher only wanted to know whether there is significant difference between the students' achievement of SMP Negeri 22 Semarang as a regular school and the students' achievement of SMP Alam Arridho as a kind of *Natural School* in writing descriptive text.

According to the results of the research, it is concluded that:

- (1) There are actually certain significant differences between the students' achievement of SMP Negeri 22 Semarang and the students' achievement of SMP Alam Arridho.
- (2) The prominent differences that can be found are: (1) The students who have been studying in the Life school get more freedom to explore their ideas in writing descriptive. Hence, their writing is more developed and complete. (2) The descriptive writings of the students of *Natural School* are mostly better in the aspects of organization, content, Punctuation, spelling, mechanics, and style or quality of expression though the students from both schools almost have the same ability in using grammar.

However, the students of SMP 22 Semarang have made better writing in the aspects of the communicative purpose of text.

5.2 Suggestions

Based on the conclusion above, it is suggested that:

- (1) Teachers, especially the English teachers may use the method which is implemented in the *Natural School* as an alternative way in teaching Descriptive text.
- (2) Teachers can probably try to develop the method used in the Life school to find a proper good method in teaching and learning.
- (3) The other researchers can use this study as a reference in conducting the other research on the same field. Moreover, the researcher hopes that they could especially try to develop the research by finding some evidence that SMP Alam as a *Natural School* with all the methods used in teaching and learning process is proven to become an effective alternative school for the other regular schools in our country.

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