

**TEACHING VERBAL SENTENCES IN DESCRIPTIVE PARAGRAPH
WRITING AT THE SEVENTH GRADE AT MTSN 2 ACEH TAMIANG**

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STATE INSTITUTE OF ISLAMIC STUDIES
IAIN LANGSA**

2022

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TEACHING VERBAL SENTENCE IN DESCRIPTIVE PARAGRAPH
WRITING AT THE SEVENTH GRADE AT MTsN 2 ACEH TAMIANG

Submitted to the Tarbiyah and Teachers Training
State Institute for Islamic Studies Langsa as Fulfillment of the
Requirements
For the degree of Sarjana Pendidikan (S.Pd) of English Education

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ACKNOWLEDGMENT

In the Name of Allah, the most Gracious, the most Merciful All praises be to Allah, king of the king, the Lord of the world, and the master of the day after, who has given us blessing and guidance. Because of His graciousness and mercifulness the writer can write well. The writer realizes and feels very sure that without His blessing, mercy, and guidance, it would be possible for myself to finish the paper.

Sholawat and sallam may Allah send them to our Prophet Muhammad SAW, (peace be upon him), his families, his companions, and his followers. The best messenger for people all over the world. This world becomes peace because of his hard effort in giving the human being advices.

On this opportunity, I would like to say thank you for my parent who always give me a chance to repair my lack and then I would like to express my profound gratitude, more than I can express, to Dr, H. Basri M.A. The Rector of the State Institute for Islamic Studies who brings the campus to the advances. Shafrida Wati Ma, as main supervisor all at once my advisor, who has guiding me not only to correct this thesis but also advice me for the first semester until now. Then Muslim, S,Pd, M,Pd, M.Tesol as co, supervisor I said thanks for the correction and invaluable criticism and suggestions he has rendered to me in the completion of the paper.

Last, but far from least, my very sincere thanks to who are not mentioned personally here, without their patience, guidance, support and cooperation this paper could have never been written. Finally, the writer surrenders everything to Allah SWT and the writer hope it will be a useful thing for the writer himself and for all to improve educational quality.

Mutia Agustina

ABSTRACT

This study is aimed to find out the students' difficulties in understanding verbal sentence in descriptive paragraph writing and to describe the learning process. This study used qualitative descriptive, observation and documentation are applied to collect the data in this research. Therefore, the sample is used a sample intended or purposive sampling that is the sample contacted by certain provisions that are applied based on objective research. The object of the study was 34 students of the seventh grade at MTsN 2 Aceh Tamiang. The result of the study showed that students' difficult in understanding verbal sentence in descriptive paragraph writing cause that the students' faced in mastering verbal sentence in descriptive paragraph writing such as the students' were difficult in defining verb, vocabulary, paragraph identification and distinguishing between article and tenses. students consider that verbal sentence in descriptive paragraph writing can be learned without having some knowledge around verbs, present tense, articles and vocabularies, the fact that they did not mastered paragraph well. Do not grasping the pattern comprehensively which make them difficult to understanding the verbal sentence

Keywords; Verbal Sentence, Descriptive Paragraph Writing, Qualitative Descriptive.

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CHAPTER I

INTRODUCTION

A. Background of Study

English consists of four basic skills they are: listening, speaking, reading and writing skill. All these skills basically train people in learning how to communicate and to deliver a message with another. Listening and reading are to improve the ability in communicate in English. Speaking and writing are to express our feeling. Harmer states that writing has always formed part of syllabus in teaching of English.¹ From the statement above, it is obvious that writing is important part to be learned. The students have to be able to improve their ideas in good writing form.

However, most students have difficulty distinguishing the form of spoken sentences in their descriptive paragraph writing. Errors in language learning are sometimes natural and common. Therefore, teachers must do their best to prevent students from making mistakes, not to discourage them. Additionally, understanding the source of errors helps teachers teach questions so that students can construct appropriate presentation formats.

The mistakes learners make are important because these questions guide teachers so they know what to teach. When teachers analyze errors systematically, they know what level students have achieved, how close students are to the target language, what students should study further, and the strategies and steps students

¹ Jeremy Harmer, "The Practice of English Language Teaching with DVD (4th Edition) (Longman Handbooks for Language Teachers) by Jeremy Harmer (z-Lib.Org).Pdf," 2002. P. 22

follow along the way. Mistake is the way the learners use to test the hypothesis to the rules of target language. Learners can realize their weaknesses through analyze and correcting what they did.

Students can find characteristics of second language learning through analyzing their basic English ability. Revealing the process of language learning and provide the basis for the acquisition of language. Far more significant is the way that information about target language now is given. The internal language, in the technical sense, is a state of the faculty of language. Each internal language has the means for constructing mental objects with which to express thoughts and for interpreting the infinite array of open expressions that one encounters. Each of these mental objects relates sound and meaning in a particular structured form.² Based on the statement above, learning English as second language is the process when learners commit mistake and correct them continuously. When students write, they express their feelings and ideas into a word, word into sentence, sentence into paragraph, and it needs hard thinking to produce at the same time.

Writing is also complicated because the rule has to be cleared for the reader target, how a writer makes connection with the reader target, the researcher should do and learn while making a research. In writing, the use of rules of grammar, punctuation and spelling are very important to make explicit sentences. There are four types of English writing such as description, exposition, argumentation, and narration, namely:

² Jacobus A Naudé, *On Nature and Language, Southern African Linguistics and Applied Language Studies*, vol. 24, 2006. P. 48

1. Description is a statement that gives details about someone or something.
2. Exposition has a function to explain or instruct. It provides background information in narrative context. The information presented should be general and (expected to be) well accepted truth.
3. Argumentation makes a point of view and proves its validity towards a topic in order to convince or persuade the reader
4. Narration introduces an event or series of events into the universe of discourse. The events are temporally related according to narrative time.³

In this study, the reseacher will conduct a research under the title Teaching Verbal Sentences in Descriptive Paragraph Writing at the Seventh Grade of Second Semester at MTsn 2 Aceh Tamiang

B. Research Questions

Based on the background, the problems of the research can be formulated as follows :

1. What are the difficulties faced by the students in understanding verbal sentences in descriptive paragraph writing?
2. How are the students learning process in understanding verbal sentences in descriptive paragraph writing?

³ John Warner, *“Why They Can’t Write: Killing the Five-Paragraph Essay and Other Necessities”* (2018): 271, Amazon.com.

C. Purposes of Study

1. To find out the students' difficulties in understanding verbal sentences in descriptive paragraph writing.
2. To describe the learning process of verbal sentences in descriptive paragraph writing.

D. Significances of Study

Based on the objectives of the study, the researcher expects the benefit of this study are focused on two main purposes, theoretically this study will describe general problem in improving writing teaching, especially in teaching descriptive paragraph writing. Practically, this study finds out the specific problems in teaching verbal sentences in descriptive paragraph writing. Meanwhile, for Teachers they know problems that make their students difficult in understanding verbal sentences in descriptive paragraph writing. For Students, students will solve their own problems in understanding verbal sentences in descriptive paragraph writing. Also the last for researcher to improve comprehension of writing sentences and as reference material in conducting similiar reserach.

E. Terminology

1. Teaching

Teaching may be regarded as providing opportunities for students to learn.⁴Teaching process is the activity of organizing or managing the environment to be comfortable so as to create opportunities for children to carry out the learning process efficiently teacher

⁴ George Brown, *Effective Teaching In Higher Education*, (New York: Routledge, 2002), P.2

empowerment, teacher professionalism, school improvement and ongoing effectiveness and keep up with the new hopes and expectations of education that by globalization and advances in science and technology, The Indonesian Education and Culture Ministry has initiated a number of educational changes to reforming schools and improving the education system at large in the last two years with *Merdeka Belajar*⁵ to build school and teacher creativity on applying education system

2. Verbal sentence

Verbal sentence is a sentence of the verb or activity. In English language, a verb form adjusts the subject and changes fitting the tenses. Example: She walks alone. She as subject, walks as verb and alone as adverb which prove that "she sleeps alone" is a verbal sentence. That is suffix-sin walk because she is singular, and the sentence using verb 1 because it is simple present tense.

Verbal sentence is the sentence that the predicate consists of verb. If the sentence begins with "to", it means infinitive or nonfinite verb. Auxiliary verb is the verbs which help another verb to establish or build a complete sentence and can be interpreted as the verb placed in front of subject for formatting tense, kinds of voice and mood.

⁵ Direktorat Jenderal Pendidikan Tinggi Kemdikbud RI *Buku Panduan Merdeka Belajar-Kampus Merdeka*, Edisi Ke Satu, Cetakan Pertama Tahun 2020

In simple present, verbal sentence is used to mention the command and request (just for second person), to mention habitual action, and to mention general truth. It also can be positive, negative, and interrogative.⁶

3. Descriptive paragraph writing

Students feel difficult in learning descriptive writing skill. They get confuse with the parts of descriptive writing itself, such as genre, generic structure, grammatical features. Description is a study how to organize a composition using the spatial order. Spatial order is arrangement of items in order by space.⁷ This explanation aims to explain to make students know writing is very useful for them to expressing their idea, opinions, or thoughts. Thus, it is very important to choose learning technique which can make them more enjoyable and more comfortable in teaching writing

F. The Scope of Study

The researcher divided the scope of the research into three parts, as follows:

The main purpose of this study is investigating the difficulties of students' understanding on verbal sentence in descriptive paragraph writing. Properly grammar in this case, by using the appropriate English grammar for the Seventh

⁶ Hari Indah Utari, *The Students' Ability To Identify Nominal And Verbal Sentences In English Of Grade VIII*, EXCELLENCE Journal of English and English Education Volume 1 | Number 1 | June | 2021. P 44

⁷ Oshima and Hogue *Writing Academic English* (New York: Logman) 1988 p. 40

Grade of Second Semester Furthermore, this study attempts to describe the students understanding in verbal sentence. The scope and limitation of the study are limited to the students who can use English at the seventh grade of MTsN 2 Aceh Tamiang and object of the research is the process of teaching verbal sentences in descriptive paragraph writing. The research will be conducted in MTsN 2 Aceh Tamiang.

CHAPTER II

LITERATURE REVIEWS

A. Theoretical Frameworks

This chapter contains references from experts who are charged with providing relevant knowledge in the field of research in the next chapter. The researcher will explain several theories and examine some research findings that are relevant to the research. This chapter will explain in depth about the variables that exist in this study.

1. Verbal Sentence

Tenses are verb forms that express the time of an action: present, past, and future. Students are still confused when they use nouns and spoken sentences in their writing. They often make some mistakes, students should learn to correct this error because writing clearly and correctly is important, but being a human is not sign of catastrophic defect.⁸ Especially when using "to be" and "verb" when writing sentences. A verb clause is a sentence that uses a verb as a predicate. The subject can be a noun/pronoun.

a. positive verbal sentence

This phrase is also often referred to as an affirmative phrase, which is generally used to explain an event or an action.

(+)
(+) S + am/is/are + v1 + o

Example: Putri is painting the wall

⁸ John Warner, *Why They Can't Write: Killing the Five-Paragraph Essay and Other Necessities* Amazon (2018): P. 271.

b. Negative Sentences

By preopening "am/is/are + not" these will be negative sentences verb.

(-) S + am/is/are +not +v1 + o

Example: They are not walking on land

c. interrogative sentence

Interrogative sentences are formed by adding "am/is/are" at the beginning of the sentence.

(?) am/is/are + s + v1 + o

Example: are they looking at us?

Most language sentences are longer than just two words, but every sentence tells a complete thought groups of words that make complete sentences are called phrases⁹

2. Paragraph

A paragraph is a group of closely related sentences that develop a single idea. From the definition, it is quite clear that only one topic is covered in one paragraph. Discussion of more than one topic is not acceptable under one paragraph. Moreover, paragraph is the basic unit of academic writing in English. Students who wish to study at a college or university need to learn how to write paragraphs because all other types of academic writing such as essays, reports, compositions and research papers are based on paragraphs. Academic paragraphs have a very specific organizational pattern. When it

⁹ C. Zemach, D. E. and Islam, "Paragraph Writing from Sentence to Paragraph. Between Towns Road," 2005.P. 7

follows this pattern, its paragraphs will be easy for the readers to understand. This simple pattern is based on the topic sentence, supporting sentence, and closing sentence.

a. Topic of Paragraph

Sentences that introduce the topic of a paragraph to the reader are called topic sentences. It should also be noted that the main idea is also stated in the topic sentence. The topic sentence consists of two parts, namely the topic and the controlling idea. Topic is a word or phrase, which introduces what the whole paragraph will cover and the controlling idea, Example: The University of Aceh is the first public university to be rented in Indonesia.

In the topic sentence above, The University of Aceh is the topic and (was the first publicly rented university in the state of Indonesia) controls the idea, which is also the author's opinion on the topic of the University of Aceh.

A paragraph does not always need a concluding sentence, for single paragraphs, especially long ones; a concluding sentence is a helpful to the reader because it is a reminder of the important points. However a concluding sentence is not needed for every paragraph in a multi-paragraph essay. A good topic sentence should have the following three characteristics. Using any of these three features will allow the author to expand his paragraph. Use descriptive adjectives before nouns.

a. The Body of Paragraph

Sentences that make up the body of a paragraph are called supporting sentences. Supporting sentences are used to support the topic sentence of your paragraph. This is a supporting sentence where it can provide logic and evidence through which, it can convince the readers or at least convey its own message to the audience. There are two types of supporting sentences, namely major supporting sentences and minor supporting sentences. The main supporting sentences directly support the topic sentence in a paragraph while the minor supporting sentences directly support the main supporting sentences and indirectly support the topic sentence

Most English writing is organized into paragraphs. A paragraph consists of several sentences. Paragraph is the basic unit of organization in writing in which a group of related sentences develops one main idea. Paragraph is a part of a written text which can be classified into three parts; they are the beginning, the body and the end. Mastering each set of basic ideas makes it easier to learn another basic idea. Learning to think in one knowledge system, it helps learn in another. Writing is very important to that process to make a appropriate paragraph,¹⁰ it can be concluded that a paragraph is a written text that contains several sentences and has three parts that develop one main idea.

¹⁰ Marjolijn Verspoor and Kim Sauter, "English Sentence Analysis," *English Sentence Analysis* (2000). P. 24

b. Types of Paragraph

There are many types of English paragraph writing, each of which is used for a different purpose and follows a different style or structure. A writer's style is a reflection of his personality, his unique voice, and the way he approaches his audience and readers. However, every work the author writes is for a specific purpose. There are four types of paragraphs: expository paragraphs, persuasive paragraphs, narrative paragraphs, and descriptive paragraphs.

- a. Expository: This type of paragraph explains something or gives instructions. It can also describe a process and drive step by step through a method. This type of paragraph often requires research, perhaps the author can rely on his own knowledge and expertise.
- b. Persuasive: this paragraph tries to the reader to accept a certain point of view or understand the author's position. This is the type of paragraph that many teachers focus on because it is useful when building arguments. This often requires gathering facts and research.
- c. Narrative: this type of paragraph tells a story. There is a sequence or there is a clear beginning, middle, and end of paragraphs.
- d. Descriptive: a type of paragraph writing that uses the five senses to paint a picture for the reader, this paragraph combines parables and certain details.

The last sentence of a paragraph is called the closing sentence. It summarizes the main point or restates the main idea in a different way. A

summarizing sentence reminds the reader of what the author's ideas were and their supporting points.¹¹

In this study, the researcher focused on descriptive paragraphs. The researcher chose descriptive because the first semester students of class VII MTsN 1 Seruway were studying descriptive paragraphs

b. Writing

a. The Nature of Writing

Writing which is one of the four skills in English is generally considered difficult for many students. Most students do not know what is meant by writing. Basically, writing is closely related to several definitions of writing, the researcher will present some experts opinion related to writing

Writing is a physical representation of language that is different from sound. Written language encodes thoughts into a form that allows those thoughts to be communicated to others¹²

Writing is powerful equipment in learning, but many mentors avoid assigning writing to avoid excessive.¹³ Writing is the process of putting thoughts into words and words on paper. It is called a process because different things happen at different stages. Describing the previous definition by stating that writing is one of the productive skills that communicate messages by making

¹¹ Dorothy E Zemach and Lisa A Rumisek, "Academic Writing: From Paragraph to Essay" Macmillan. 2005. P 19

¹² Vega Falcon Dr. Vladimir, "Languange Files 12: Material for an Introduction to Language and Linguistics, Gastronomía Ecuatoriana y Turismo Local.", vol. 1, 1967. P. 13

¹³ Richard. Paul, *The Thinker's Guide to How to Write a Paragraph: The Art of Substantive Writing*, 6 Tinworth Street, London SE11 5AL, United Kingdom. 2003. P. 85

signs on the page by forming letters or words and then combining them into words, sentences or series of sentences. This means that writing is not only writing sentences but also conveying messages that readers want to know through these sentences.

This shows that the writing process focuses on generate ideas, organize them sequentially, use discourse markers and conventions of analogy to place them cohesively into written texts, revise the text for clearer meaning, translate the text for grammatically appropriate and produce a final product. In line with this explanation, there are four processes in writing, namely drafting, revising, editing and making the final product.

b. Skills of Writing

When students learn to write, they also learn and acquire writing production skills. These skills will support them in producing texts and essays. proposed 12 micro writing skills. Some of them are:

1. Producing graphemes and orthographic patterns in English,
2. Producing writing at an efficient speed according to the purpose,
3. Generate acceptable core words and use appropriate word order patterns
4. Using appropriate grammar (e.g., tense, agreement, pluralization), patterns and rules,
5. Expressing certain meanings in different grammatical forms,
6. Using comprehensive tools in written discourse,

7. Using rhetorical forms and conventions of written discourse, and
8. Fulfill the communicative function of written text in accordance with its form and purpose.

c. Process of Writing

Writing is the activity of expressing and implementing ideas or ideas in written form. You can say this when we try to write something. Writing is a progressive activity. This means that when we first write something down, we have already thought about what we are going to say and how we are going to say it. It follows from this that writing is never a one-step action, a process consisting of multiple steps. Hamer explained that the writing process is divided into four stages.

1. Planning

Seasoned researchers plan what they are going to write about. Before you start writing or typing, try to decide what you want to say. For some researchers, this may require taking detailed notes. When planning, researchers need to consider three main aspects. First, they must consider the purpose of the writing, the audience for the writing, and the content structure of the script.

2. Drafting

We can call the first version of a font a draft. The first "traversal" of the text is usually done under the assumption that it will be changed later. As the writing process transitions

to editing, multiple drafts may be created over the course of the final version

3. Edit (reflect and modify)

Once researchers create a draft, they typically read what they've written to see where it works and where it does not

4. Final version

After the writers edited the draft and made the changes they deem necessary, they created the final version.¹⁴

d. Writing for Junior High School

Regulation of the Minister of Education and Culture Republic of Indonesia number 64 year 2013 concerning standards of contents of basic and secondary education This means that each school has the authority to develop and implement its own curriculum. However, schools must develop their curriculum based on the government curriculum. The current curriculum must be achieved by schools, especially in learning English. The process of teaching and learning English in senior high schools helps students reach the level of functional literacy. This means that students are expected to be able to communicate both in oral and written form to solve problems in everyday life.

The scope of English subjects in junior high schools consists of three competencies. The first competence is discourse competence

¹⁴ Nodelman, Perry and Mavis Reimer *More Words about Pictures Current Research on Picture Books and Visual/Verbal Texts for Young People Edited, More Words about Pictures Routledge. 2017. P. 38*

which is manifested in four basic skills: listening, speaking, reading, and writing. The second competency is the ability to understand and make various short functional texts, monologues and essays in the form of procedures, descriptive, recount, narrative, and reports supported by the use of vocabulary, grammar, and generic structures.

Based on the explanation above, there are two kinds of texts, namely descriptive texts and procedural texts that must be mastered by eleventh grade junior high school students in the first semester. Students must learn how to write texts based on general characteristics accurately, fluently and precisely.

However, the researcher will only focus on developing descriptive paragraph writing text material for seventh grade

c. Descriptive Paragraph Writing

Students feel difficult in learning descriptive writing skill. They get confuse with the parts of descriptive writing itself, such as genre, generic structure, grammatical features. Description is a study how to organize a composition using the spatial order. Spatial order is arrangement of items in order by space. This is explanations the students know writing is very useful for them to expressing their idea, opinions, or thoughts. Thus, it is very importance to choose learning technique which can make them more enjoyable and more comfortable in teaching writing. Example:

Borobudur temple was built in the ninth century under the Sailendra dynasty of the ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is famous all over the world. Its construction is influenced by Indian Gupta architecture. The temple is built on a hill 46 m high and consists of eight steps like a stone terrace in the shape of a square and surrounded by walls decorated with Buddha carvings on the top three circular sections. Each with a ring shaped bell for Stupa. The entire building is crowned by a large Stupa in the center in the center of the upper circle. The road to the top stretches through about 4.8 km of alleys and stairs.

The design of Borobudur which symbolizes the structure of the universe influences the temples in Angkor, Cambodia. Borobudur Temple which was inaugurated as an Indonesian monument in 1983 is a valuable treasure for the Indonesian people

The example above clearly a complex descriptive paragraph writing text, that describes all about the content for contextual learning

B. Previous Study

1. Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang. By Ade Dwi Jayanti (Politeknik Raflesia Curup)

In general, the students' writing ability of SMPN 33 Padang in writing English descriptive text is fair to poor. In specifically, it is found that the students' ability in writing identification (14 students: Good to average, and 9 students: Fair

to poor), in writing description (20 students: Fair to poor, and 3 students: Very poor), in using language features (1 student: Good to average, 12 students: Fair to poor, and 10 students: Very poor), in using vocabulary (1 student: Good to average, 20 students: Fair to poor, and 2 students: Very poor), and in using mechanics (1 student: Good to average, 19 students: Fair to poor, and 3 students: Very poor) of English descriptive text. Meanwhile, the students have some problems in writing English descriptive text. They are:

- a. Identification: Few students don't identify the object clearly in identification.
- b. Description: Some students do not describe parts, qualities and characteristics of object in description. It was caused the students cannot develop their ideas or information related to object in order to make descriptive text clearly.
- c. Language Features: In general, most of students do not know the basic structure of simple present tense itself. So, it affects error structure of sentences which is written by students. In specifically, most of them have omission of be, wrong use of singular and plural be, omission of suffix *-s/-es* and wrong use of verb. Furthermore, the students often use ordinary verb "have" to third singular subject because they do not know how to differentiate between singular and plural subjects in writing a sentence. After that, many students also often make mistakes in using V1 and V1+s/es. Finally, they often put adjective after noun/ object in writing sentence.

- d. Vocabulary: Many students have poor vocabulary in English. Furthermore, many students use vocabulary which are unsuitable contextually. So, they need to enrich their vocabulary.
- e. Mechanics: In punctuation, many students don't use period (.) at the end of sentence. Next, some students put commas (,) in uncorrected position, such; putting comma at the end of sentence. Furthermore, some students also write a run-on sentence which is caused by have no punctuation. The students have to pay attention to punctuation because it is necessary to make meaning clearly.¹⁵

2. The Importance of Paragraph Writing: An Introduction By Omid Wali (Ph.D. Research Scholar, Department of English, Aligarh Muslim University, UP, India)

In order to improve the English writing skills of Nangarhar University students, especially English students, try to discuss paragraphs that are considered to be the foundation of all other types of academic writing. Then it's easy to expand that into an article. This article attempts to introduce paragraphs from different perspectives, such as: definitions, organizational parts of paragraphs, format of paragraphs, and basic types of paragraphs, writing process, and characteristics of good writing, so this concise and concise information will help students improve Writing Skills develop paragraphs specifically in English.

¹⁵ Jayanti, Ade Dwi "Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang" English Franca, Vol. 3. No. 1. 2019. P. 90-92.

- a. It is very important for students of all majors to develop paragraph writing skills. Therefore, they will submit their school and college essays in a standardized manner.
 - b. Knowing and writing coherent paragraphs will help students develop other forms of writing such as essays, letters, and others¹⁶
3. A Comparative Study Between the Use of Free Writing Technique and Clustering Technique in Increasing the Learners' Descriptive Text Writing Ability at the Second Semester of the Seventh Grade Learners at SMP IT Ar Raihan Bandar Lampung in Academic Year of 2017/ 2018. By Tri Handayani (Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University of Lampung)

Statistically evaluation of the data. Based on the results, it can be concluded that in the post-test scores of the first experimental session (clustering technique), the learners' descriptive text writing improved. At the same time, there was no improvement in the learners' descriptive texts, as can be seen from the results of the learners after the second experimental session (free writing skills). The post-test mean of the first class was statistically higher than the post-test of the second class. From this it can be concluded that there are differences between learners.

The Results of writing descriptive texts between those taught by freelance writing skills and clustering skills. It is supported by $T_{observed} > T_{critical}$ is

¹⁶ Wali, Omid. "*The Importance of Paragraph Writing: An Introduction*". Ph.D. Research Scholar, Department of English, Aligarh Muslim University, UP, India 2014

10.189 > 2.056, which means writing descriptive text using clustering techniques has advantages for SMP IT Ar Raihan Bandar Lampung's second semester seventh grade learners¹⁷.

¹⁷Handayani, Tri “*A Comparative Study Between the Use of Free Writing Technique and Clustering Technique in Increasing the Learners’ Descriptive Text Writing Ability at the Second Semester of the Seventh Grade Learners at SMP IT Ar Raihan Bandar Lampung*”. Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University of Lampung 2017

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is a method of systematically solving a research problem. Research is equally important to social scientists when it comes to learning social relations and seeking answers to various social questions. Research can be interpreted as a mode of observation or investigation aimed at finding answers or questions about the process of discovery, including discovery and invention (the discovery of truly newer).¹⁸

Research includes all search activities, investigations and scientific experiments in a specific field to obtain facts or update principles, with the aim of obtaining updated information and improving the level of science and technology.¹⁹ The paragraph above means that research is a process of finding new information, especially to increase knowledge. In this study, the researcher chooses a qualitative study using a descriptive approach.

Qualitative approach to research is concerned with subjective assesment of attitudes, opinions, and behavior.²⁰ The researcher used this type of research was to find the authentic information/ data in the field research. The data in qualitative research is not in numbers but the data is derived from the text of an interview, personal document, and other official documents.

¹⁸ Syamsuddin, Vismaia, Damayanti, *Metode Penelitian Pendidikan Bahasa*. Bandung: PT. Remaja Rosdakarya. 2006. P. 2

¹⁹ Margono. *Metode Penelitian Pendidikan*. Jakarta: Rineka Cipta. 2007. P. 1

²⁰ Kathory. *Methodology Methods and Technique*, (New Delhi: New Ag International LTD, 2004). P. 6

B. Research Location

The research took a place in Seruway, MTsN 2 Aceh Tamiang located on Mesjid Al-Fu'ad Street Pekan Seruway. The researcher chose grade VII second semester. Thus class consists of 34 students (12 Males, 22 Females). There were learning descriptive paragraph writing based on their curriculum, this became a appropriate reason to did a research. The research had been done since June 20th, 2022 until the data were fully collected.

C. Data Sources

Qualitative research is a procedure that produces descriptive data in the form of written or spoken word of a person or behavior observed.²¹ The researcher uses a sample of primary and secondary data sources and also from other sources such as books, journals, articles. The researcher will use a primary data from the second semester in seventh grade of MTsN 2 Aceh Tamiang. the total number of students is 34 students

D. Subject of the Research

Subject of the research is a way to take a sample, that is determining the informants are considered able to answer and to solve the problems. The aim is to detailing the specificity existing in the context of the unique concoction, whereas the purpose of sampling is to dig will be the basic the design of the emerging

²¹ Moleong, Lexy J. 2010. *Metodologi Penelitian Kualitatif Edisi Revisi*. Bandung: PT. Remaja Rosdakarya. P. 27

theory.²² This research is a qualitative research with a descriptive design. Therefore, the sample uses purposive sampling, namely the sample that is connected by certain provisions that are applied based on the research objectives. The researcher chose grade VII second semester. Thus class consists of 34 students (12 Males, 22 Females)..

E. Research Instruments

Determining the research instrument in this study is important. Instrument which has been selected as a supporting tool to collect data, the most common instruments used in qualitative research are observations, interviews, and documents.²³ In this study, researcher used observations and documents to collect data

1. Observation

When topics and goals are not well defined, this can always be observed. It is called direct observation because information is written about a phenomenon or event that is happening at the same time. After a while of observing, this may give the researcher a better idea of the research problem and start writing the topic, research objective, question, or change if needed. Direct observation begins with the researcher's first interaction with the phenomenon to be studied. Observation is divided into structured observation and unstructured observation. The

²² Moleong, Lexy J. 2010. *Metodologi Penelitian Kualitatif Edisi Revisi*. Bandung: PT. Remaja Rosdakarya. P. 19

²³ Arikunto. 2010. *Prosedur Penelitian (Suatu Pendekatan Praktik)*. Jakarta: PT. Rineka Cipta. P. 274

difference between the two is that structured observation is carried out with an observation guide and is non-participant. However, unstructured observation does not require an observation guide and can be participant or nonparticipant.

2. Documentation

Documents are often used because of the various ways in which they can support and strengthen research. Documents can be used in various fields of research, either as a primary data collection method or as a complement to other methods. Documents can provide additional research data, making document analysis a useful and useful method for most research. Naturally, documents are not just manufactured, they are consumed.²⁴ Documents can provide background information and a wide range of data, and therefore help in contextualizing one's research in the subject or field. The researcher collects data from, syllabus, lesson plans, and final grades of students

F. Technique of Collecting Data

Technique is very specific, concrete strategy or trick designed to accomplish an immediate objective.²⁵ Collecting data is very important steps in doing a research. Therefore, the researcher must have skill in gathering data. In collecting the data, the researcher conducts the research by using observation and documentation.

²⁴ Lindsay. 2003. *Using Documents in Social Research*, London: Sage Publication Ltd, 6 Bonhill Street. P. 4

²⁵Yopisensei, *Difference Between Approach Method* , <http://yopisensei.blogspot.com/2009/12/difference-between-approach-method.html>

1. Observation

Observation as a data collection technique has the specific feature compared with other techniques, that is interview and questionnaire. If interviews and questionnaires always communicate with others, then the observations are not limited to people but also on objects other objects.²⁶ Observation is an activity which done carefully and systematically to the object in field by the researcher. The researcher as a participant observer is going to observe the students with observation checklist, to show the process of teaching learning descriptive paragraph writing. A checklist contains list of different feature of a lesson, which the researcher complete while observing the class. Checklist provides a clear focus for observation, however checklist can only be used for certain aspect of the lesson.

2. Documentation

Documentation is needed to show the concrete data can be used to prove that this research has been done in correct way, the documentation should be done and it is actually one of the most important parts when doing research. The document was collected after the students doing final examination in English subject. For further concrete document researcher designed a question that include the descriptive paragraph writing

²⁶ Sugiyono. 2010. *Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif Dan R&D)*. Bandung : Alfabeta. P. 117

G. The Technique of Data Analysis

According to Bogdan and Biklen, data analysis the efforts made by the data, organize data, and processing the data into units that can be managed, synthesize, search and find patterns, find what is important and what studied, and decide what can be told to other people.²⁷ Data analysis by organizing the data, translate it into the units, synthesize, organize into in a pattern, choose what is important and make inferences. Miles and Huberman argued that the analysis consists of three grooves activities going on simultaneously: data reduction, presentation the data, drawing conclusions or verification.²⁸ Miles and Huberman suggests that activity in the qualitative data analysis done interactive and takes place continuously until complete, so that the data is already saturated²⁹.

1. Data Reduction

Data reduction is a form of analysis that classifying, directing, and organizing data in such way, so that it can be reduced data verification. Collecting the data obtained from interviews, observations, and field notes.³⁰

2. Data Display

The data have been reduced and then made the presentation of data. The presentation of data can be done in the form of brief description, charts,

²⁷ Moleong, Lexy J. 2010. *Metodologi Penelitian Kualitatif Edisi Revisi*. Bandung: PT. Remaja Rosdakarya. P. 40

²⁸ Miles, Matthew B. dan A.M Huberman. *Analisis Data Kualitatif. Terjemahan Tjetjep Rohendi Rohidi*. Jakarta: UI Press. 1992. P.22

²⁹ Sugiyono. *Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif Dan R&D)*. Bandung: Alfabeta. 2010. P. 120

³⁰ Matthew, B.Meles, dkk, *Analisa Data Kualitatif*, (Jakarta:UI Press,1993). P .16

relationship between categories, and so on. By data display, then the data is organized, arranged in a pattern of relationships that would be easily understood

3. Conclusion Drawing/ Verification

Conclusion drawing and verification. Presented preliminary conclusion is still tentative and will change if not found evidence that supports strong data collection on the next stage.³¹ The conclusion in qualitative research may be able to answer the formulation of the problem that formulated from the beginning, but maybe not, because as has been stated issues and problems in the qualitative research is still tentative and will be developed after research in the field.

H. The Validity of Data

In order to get the validity in qualitative research, the researcher used triangulation. According to milan, triangulation is the use of different methods of gathering data or collecting data with different sample, at different times, or in different places, to compare different approaches to the same thing.³² The statement above supported by Cohen and Manion as quoted by setiyadi that, “ triangulation in testing validity of these data are interpreted as checking of data from various sources with various ways, and different time. Triangulation of data collection techniques, and time, triangulation of researchers.”³³

³¹Matthew, B.Meles, dkk, *Analisa Data Kualitatif*, (Jakarta:UI Press,1993). P .345

³² James H Mcmillan, *Education research, Fundamentals For The Consumer, Fifth Edition*, (USA: Person Education. 2008). P. 296

³³ Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing: Pendekatan Kualitatif dan Kuantitatif*, (Yogyakarta: Graha Ilmu. 2006). P.246

It means that the triangulation was used to check the real findings or whether the findings were in line with the reality. Thus, in this research the writer uses triangulation method which consists of two kinds, those are: observation and documentation

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

Related to the research data, this chapter presents findings and discussion, the data were collected from observation and documentation. The formation of the analysis is divided into findings and discussion part. The researcher analyzed the result data by teaching verbal sentence in Descriptive paragraph writing during their classroom interaction.

Based on the observation and documentation, the researcher found some problems that the students' common problems in mastering verbal sentence in descriptive paragraph writing such as the students were difficult in defining verb, vocabulary, paragraph and differentiate between articles and tenses. It could be identified that the students are not able to control verbal sentence such as time of the actions and events take place so that they often make error in positioning, errors in duration of the action. The researcher did the research from June 2022 until the data fully collected, some results of observation that prove the students' difficulties in English verbal sentence in the following.

a. Students' Difficulties to Identify Verbal Sentences

1. Verbs Accuracy

The researchers concluded that some students are prone to omitting the be verb to be when forming sentences. Be verbs consist of am, is, are, was, were. They are either used independently as nonaction verbs in sentences or as auxiliary verbs in tenses. The lowest errors number that produced by the students is in singular/ plural. The students are easy to choose which one the correct verb that they need to use. It showed that the students' understanding is quite fair in singular/ plural. The singular/plural is a familiar subject and verb in a sentence. Beside, the singular/plural is quite easy to understand even the students also answered the questions incorrectly in multiple choice

2. Vocabularries

Students' ability to master vocabulary greatly affects verbal sentences, because if students do not have enough vocabulary they will be overwhelmed in learning verbal sentences. Vocabulary is obviously important for language learning because it is the basic of all other language skills, can be a stepping stone to advanced language use, and can help students become fluent faster. In order to have a rich vocabulary, students must not only learn as many words as possible, but also memorize them, because learning is actually memorizing. Unlike grammar learning

based on a rule system, vocabulary knowledge involves collecting individual elements. It is a learning process that is mainly based on memory.

Researcher showed that in most cases, students need to see, read, and interact with a word 5-7 times before it can be incorporated into long-term memory. Words are easier to learn when students is active - draw pictures of the words, write their own definitions, and come up with an example sentence the teacher can use.

3. Paragraph

A descriptive paragraph is a paragraph that clearly describes a place, environment, or other object. Descriptive paragraph is a paragraph that can explain or explain an object, and make the reader seem to see or feel the object that the author describes. Some students feel difficult on distinguishing kinds of paragraphs, the reason for the difficulty of the students is did not understand the material descriptive writing, recount text or other kinds. It can be concluded that the reason for their difficulty is the lack of subject knowledge the of English peregraph, by the data showed they do not understand the material descriptive paragraph writing, the descriptive text material is difficult understand

4. Present Tense

Knowledge of tenses is very necessary to understand the types of paragraph forms, because some paragraphs can be indicated through what tenses are used, the data showed that English is difficult to learn, because, they have difficulty

remembering tenses and do not know how to apply forms in sentences. Although, they had actually studied it before, but they still forget the material. The students also can not answer the difference among present tense with the other types of tenses and when they use them in sentences. In other words, the present tenses become difficult for the student to learn

5. Article

Correct use of articles is one of the most difficult points in English grammar. Indefinite articles are grouped into articles 'a' and 'an'. The article 'a' is used for singular nouns that start with a consonant sound while 'an' is used for nouns that start with a vowel. The indefinite article is used in various variations too. But the students made some error when answered the question, in this type of error, there is an omission of the article in the sentence or the article is wrong selected. This refers to using a, an, the, or none at all. so made they have another understanding with the topic they read in descriptive paragraph writing.

b. The Learning Process

The observation sheet explained that student cannot mastering the material directly, the first was their error in understanding the material (verbal sentence in descriptive paragraph writing), for the student it is not possible to understanding in the first meeting, the other grammatical is also not easy, but verbal sentences need more attention

Based on the observation process that has observed in the research location. The researcher took the summaries that teachers will analyze the errors systematically, they will know what level students have reached, how much students approach to the target language, what students should continue to learn and what strategies and steps students take in their learning process; problem is the way the learners use to test the hypothesis to the rules of target language. Based on observation , it showed learner can realize their weaknesses through analyzing and correcting their mistake by the time.

After the data from observation showed the result, here along with this document midtest, prove that the students did not fully understand the command or the original meaning of the question, these 10 questions are divided into 5 categories, namely, vocabulary, verbs, paragraphs, present tense and articles

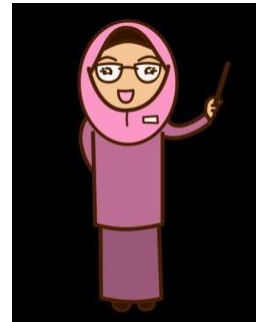
Question for 1-2

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

1. Does the writer like his class very much ?
 - a. Yes, the writer does
 - b. No, the writer does not
 - c. Yes, the writer is
 - d. No, the writer is not

2. Be careful with the dog! It sometimes . . . people.
 - a. Bit
 - b. bite
 - c. bites
 - d. biting

3. choose the suitable description from the picture!
 - a. She is wear black veil.
 - b. She wear pink glasses.
 - c. She wears pink veil.
 - d. She is wears blue glasses.



4. Alvin`s hair ... curly
 - a. was
 - b. Am
 - c. Are



d. Is

5. She has long and thick fur. The antonym of the underlined word is...

a. Heavy

b. Length

c. Short

d. Fragnant

6. The knife is in the

a. living room

b. dining room

c. bedroom

d. kitchen

7.*Ganges* isIndian river.

a. A - The

b. An - The

c. The - An

d. A - an

8. He has ___ new motorcycle.

a. A

- b. An
- c. The
- d. And

Bale Kambang

Bale Kambang Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali. In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

9. What is the main idea of the second paragraph?
- a. There are three rocky islands in Bale Kambang
 - b. Huge waves frighten many overseas cruisers
 - c. Names of rocky islands are taken from "wayang" figures
 - d. The rocky islands are in the middle of the sea

Cats

I love cats very much. I keep some cats in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur?

Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a persian cat. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

10. What kind of text is the text above?

- a. Report
- b. Recount
- c. Descriptive
- d. Narrative

The causes of problems are these following aspects: Firstly, they were difficult in defining verb, vocabulary, paragraph and differentiate between articel and tenses, it makes students feel much more difficult in learning verbal sentence. Secondly, students are not able to grasp the grammar so thoroughly and they pay too much attention to the form of the language; they apply language rules mechanically and ignore the inner meaning of the language; they are not able to master the basic rule of verbal sentences systematically, so they can not choose the proper rules that should be used. Thirdly, they lack English basic knowledge. They do not know the English basic grammar, can not understand the sentence structure correctly and they fail to grasp enough vocabulary and also to separate among; article, present tense, verb and paragraph

B. DISCUSSION

learning descriptive paragraph is a gradual process. The learning of verbal sentence is based on solid knowledge of vocabulary and grammar structure. So students should know the sentence components, for example, subject, object, predicate, adverbial etc. If they do not know these components and know the relationship of the components, they will find it difficult to judge which sentence word should be chosen. In addition to that, if students have not enough vocabulary, they can't understand the sentence. On some conditions students have a good grasp of necessary basic knowledge of English, they can successfully learn more knowledge of English. So it requires teachers continue to strengthen the students' basic knowledge training in English classroom. Teachers can set up necessary context to help students grasp vocabulary effectively. Teachers should also help students to strengthen the learning of verbal sentence, especially for five kinds of simple sentences in English.

Based on the data, the result of the observation and documentation, It was found that student got difficulties in mastering verbal sentence because, they were confused in the meaning and never learn verbal more specifically. The documentation proved that the lack of vocabulary subject meeting and less interested in conversation using verbal sentence could influence the lack of student verbal sentence mastery. From documentation, the question 1-2 showed that the students were really less in

understanding kinds of paragraph, some other reasons in their class lack of vocabulary subject meeting, less of verbal sentence application in conversation, and never know more specifically about verbal sentence are the most problem found in learning descriptive paragraph writing and those became the fundamental factors for the students difficulties in mastering verbal sentence in descriptive paragraph writing

Teachers should pay attention to sum up knowledge in time in addition to finishing language points of each class in order to help students establish knowledge system. As for the usages that are easily confused, teachers should give a clear explanation and compare the difference between these usages and let students practice using them correctly. Comparison is an effective way to deepen students' impression. For example, when teaching verbal sentence, teachers should compare the usages of "is" and "are" and make it clear that when "is" should be used and when "are" should be used. In addition to that, teacher should let students know the difference between "was" and "were" and difference between these tenses, it is a basic rule of English grammar.

CHAPTER V

CONCLUSION

A. Conclusion

1. Based on the results of the research, there are several conclusions that can be derived from the analysis: the researcher found some problems that the students' experience in mastering verbal sentence in descriptive paragraph writing such as the students were difficult in defining verb, vocabulary, identifying paragraph and distinguishing between article and tenses. It could be identified that the students are not able to identify verbal sentence such as time of the actions and events take place so that they often made error in applying verbal sentence.
2. Based on observation and documentation since the learning process the researcher conclude that the students consider that verbal sentence in descriptive paragraph writing can be learned without having some knowledge around verbs, present tense, articles and vocabularies, the fact that they did not mastered paragraph well. Do not grasping the pattern comprehensively which make them difficult to understanding the verbal sentence

3. Suggestion

Related to the conclusions above, there are some suggestions for the English Teacher, the seventh grade students and the further researcher for verbal sentence in descriptive paragraph

1. For Teacher : Teachers should help students to strengthen the learning of English Lesson, especially for four kinds of basic English skills sentences, in this case, verb, article, present tense, paragraph and more vocabularies.
2. For Student : Students have to grasp of necessary basic knowledge of English, they can successfully learn more knowledge of verbal sentence in descriptive paragraph writing.

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CHAPTER I

INTRODUCTION

A. Background of Study

English consists of four basic skills they are: listening, speaking, reading and writing skill. All these skills basically train people in learning how to communicate and to deliver a message with another. Listening and reading are to improve the ability in communicate in English. Speaking and writing are to express our feeling. Harmer states that writing has always formed part of syllabus in teaching of English.¹ From the statement above, it is obvious that writing is important part to be learned. The students have to be able to improve their ideas in good writing form.

However, most students have difficulty distinguishing the form of spoken sentences in their descriptive paragraph writing. Errors in language learning are sometimes natural and common. Therefore, teachers must do their best to prevent students from making mistakes, not to discourage them. Additionally, understanding the source of errors helps teachers teach questions so that students can construct appropriate presentation formats.

The mistakes learners make are important because these questions guide teachers so they know what to teach. When teachers analyze errors systematically, they know what level students have achieved, how close students are to the target

¹ Jeremy Harmer, "The Practice of English Language Teaching with DVD (4th Edition) (Longman Handbooks for Language Teachers) by Jeremy Harmer (z-Lib.Org).Pdf," 2002. P. 22

language, what students should study further, and the strategies and steps students follow along the way. Mistake is the way the learners use to test the hypothesis to the rules of target language. Learners can realize their weaknesses through analyze and correcting what they did.

Students can find characteristics of second language learning through analyzing their basic English ability. Revealing the process of language learning and provide the basis for the acquisition of language. Far more significant is the way that information about target language now is given. The internal language, in the technical sense, is a state of the faculty of language. Each internal language has the means for constructing mental objects with which to express thoughts and for interpreting the infinite array of open expressions that one encounters. Each of these mental objects relates sound and meaning in a particular structured form.² Based on the statement above, learning English as second language is the process when learners commit mistake and correct them continuously. When students write, they express their feelings and ideas into a word, word into sentence, sentence into paragraph, and it needs hard thinking to produce at the same time.

Writing is also complicated because the rule has to be cleared for the reader target, how a writer makes connection with the reader target, the researcher should do and learn while making a research. In writing, the use of rules of grammar, punctuation and spelling are very important to make explicit sentences.

² Jacobus A Naudé, *On Nature and Language, Southern African Linguistics and Applied Language Studies*, vol. 24, 2006. P. 48

In this study, the researcher will conduct a research under the title Teaching Verbal Sentences in Descriptive Paragraph Writing at the Seventh Grade of Second Semester at MTsn 2 Aceh Tamiang

B. Research Questions

Based on the background, the problems of the research can be formulated as follows :

1. What are the difficulties faced by the students in understanding verbal sentences in descriptive paragraph writing?
2. How are the students learning process in understanding verbal sentences in descriptive paragraph writing?

C. Purposes of Study

1. To find out the students' difficulties in understanding verbal sentences in descriptive paragraph writing.
2. To describe the learning process of verbal sentences in descriptive paragraph writing.

D. Significances of Study

Based on the objectives of the study, the researcher expects the benefit of this study are focused on two main purposes, theoretically this study will describe general problem in improving writing teaching, especially in teaching descriptive paragraph writing. Practically, this study finds out the specific problems in teaching verbal

sentences in descriptive paragraph writing. Meanwhile, for Teachers they know problems that make their students difficult in understanding verbal sentences in descriptive paragraph writing. For Students, students will solve their own problems in understanding verbal sentences in descriptive paragraph writing. Also the last for researcher to improve comprehension of writing sentences and as reference material in conducting similiar reserach.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

Related to the research data, this chapter presents findings and discussion, the data were collected from observation and documentation. The formation of the analysis is divided into findings and discussion part. Based on the observation and documentation, the researcher found some problems that the students' faced in mastering verbal sentence in descriptive paragraph writing such as the students were difficult in defining verb, vocabulary, paragraph identification and distinguishing article and tenses. It could be identified that the students were not able to control verbal sentence such as time of the actions and events take place so that they often make error in positioning, errors in duration of the action. The researcher did the reasearch from June 2022 until the data fully collected, some results of documentation showed the students' difficulties in English verbal sentence in the following.

- a. Students' difficulties in identifying verbal sentences in descriptive paragraph writing

1. Verbs Accuracy

Result showed 22 students made mistakes in verb accuracy, some students were prone to omitting the "be" verb to be when forming sentences. Be verbs consist

of am, is, are, was, were. They are either used independently as nonaction verbs in sentences or as auxiliary verbs in tenses. The lowest errors number that produced by the students is in singular/ plural. The students are easy to choose which one the correct verb that they need to use. It showed that the students' understanding is quite fair in singular/ plural. The singular/plural is a familiar subject and verb in a sentence. Beside, the singular/plural is quite easy to understand even the students also answered the questions incorrectly in multiple choice

2. Vocabularies

Students' ability to master vocabulary greatly affects verbal sentences, it is because, if students do not have enough vocabulary they will be overwhelmed in learning verbal sentences. By data, total 25 students can not remember the vocabularies last meeting. Vocabulary is obviously important for language learning because it is the basic of all other language skills, can be a stepping stone to advanced language use, and can help students become fluent faster. In order to have a rich vocabulary, students must not only learn as many words as possible, but also memorize them, because learning is actually memorizing. Unlike grammar learning based on a rule system, vocabulary knowledge involves collecting individual elements. It is a learning process that is mainly based on memory.

Researcher showed that in most cases, students need to see, read, and interact with a word 5-7 times before it can be incorporated into long-term memory. Words

are easier to learn when students is active - draw pictures of the words, write their own definitions, and come up with an example sentence the teacher can use.

3. Paragraph Identification

A descriptive paragraph is a paragraph that clearly describes a place, environment, or other object. Descriptive paragraph is a paragraph that can explain or explain an object, and make the reader seem to see or feel the object that the author describes. Some students feel difficult on distinguishing kinds of paragraphs, 29 from 34 students can not distinguishing what kind of paragraph they were learning, the reason for the difficulty of the students is did not understand the material descriptive writing, recount text or other kinds. It can be concluded that the reason for their difficulty is the lack of subject knowledge the of English peregraph, by the data showed they do not understand the material descriptive paragraph writing, the descriptive text material is difficult understand

4. Present Tense

Knowledge of tenses is very necessary to understand the types of paragraph forms, because some paragraphs can be indicated through what tenses are used, the data showed that English is difficult to learn, it proved that 22 students answered wrong choice, because they have difficulty remembering tenses and do not know how to apply forms in sentences. Although, they had actually studied it before, but they still forget the material. The students also can not answer the difference among

present tense with the other types of tenses and when they use them in sentences. In other words, the present tenses become difficult for the student to learn

5. Article

Correct use of articles is one of the most difficult points in English grammar. Indefinite articles are grouped into articles 'a' and 'an'. The article 'a' is used for singular nouns that start with a consonant sound while 'an' is used for nouns that start with a vowel. The indefinite article is used in various variations too. But the students made some error when answered the question, 25 students from total 34 choose the wrong answer, in this type of error, there is an omission of the article in the sentence or the article is wrong selected. This refers to using a, an, the, or none at all. so made they have another understanding with the topic they read in descriptive paragraph writing.

b. The learning process of verbal sentences in descriptive paragraph writing

Based on the observation the first meeting, the observation sheet explained that student cannot mastering the material directly, the first was their error in understanding the material (verbal sentence in descriptive paragraph writing), for the students it is difficult to understand at the first meeting, the other grammatical is also not easy, but verbal sentences need more attention

First meeting on Friday, June 17, 2022. The teacher starting the class with prayer and some verses of *Al-qur'an*, the teacher asked what they learned from the

last meeting before today's material was given, some students answer directly with *LKS (Lembar kerja siswa)* on their hand, when the teacher explained the material, all the students listened quietly, then the teacher gave a command, some students gave the responses, but none of them raised their hand to ask a question, this made them did not understand the material on first meeting.

Second meeting on Monday, June 20, 2022. The teacher starting the class with prayer and some verses of *Al-qur'an*, the teacher asked what they learned from the last meeting, some students answer directly, when the teacher explained the material, all the students listened quietly, then the teacher gave a command, some students gave the responses, they raised their hand to ask a question, after the teacher explained what they asked the student still not understand the material on the second meeting.

Third meeting on Friday, June 24, 2022. The teacher starting the class with prayer and some verses of *Al-qur'an*, the teacher asked what they learned from the last meeting, some students answer directly, when the teacher explained the material, all the students listened carefully, then the teacher gave a command, some students gave the responses, they raised their hand to ask a question, after the teacher explained what they asked the student with another way, but the students still not understand the material on the third meeting.

Fourth meeting on Monday, June 27, 2022. The teacher starting the class with prayer and some verses of *Al-qur'an*, the teacher asked what they learned from the last meeting, some students answer directly, when the teacher explained the material, all the students listened quietly, than the teacher gave a command, some students gave the respons, they raised their hand to asked a question, after the teacher explained what they asked, some students understood about the material explained.

Based on the observation process in the research location. The researcher took the summaries that teachers will analyze the errors systematically, they will know what level students have reached, how much students approach to the target language, what students should continue to learn and what strategies and steps students take in their learning process; problem is the way the learners use to test the hypothesis to the rules of target language. Based on observation , it showed learner can realize their weaknesses through analyzing and correcting their mistake by the time.

After the data from observation showed the result, here along with this document midtest, prove that the students did not fully understand the command or the original meaning of the question, these 10 questions are divided into 5 categories, namely, vocabulary, verbs, paragraphs, present tense and articles, 70% students made the wrong answer.

The causes of problems are these following aspects: Firstly, they were difficult in defining verb, vocabulary, paragraph and differentiate between articel and tenses, it

makes students feel much more difficult in learning verbal sentence. Secondly, students are not able to grasp the grammar so thoroughly and they pay too much attention to the form of the language; they apply language rules mechanically and ignore the inner meaning of the language; they are not able to master the basic rule of verbal sentences systematically, so they can not choose the proper rules that should be used. Thirdly, they lack English basic knowledge. They do not know the English basic grammar, can not understand the sentence structure correctly and they fail to grasp enough vocabulary and also to separate among; article, present tense, verb and paragraph

B. DISCUSSION

learning descriptive paragraph is a gradual process. The learning of verbal sentence is based on solid knowledge of vocabulary and grammar structure. So students should know the sentence components, for example, subject, object, predicate, adverbial etc. If students do not know these components and know the relationship of the components, they will find it difficult to judge which sentence word should be chosen. In addition, if students do not have enough vocabulary, they can not understand the sentence, in some conditions if students could grasp basic knowledge of English, they could successfully learn English. Therefore teachers require to continue to strengthen the students' basic knowledge training in English classroom. Teachers can set up necessary context to help students grasp vocabulary

effectively. Teachers should also help students to strengthen the learning of verbal sentence, especially for five kinds of simple sentences in English.

Based on the data, the result of the observation and documentation, it was found that student got difficulties in mastering verbal sentence because, they were confused about meaning and never learn verbal more specifically. The documentation proved that the lack of vocabulary subject meeting and less interested in conversation using verbal sentence could influence the lack of student verbal sentence mastery. From documentation, the question 1-2 showed that the students were really less in understanding kinds of paragraph, some other reasons in their class lack of vocabulary subject meeting, less of verbal sentence application in conversation, and never know more specifically about verbal sentence are the most problem found in learning descriptive paragraph writing and those became the fundamental factors for the students difficulties in mastering verbal sentence in descriptive paragraph writing

Teachers should pay attention to sum up knowledge in time in addition to finishing language points of each class in order to help students establish knowledge system. As for the usages that are easily confused, teachers should give a clear explanation and compare the difference between these usages and let students practice using them correctly. Comparison is an effective way to deepen students' impression. For example, when teaching verbal sentence, teachers should compare the usages of "is" and "are" and make it clear that when "is" should be used and when "are" should be used. In addition to that, teacher should let students know the

difference between “was” and “were” and difference between these tenses, it is a basic rule of English grammar.

CHAPTER V

CONCLUSION

A. Conclusion

1. Based on the results of the research, there are several conclusions that can be derived from the analysis: the researcher found some problems that the students' experience in mastering verbal sentence in descriptive paragraph writing such as the students were difficult in defining verb, vocabulary, identifying paragraph and distinguishing between article and tenses. It could be identified that the students are not able to identify verbal sentence such as time of the actions and events take place so that they often made error in applying verbal sentence.
2. Based on observation and documentation since the learning process the researcher conclude that the students consider that verbal sentence in descriptive paragraph writing can be learned without having some knowledge around verbs, present tense, articles and vocabularies, the fact that they did not mastered paragraph well. Do not grasping the pattern comprehensively which make them difficult to understanding the verbal sentence

3. Suggestion

Related to the conclusions above, there are some suggestions for the English Teacher, the seventh grade students and the further researcher for verbal sentence in descriptive paragraph

1. For Teacher : Teachers should help students to strengthen the learning of English Lesson, especially for four kinds of basic English skills sentences, in this case, verb, article, present tense, paragraph and more vocabularies.
2. For Student : Students have to grasp of necessary basic knowledge of English, they can successfully learn more knowledge of verbal sentence in descriptive paragraph writing.

Question for 1-2

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

1. Does the writer like his class very much ?
 - a. Yes, the writer does
 - b. No, the writer does not
 - c. Yes, the writer is
 - d. No, the writer is not

2. Be careful with the dog! It sometimes . . . people.
 - a. Bit
 - b. bite
 - c. bites
 - d. biting

3. choose the suitable description from the picture!
 - a. She is wear black veil.
 - b. She wear pink glasses.
 - c. She wears pink veil.
 - d. She is wears blue glasses.



4. Alvin`s hair ... curly

- a. was
- b. Am
- c. Are
- d. Is



5. She has long and thick fur. The antonym of the underlined word is...

- a. Heavy
- b. Length
- c. Short
- d. Fragnant

6. The knife is in the

- a. living room
- b. dining room
- c. bedroom
- d. kitchen

7.Ganges isIndian river.

- a. A - The
- b. An - The
- c. The - An
- d. A - an

8. He has ____ new motorcycle.

- a. A
- b. An
- c. The
- d. And

Question for 9-10

Bale Kambang Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali. In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

9. What is the main idea of the second paragraph?
- a. There are three rocky islands in Bale Kambang
 - b. Huge waves frighten many overseas cruisers
 - c. Names of rocky islands are taken from "wayang" figures
 - d. The rocky islands are in the middle of the sea

I love cats very much. I keep some cats in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her

fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a persian cat. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

10. What kind of text is the text above?

- a. Report
- b. Recount
- c. Descriptive
- d. Narrative