AN ANALYSIS OF STUDENTS' LINGUISTIC PROBLEM IN WRITING DESCRIPTIVE TEXT AT MTS MUHAMMADIYAH PALLEKO

Nurjannah

Muhammadiyah University of Makassar
Nurjannahdarwis507@gmail.com

ABSTRACT

The study aims to find out the Improvement of the Students' linguistic problem in writing descriptive text at MTs Muhammadiyah Palleko. The problem statement of the studyWhat is the linguistic problem of students' writing in descriptive text at theat the second year students of MTs MuhammadiyahPalleko.The research was descriptive research which used a case method. The subject of this research was the students of the eight grade of MTs Muhammadiyah Palleko consisted of 20 students. In analizing the data, the writer collected the data from the students, identified the grammatical errors, classified the the error in students' writing descriptive text to find out the frequency of errors, culculated the data taken, and made the precentage in each category.The result shows the students errors in four kinds of errors there were 27.9% errors of omission, 13.1% errors of addition, 24.6% erorr of ordering, 34.4% errors of malformation. The writer found 61 total of errors. The writer concluded that ommosion and malformation was dominant kind error made by the eight grade students at MTs Muhammadiyah Palleko. The teacher are suggested to give much practice abaut grammatical rules in descriptive test in order to minimize the errors. Moreover, for other reseacher, they provide some techniques to increase students' mistery in writing descriptive text

Key word : Linguistic,Grammatical error,Writing

ABSTRAK

Penelitian ini bertujuan untuk mengetahui peningkatan masalah kebahasaan siswa dalam menulis teks deskriptif di MTs Muhammadiyah Palleko. Rumusan Masalah Penelitian Apa masalah kebahasaan tulisan siswa dalam teks deskriptif pada siswa kelas dua MTs Muhammadiyah Palleko. Jenis penelitian ini adalah penelitian deskriptif dengan menggunakan metode kasus. Subjek penelitian ini adalah siswa kelas VIII MTs Muhammadiyah Palleko yang berjumlah 20 siswa. Dalam menganalisis data, penulis mengumpulkan data dari siswa, mengidentifikasi kesalahan tata bahasa, mengklasifikasikan kesalahan dalam teks deskriptif menulis siswa untuk mengetahui frekuensi kesalahan, mengumpulkan data yang diambil, dan membuat persentase di setiap kategori. Hasil penelitian menunjukkan kesalahan siswa pada keempat jenis kesalahan terdapat 27,9% kesalahan penghilangan, 13,1% kesalahan penambahan, 24,6% kesalahan pengurutan, 34,4% kesalahan malformasi. Penulis menemukan 61 total kesalahan. Penulis menyimpulkan bahwa omosi dan malformasi merupakan jenis kesalahan yang dominan dilakukan oleh siswa kelas VIII MTs Muhammadiyah Palleko. Guru disarankan untuk banyak berlatih tentang aturan tata bahasa dalam tes deskriptif

untuk meminimalkan kesalahan. Selain itu, untuk peneliti lain, mereka memberikan beberapa teknik untuk meningkatkan ketangguhan siswa dalam menulis teks deskriptif

Kata kunci : Linguistik, Kesalahan tata bahasa, Penulisan

Introduction

English is an international language that is used to communicate in many aspects such as in politics, economy, education, technology, science and culture. In Indonesia English is a foreign language that is taught as a main and compulsory foreign language for the students of elementary, junior and senior high school even university students. The objective of teaching English as a foreign language in Indonesia is that the students have ability in language skills Lauder (2008:1).

Writing just like any other language activity is a skill. Any skills will only be obtained through practice. Systematic, continuous, and disciplined discipline is a recipe that practitioners always advise to be able or skilled at writing. Of course provision to practice not just a will, but also there are other supplies that need to have. The other provisions are knowledge, concepts, principles, and procedures that must be taken in writing activities. So, there are two things that are necessary to achieve writing skills that are knowledge of the writing and practice to write because writing is an integrated language skill, aimed at producing something called writing.

Thus writing is form of communication through which people can express their idea, feeling and knowledge, it is widely accept that writing also crucial means of communication that connate be separate for human life. Oshima and Hogue in Nurwahidah (2018:1) Writing is like painting. The author has many ideas, ideas, opinions, thoughts, feelings, and obsessions that will be written. Although technically there are criteria that can be followed, but the form that will be produced is very dependent on the expertise, imagination, and creativity of the author in expressing the idea. So writing skills is one of four language skills that a language teacher must possess and master, as it is an applicative skill in everyday life as well as other skills of listening, speaking and reading.

Some difficulties of the students in writing are lack of idea and less competence to organize the ideas. The students are asked to write, they do not know what they must write or they cannot organize well their ideas in the form of text.

To decrease those problems, the use of composition in teaching and learning to write can be an attractive method. Through picture, the students can be prepared with the ideas in it organizing the idea.

According to Gardner (Campbell, 2002: 12) one of the characteristics of that person has a linguistic intelligence that is capable of using the ability to write effectively, understand and apply the rules of grammar, spelling, markingread, and use effective vocabulary.

Based on the statement above, the research have done pre-observation for the writingstudents' ability in class. The aim of pre-observation is know the condition linguistic problem of the students in writing descriptive text they still needs to be developed through several aspect of developmentnamely grammatical problem and problem of sentence word choice at the Second Year of MTs Palleko, KabTakalar

Related to the statement above, theresearcherwill conducts the research entitle "Analysis of Students' linguistics problem in Writing Descriptive Text at the Second Year of MTsPalleko, KabTakalar"

Materials

1. Definition of Linguistics

A linguistic intelligence is universal and must be possessed by every one. Gardner Chatib(2012: 56) says "linguistic intelligence has a core component of sensitivity to sound, structure, meaning, word function. Area the brain of linguistic intelligence lies in the area of the left temporal lobe and lobes brainfrontal Broca and Wernicke. If this area is given an appropriate stimuluswill appear the competence of reading, writing, discussing, argument, and debate".

1. Linguistics Problems

The linguistics problem is a problem is a problem faced by all developing language. If English had taken a centuries-long period to become steady language, when Malay was also newly designed through about 30 years to become a modern language. Of course, in this shot period the linguistic aspect of Malay are not yet solid and need to be improved to achieve that status of the winning language.

The biggest linguistic problem faced by Malay is in terms of terminology and grammar. The problem of the terminology is often

generated by teacher, learner, writer, and publishers is the lack of the terms in various fields in the terms are often changed. According to AwangSariyan (1996:96) a language of the form together with the concept. Any new concept will lead t a new terms this causes the term continue to grow.

A. **The grammatical Errors**

The example of the grammatical errors that are found in the students':

1. Sentence Pattere:

Subject is the world that tells you who or what perfomed the action of the verb .41 Almost all English sentences contain a subject (S) and a verb (V).

The verb may or may not be followed by an object (O) This means that the Subject comes before the Verb, which comes before the Object. Example:

a.Birds flew   c. The students need a pen

(S)   (V)   (S)   (V)   (O)

b. The baby cried   d. My friend enjoyed the party

 (S)   (V)   (S)   (V)   (O)

2. **Definition of Writing**

English of Senior High SchoolPatimah in jurninengsih (2012:5) states that writing is a skill of language which is a kind of communication activity to express the thought from mind to print materials.

Siburian in Nurwahidah (2018:9) actually witing is an opportunity, it allows students to express something about themselves, explore and explain ideas. Students can convey their ideas is their.mind by organizing them into a good text so that the other know them and they can think critically.

In connection to the statements above, thewriter concluded that writing is a tool communication to transmit message in which are produced in written-form in sequence of sentences in particular order and linked together in certain ways.

1. Types of Writing

a. Narration

Oshima (1997: 27) explained that Narration is story writing. When you wrote a narrative paragraph or essay, you write about events in the order that they happened. In other words, you used time order to organize your sentence. In the model essay, the writer uses time order to divide the essay into paragraphs. An outline of the essay narration would like this: *orientation, complication, and resolution.*

b. Description

Oshima (1997: 50) explained that descriptive writing to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is like a "word picture", the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be "seen" clearly in the mind of the reader. In a description, writers often use spatial order to organize their ideas. Spatial order is the arrangement of items in order by space. An outline of description would like this: introduction, body, and conclusion.

2. Process of Writing

a. Prewriting

Graham and Perin (2007: 18) explained that pre-writing engages students in activities designed to help them generate or organize ideas for their composition. Engaging the students in such activities before they write a first draft improves their quality of their writing. Prewriting activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to write.

b. Writing

Graham and Perin (2007: 20) states the process of writing approach stress activities that emphasize extended opportunities for writing. Writing for real audiences, self-reflection, personalized, instruction and goals, and cycles of planning, ad reviewing.

According to Oshima (1997: 85) there are several steps in writing process, as follows:

1. Prewritten to get previous ideas

94

2. Organize the ideas

3. Write the rough draft

4. Editing the rough draft

5. Write the second draft

6. Write the final draft

c. *Rewriting*

At this stage, you will need to work more careful. Read what you have written and repair it as you can. Finally, when you are satisfied that your writing is clear and correct, write it out its final form. Write carefully. Make your work as neat as possible.

3. The Components of Good Writing

Jacob, et, al, (1981:31) pointed out five components in writing; content, organization, vocabulary, language use, and mechanic.

a. *Vocabulary*

Vocabulary is one of the language aspects dealing the process of writing. The writers always think about putting words into the sentences and putting the sentences into the paragraph until they can create a peace of writing.

It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabulary.

Vocabulary as one of the important components of writing should take in to consideration by the English learner and teacher; because there is no doubt that learning the words of the language.

b. *Language Use*

Cole, et, al in Neni (2004:7) states that language use in writing description and other form of writing involves correct usage and point of grammar can help the learner improve the use of formal language. In order to have good language in writing, writer should pay attention to the use of grammatical rules concerning tenses, preposition, conjunction, and clause; (adjective or non clause, articles, etc). The lack of good grammar will make the content of writing vague and misunderstanding.

3. Definition of Descriptive Writing

95

Descriptive writing is a way to present details; even though it is often appears with other form or pattern of development. When we write, we are constantly describing people, place, and objects. (Neeld, et, al, 1990:116).

Muflih in jurninengsih (2012:18) states that descriptive is to describe a particular person, place or thing. The description text has dominant language features as follows: using Simple Present Tense, action verb, passive voice, noun phrase, adverbial phrase, technical terms, and general and abstract noun. There are two structures of descriptive text, as follow:

1) Identification (identifies phenomenon to be described)
2) Description (describes parts, qualities and characteristics).

Neeld, et, al, (1990:116) states that two elements are crucial for effective description. First, readers need explicit, specific details if they are to create exactly the mental image writers have in mind. Vague word, general impression, and skimpy details simply do not add up to concrete image if the details appear to all sense, sight, hearing, taste, tough and smell. Second, the readers need a logical sequence of detail a partial order. The researcher describe a person, a place, and a subject, might work from top to bottom, bottom to top, right to left, clock wise and so on. Finally, description can be objective or subjective. Using specific but neutral words would not carry personal impression into the description.

Breton (1982:59) states that there are ways to go about writing a description of a place; start from the overall impression, and break it down into the details, or start from the details and build up toward and overall impression (Yarber. 1989:21)

Cole, et, al, (1984:211) states the purpose of description writing is to communicate to a reader the impression by combining careful observation with descriptive technique that helps us to choose the more effective words. And explain that sensory details are characteristic that we perceive with five, sight, hearing, tough, and smell. To create a sharp impression of a person, a place, or a subject, use not only details that we

perceive with other sense.

Lord (1984:67) states that many students have a problem in writing because they do not know what they want to write and they do not have a wide range of ability to construct the brief sentence.

From the definition above, the writer can take generally conclusion that descriptive text is a text which would like to describe about something especially the characteristic of it is about something especially the characteristic of place, person or thing and writing description is the way in writing to describe people, place and also the writer start write from wherever he or she want to write.

4. **Type of Description**

Lannon in Gazali in Miftahul (2016), there are two types of description as follows:

1) **Objective Description**

Objective description purely based on observable details. It records exactly what the writer sees what should be anyone would see from their vantages points, and it serves many useful college writing. Readers of an objective description expect only facts. In describing a field or a lab experiment, the researcher would be focus on the fact and not on their feelings.

2) **Subjective Description**

Strictly speaking, no useful description can be completely subjective. To get picture, the readers need at least some observable details. For the purposes, the writer can define subjective description as that which has objective details by personal impression.

5. **The Students' linguistics problem in Writing**

Hedge (1988: 5) thinksthat so as the writer to compensate the absence of the prosodic features in writing, he/ she has to write with high degree of organization, careful choice of vocabulary and using complex grammatical devices.Grammatical problems, Grammatical Errors, Grammatical structure

and Type and causes a of errors are linguistic problems that hamper students' effective writing in English.

1. Grammatical Problems

Learners have a number of problems in their attempts to write in the second language. "As verbs take different forms depending on tense and subjects they are used with, they create problems for second language writing students" (Tyner, 1987). Similarly, Kharma (1987) in Melese (2007: 12) states that students have problems with subject verb agreements, pronoun references, and connectors.

a. Grammatical Structure

A specific instance of grammar is usually called a " structure" example of stuctures would be the past tense, noun plurals, the comparing of adjective, and so on. Not all language, of course, have the same structures : the english verb has "aspects" for example in progressive: she is going, which many other languages do not.

b. The grammatical Errors

The example of the grammatical errors that are found in the students':

1). Sentence Pattere:

Subject is the world that tells you who or what perfomed the action of the verb .41 Almost all English sentences contain a subject (S) and a verb (V).The verb may or may not be followed by an object (O) This means that the Subject comes before the Verb, which comes before the Object.

Example:

a. Birds flew
  (S)   (V)

b. The baby cried
   (S)   (V)

c. The students need a pen
   (S)   (V)   (O)

d. My friend enjoyed the party
   (S)   (V)   (O)

Verb is a word or phrase that describe an action, aondition or experience. Verbs that are not followed by an object are called "intransitive verbs" common intransitive verbs: agree, arrive,come,cry,exist,go , happen,live, occur, rain, rise, sleep, stay,

walk. Verbs that followed by a object are called "transitive verb" Common transitive verbs: builkd,cut, find, like, need,use, want. Some verbs can be either intransitive or transitive. Transitive ; A students studied. Intransitive: A student studied books.

Subjexts and objects of verbs are nouns (or proonouns). Examples of nouns: person, place, thing, john, pen, Asiam information,appearance.

a).. Tense

Tense in english identifies when an event happens or describes a state. The simple past indicates that an activity or situation began an ended at an particular time in the past, we use past tense to describe and narrate an event or situation that occurred in the past and is over. For examplex :

When I was twelve, I broke my beg. I slipped on the playground on a cold winter morning and fell. The bone near my ankle snapped with a loud"pop!"

Even my friends heard it. The teacher called my parents, who came quicky....

b). Personal pronoun

A personal pronoun is a pronoun that is associoted primarily with a particular person, in the grametical tense. When discussing "person" in terms of the grammatical, the following rules apply:

- First person, as in "I"
- Second person, As in "you"
- Third person, as in " it, he, she"

c). Article

According to Tanjung (2014:7) article is a word that cames before a noun. There are two kinds of articles. In english there is just one definite articles: "a" and "an" is used before a word starting with a vowel sound : we say "a horse" "a child". Articles has importance in examples of nouns.

99

2. Type and Causes of Errors

In the of identifying and describing the errors in this research the researcher will use the surface strategy taxonomy (Dulay, Burt, Krashen 1982).

Based on toxonomy, errors are classified this taxonomy into four category :

1. Omission

   Ommision errors are characterized by the absence of an item that must apper in a well – formed phrase or sentence. Any morphenme or word in a sentence is a potensial candidate for ommision. However, between content words and function words, the letters are more frenquently omited by language learners,

   example :

   - He sitting

     He is sitting

   - English use as second language

     English is used as second language.

2. Addition

   Addition errors are opposite of ommision. They are characterized by the presence of an item, which does not appear in a well-formed utterance.

   Example:

   - She is eats cake

     She eats cake.

   - It is on a picture of elephant

     It is a picture of elephant.

3. Misformation

   Misformation errors are characterized by use of the wrong form or morpheme of stucture. While in ommision error, the item is not supplied at all. In the missfotmation errors the learner supplies something, although it is incorrect.

   Example :

   - Adi eat a banana

Adi eats a banana

- It is tiger

It is a tiger.

4. Misordering

It is characterized by the iccorrect placement of one or more element in a phrase or sentence. The errors may be made LI and L2 learners when they have acquired certain simple patterns.

Example :

- Elephant has a nose long.

Elephant has a long nose.

- Zebra the colours is black and white

Zebra colours is black and white.

Thistaxonomy is used becaused it is expected to give much promise to the researcher for identifying cognitive prosess that underlies the learner's construction of the language. The taxonomy also makes use aware that the learner's errors are based on logic. They are not results of laziness or sloppy thinking, but of the learner's use of interim principle to produce a new language (1982:150).

Method

This research used descriptive qualitative method. The purpose of this research wasto find out the students problem in writing descriptive text. Especially in linguistic problem enrich grammatical errors, type and causes errors.Populations

The population ofthis research was the students VIII A and B at MTsPallekoKab.Takalar. The second grade consisted of two classes. Each class consisted of 20students. So, the total number of the population was 40students.

Samplewas purposive sampling will apply in this research.It will used to select the sample from the population. The sample of this research is the eleventh grade students of MTs PallekoKab.Takalar. The researcher decided to choose VIII B in class which consisted of 20student

The research variable in this research that is writing descriptive text in linguistics problem.

The researcher used several instrument. This reseach used a writing test where the tests was making descriptive based on the pictures. The students can choose one of two picture which would be given.

Technique of Data Collectionthe researcher classify the data as the quantitative form. The form of the writen test that gave to the student was writen test to find out the student' linguistic problem in writing descriptive text.

Techniqueof Data Analysis was technique used in this research was descriptive analysis. Descriptive analysis fuctions as a technique used to describe something in details. It means that the data were analyzed and described in detail to know the linguistic problem by the students in their writing descriptive text. In this research, the researcher tries to list, identify, and describe them.

The reseacher classified the data as the quantitative form. It means the reseacher collected the data trough the writen test to find out the students' problems.

In collection data trough the writen test, it tabulated and analyzed percentage as well. Eventual, to obtain the students writing achievement in used visual picture, the researcher calculated the main of student score.

The formula was : $$P = \frac{F}{N} \times 100$$

P = percentage.

F = Frequency of problem in each item.

N= The total number of error. (Sudjiono 2005:42).

The main steps in analyzing the data were as follows:

1. Identifying of errors

   The researcher identifies errors made by the students. In this case is the research read every the student's sentences carefully and mark each grammatical error.

2. Classifying of the errors

   The research classify of errors made of by the students to find out the type of errors. There were four classification with used as follow:

Table 1: score and criteria of content

KINDS OF ERROR	CRITERIA

Error of Omission	Absence of an item that must appear in an well formed utterance.
Error of Addition	Presence of an item, which must not appear in awel-formed utterance.
Misfomation	Wrong from of morpheme or structure.
Misordering	Incorrect placement.

D. Result

As result of the writen descriptive text made by students, the researcher found 61 common errors which classified base on some variables. It could be seen from table 4.1 in which described the students' common errors in writing descriptive text. The type of errors made by students such as, Miss ommision, Miss addition, Miss ordering and Miss formation.

NO	Variable	Types of Error	Occurrences	%
1	Subject verb agreement	Miss Omission	15	24.6
		Miss addition	3	4.9
		Miss ordering	15	24.6
		Miss formation	17	27.9
Total Error of SVA			50	27.9
2	Personal pronoun	Miss Omission	1	82
		Miss Addition	4	1.6
Total Error of personal pronoun			5	6.5
3	Article	Miss Omission	1	8.1
		Miss Addition	1	1.6
		Miss Formation	4	6.5
Total Error of Articel			6	9.7
Total			61	100

From table 4.1, concluded that there are 17 errors of ommosion category, 8 errors of addition category, 15 errors of miss ordering category and 21 errors of miss formation category made by students' in writing descriptive text.

a. Miss of Omission

From the explanation above, the researcher found 17 errors who ommited from the students' writing descriptive text, for example:

She is an yellow dress*

It should be : she uses an yellow dress.

b. Miss of Addition

From the explanation above, the researcher found 8 errors that presented which should not be presented from students' writing descriptive text for example:

His the style looks very funny*

It should be : it style look very funny

c. Miss Ordering

From the explanation above, the researcher found 15 grammatical problem of students' writing descriptive text, for example:

This is bi bear*

It should be : This is big bear

d. Miss Formation

From the explanation above, the writen found 21 errors of miss ordering formation made by the students in writing descrptive text, for example :

She have black skin with long hair*

It should be : She has black skin with long hair.

1. The dominant miss made by students' in writing descriptive text.

Table 4.1: persentage based onthe kinds of errors

NO	Types of Error	Score of Error	%
1	Omission	17	27,9

2	Addition	8	13.1
3	Ordering	15	24.6
4	Misformation	21	34,4
	Total	61	100

Based on table 4.1error made by the students in error of omission where there 27.9% students made error. Miss of addition there are 13.1% students. Miss ordering category that there are 24.6% students made an errors of this category. The last, miss formation there are 34.4% students made miss of linguisctic problem in writing descriptive text.

The researcher concludes that miss formation is the dominant linguistic problem in writing descriptive text made by students' by eighth grade stdent of MTs muhammadiyah palleko.

E. Discussion

The result of the percentage from each kids of errors based on the table in the findings, errors of omition category had 27.9%, miss ordering category had 24.6% miss formation category had 34.4% and error of addition category had only 13.1%.

The reseacher concludes that miss formation is a dominant error made by the eleventh grade student of MTs Muhammadiyah palleko, there are 34.4% errors that students' made in writing descriptive text.

This finding in line with sammar's finding (2014:38) in her thesis with the title An Error Analysis in Use of Past Tense in Writing Recount Text. She found that error of omission category had 5.61%, error of addition category had 14.48% miss formation had 77.57% and miss ordering had only 2.34%. in her thesis, the concluded that miss formation is the dominant kinds of error in the use of past tense in writing text made by class B2 of the second year students' at SMP Unismuh Makassar.

Dulay (2013:8) states that miss formation indicate that some learning has transpired and that barring certain attitudes or environmental

circumstances, the learner in on his or her way to acquire target language froficiency. The researcher concluded that miss formation is the most dominant error made by the students' because there are many students' did not understand well the correct formula to make sentences. Most of them did not understand how to arrange a sentence to become a correct sentence.

F. Conclusion

Based on the data on the priovious chapter, the reseacher can draw the conclusion about the linguistic problem of students' writing in descriptive text.That the types of error that made by students in their english descriptive text are 61 errors divided into four kinds of error. Kinds of error in 17 errors of omission category, 8 errors of addition catecory, 21 errors of miss formation category, and 15 errors of miss ordering made by students in writing descriptive text. Each of the students of MTs Muhammadiyah Palleko made many errors on the types of errors as mentioned above. The students are still confused with the form of writing . the form of writing are required for different purposes. The purposes of descriptive text in writing is to describe the particular person,place,animal or thing and it uses of present tense.

These errors are caused by their lack of english grammar in linguistic problem.Miss formation category in the dominant errors made by students of MTs Muhammadiyah Palleko with percentage 34.4%, then followed error of ommision with percentage 27,9%, then miss ordering category with percentaage 24,6% and the last was errors of addition category with percentage 13,1%.

References

Alexander,francie.1990. *Writing assessment Handbook. california: California Department of Education*

Alfaki, I.B. 2015. University Students' English Writing Problems: Diagnosis and Remedy. *International journal of english language teaching.* (online) vol.3, no.3. https://www.englishclub.com/writing/what.htm

Alwasilah.2011. pengertian linguistic menurutpaaahli. *http;//rinasuci.blogpost,com/2016/09*

Ashikin 2015. *Factor Affecting university students' brand loyalty towards foreign brand beuty and skill care product etd.unm.edu.my*

Breton, Jc.1982. A Plan for Writing Skill. Canada. Rinehart and Winston Company. 14

Byrne, Down. 1989, Writing Skill. London : Longman Group UK

Clifford. 1987, University Students' English Writing Problem: Diagnosis and Remedy. International Journal of English Language Teaching Vol.3,no.3

Cole. BA. N. Jeffery,SF. Weber, And WA. Richard. I. 1984 (14)

Graham, Steve and Dolores Perin, 2007. Writing Next. Washington, DC: Alliance For Excellent Education (11)

Hossain.Iqram.Mohammed. 2015. Teaching Productive Skills to the Students: A Secondary Level Scenario.https://core.ac.uk/download/pdf/74352632.pdf (1)

Huynh, N.H. 2015. Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh High School. *Asian journal of educational research.* (online), vol. 3, no. 2*, http://www.multidisciplinaryjournals.com*

Isabella. 2014. Improving Writing Descriptive Text by Using NLP Strategy (9) http;//ejurnal.unilak.ac.id/index.php/lectural/articel/download/850/604

Jacob,Holy L, Zinggat A Stephen, Wourth R Deanno, Hartife, F Faye, Hunghey B Jane. 1981. Testing ESL Composition A Practical Approach.

Jacob. 1981. Paragrapspactice. New York: Mc. Millan Publishing Co.

Jannah,Miftahul. 2016. The Comparison Between Drafting and Listing Technique In Improving The Students' Writing Descriptive Text. UIN Alauddin Makassar