

**AN ANALYSIS OF STUDENTS' ABILITY IN WRITING DESCRIPTIVE
TEXT AT ETP'S STUDENTS OF ACCOUNTING EDUCATION**



Research Paper

Submitted as a Partial Fulfillment of the Requirement for Getting Bachelor
Degree of Education in English Education Department

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I truthfully testify that there is no plagiarism of literary work in this research paper and this research paper I submitted is really a work of mine, except the written references which are mentioned in bibliography. Later, if it is proved that there is plagiarism in this research paper, I will be fully responsible.

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**AN ANALYSIS OF STUDENTS' ABILITY IN WRITING DESCRIPTIVE
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RESEARCH PAPER

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TEXT AT ETP'S STUDENTS OF ACCOUNTING EDUCATION**
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MOTTO

“Tidaklah seorang hamba tidur dalam keadaan suci lalu terbangun pada malam hari, kemudian memohon sesuatu tentang urusan dunia atau akhirat melainkan Allah akan mengabulkannya.”

(H. R. Ibnu Majah)

“Just be yourself. That’s the person you’re most qualified to be!”

(Spongebob Squarepants)

“If you only do what you can, you will never be more than you are now.”

(Master Shifu - Kungfu Panda)

DEDICATION

This research paper is proudly dedicated to:

**My beloved father
(Sugeng Purwanto)**

**My beloved mother
(Erfin Kurniawati)**

**My old sisters
(Linda Hapsari and Ferdina Mayasari)**

**My little nephew
(Raihan Adhyastha Kholin)**

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Surakarta, April 25, 2017

The Writer,

AN ANALYSIS OF STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT ETP'S STUDENTS OF ACCOUNTING EDUCATION

ABSTRACT

This research focuses on students' ability in writing descriptive text, the development of main idea, the students' grammatical aspects, and cohesion and coherence at ETP's students of accounting education in Muhammadiyah University of Surakarta. The type of this research is qualitative research. The data source is the task to write descriptive paragraphs by ETP's students and giving information from informants or tutor who teaching the students. The researcher collects the data by giving assignments to students to write descriptive text. The techniques for analyzing data are reading the students' writing of descriptive text, analyzing the aspects of descriptive text; the development of main idea, grammatical aspects of writing, cohesion and coherence. The researcher classifying and scoring the students test of writing descriptive paragraph, and drawing conclusion based on the result of the research of the students' ability in writing descriptive text. The results show that (1) there are six techniques of developing the paragraph in students' descriptive texts, i.e. classification, deductive pattern, giving facts, objective pattern, subjective pattern, and storytelling. The highest percentage that is using deductive pattern with 29.8%, the second technique frequently used is giving the facts with 28.6%. The third frequently used is storytelling with 19%. The fourth frequently used is subjective pattern with 13%. Furthermore is the using of objective pattern with 6%. And the last is classification technique with 3.6%. (2) There are four types of error found in students writing; addition, misformation, misordering, and omission. The grammar errors which often appear are misformation error with 37%. Second, the frequent error made by the students is omission error with 29%. Furthermore, there is addition error with 19%. And the last is misordering error with 15%. (3) Cohesion aspects that in students descriptive text are seven types of conjunction, namely "although", "and", "because", "but", "however", "so", and "then". The use of conjunction mostly used is "because" with 34.7%, then the second is word "but" with 27%. The third frequent is conjunction "and" with 23.1%. Furthermore is the use of conjunction "although", "however", "so", and "then" with 3.8%.

Keywords: students' ability, writing, descriptive text

ABSTRAK

Penelitian ini berfokus pada kemampuan siswa dalam menulis teks deskriptif, pengembangan ide utama, aspek-aspek tata bahasa siswa, dan kohesi dan koherensi pada siswa-siswa ETP pendidikan akuntansi di Universitas Muhammadiyah Surakarta. Jenis dari penelitian ini adalah penelitian kualitatif. Sumber data adalah tugas untuk menulis paragraf deskriptif oleh siswa ETP dan pemberian informasi dari informan atau tutor yang mengajar para siswa. Peneliti mengumpulkan data dengan memberikan tugas kepada siswa untuk menulis teks deskriptif. Teknik yang digunakan untuk menganalisis data adalah membaca tulisan siswa, menganalisis

aspek-aspek teks deskriptif; pengembangan ide utama, aspek tata bahasa dalam penulisan, kohesi dan koherensi. Mengklasifikasi dan memberikan skor pada teks deskriptif siswa, dan menulis kesimpulan berdasarkan hasil dari penelitian pada kemampuan siswa dalam menulis teks deskriptif. Hasil penelitian menunjukkan bahwa (1) terdapat enam teknik pada pengembangan ide utama dalam teks deskriptif siswa, yaitu mengklasifikasi, pola deduktif, memberikan fakta-fakta, pola objektif, pola subjektif, dan bercerita. Persentase tertinggi adalah menggunakan pola deduktif dengan 29.8%, teknik kedua yang sering digunakan adalah memberikan fakta-fakta dengan 28.6%. Yang ketiga adalah teknik bercerita dengan 19%. Teknik keempat yang digunakan adalah pola subjektif dengan 13%. Selanjutnya adalah penggunaan pola objektif dengan 6%. Dan yang terakhir adalah teknik mengklasifikasi dengan 3.6%. (2) terdapat empat jenis kesalahan yang ditemukan dalam tulisan siswa; addition, misformation, misordering, dan omission. Kesalahan tata bahasa yang sering muncul adalah misformation dengan 37%. Kesalahan kedua yang dibuat siswa adalah omission dengan 29%. Selanjutnya, terdapat addition dengan 19%. Dan yang terakhir adalah misordering dengan 15%. (3) aspek-aspek kohesi yang ditemukan pada teks deskriptif yang dibuat siswa adalah tujuh jenis konjungsi, yaitu “*although*”, “*and*”, “*because*”, “*but*”, “*however*”, “*so*”, dan “*then*”. Penggunaan konjungsi sering terjadi pada kata “*because*” dengan 34.7%, kemudian konjungsi kedua adalah kata “*but*” dengan 27%. Konjungsi di urutan ketiga adalah kata “*and*” dengan 23.1%. Selanjutnya adalah penggunaan konjungsi “*although*”, “*however*”, “*so*”, dan “*then*” dengan 3.8%.

Kata kunci: kemampuan siswa, menulis, teks deskriptif

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