STUDENTS' ABILITY IN WRITING COMPARISON CONTRAST PARAGRAPH AT THE FIFTH SEMESTER OF IAIN BUKITTINGGI IN ACADEMIC YEAR 2016/2017

A THESIS

Submitted as a Partial fulfilment of the Requirments Obtain Strata One (S1) Degree

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ABSTRACT

Desri Merita, 2312.024. Students Ability in Writing Comparison Contrast Paragraph At The Fifth Semester of IAIN Bukittinggi In Academic Year 2016/2017.

This research is aimed to know the students' ability in writing comparison contrast paragraph at the fifth semester of English Department in IAIN Bukittinggi. The lecturer had given time to practice writing skill for students, however, the students felt difficult to use language, develop their idea and content, use vocabulary, and use mechanics.The lecturer just gives holistic assessment without detailed information or suggestion to revise students' mistakes in writing. The students can not find their own weaknesses without clear explanation. Thus, the research was done to students at the fifth semester of English Department in IAIN Bukittinggi to know what the students' difficulties in writing comparison contrast paragraph are.

This research was a descriptive quantitative research. The respondents of the research were 24 students who were taken 6 students randomly from each class A, B, C, and D at the fifth semester of English Department in IAIN Bukittinggi. The researcher used test to collect the information of the research. The technicque in data analysis is calculating the data and finding the level of achievement. The aim of this research is to know the students' ability in writing comparison contrast paragraph at the fifth semester of English Department in IAIN Bukittinggi.

The finding reveals that in general, the students' mean score of writing test is 66,9 it shows that the students' ability in writing comparison contrast is at fair level. In detail, for each category, the researcher finds that the students' ability in using language is at fair to poor level because the means score 16,9, the students' ability in development material is at fair to poor level because the means score 18,7, the students' ability in using organization is at good to average level because the means score 13,9, and the students' ability in using vocabulary is at good to average level because the means score 13,7, and students' ability in organize ideas is at good to average level because the means score 3.

Keyword: Writing, Comparison Contrast Paragraph

ABSTRAK

Desri Merita, 2312.024. Kemampuan Siswa dalam Menulis Paragraf *Comparison Contrast* Pada Siswa Semester Lima Jurusan Bahasa Inggris Di IAIN Bukittinggi Tahun Ajaran 2016/2017.

Penelitian ini dilatar belakangi oleh beberapa kesulitan yang terjadi pada siswa yang telah mempelajari semua bidang ilmu keterampilan berbahasa yang harus telah mereka kuasai pada semester lima jurusan bahasa Inggris kampus IAIN Bukittinggi. Dosen telah memberikan waktu untuk siswa agar berlatih menulis berbahasa Inggris, namun mereka masih tetap saja merasa kesulitan dalam menggunakan bahasa, mengembangkan ide atau isi, penggunaan kosakata transisi yang tepat, dan menggunakan tanda baca, ejaan, serta aturan-aturan kapitalisasi yang ada pada keterampilan menulis. Walaupun telah sering berlatih menulis, siswa masih saja tetap melakukan kesalahan yang sama, namun mereka sering tidak mengetahuinya. Dosen juga hanya memberikan penilaian secara holistik tanpa memberikan informasi yang terperinci atau saran untuk memperbaiki kesalahan-kesalahan yang dilakukan oleh siswa. Siswa juga tidak dapat mengetahui kelemahan mereka sendiri tanpa penjabaran yang jelas. Oleh karena itu, peneliti melakukan penelitian pada siswa jurusan bahasa Inggris semester lima di IAIN Bukittinggi guna mengetahui kesulitan yang dimiliki oleh mereka dalam keterampilan menulis paragraf persamaan dan perbedaan.

Penelitian ini merupakan penelitian deskriptif kuantitatif. Total responden penelitian sebanyak 24 orang yaitu siswa semester lima lokal A, B, C, dan D yang masing-masing kelasnya diambil enam orang secara acak sebagai sampel penelitian. Peneliti menggunakan tes untuk mengumpulkan data penelitian. Dalam menganalisis data yang telah terkumpul, peneliti mengkalkulasikan hasil tes tersebut sehingga informasi yang didapat benar-benar valid.

Peneliti menemukan bahwa kemampuan siswa dalam keterampilan menulis paragraf *comparison contrast* berada pada level yang cukup dengan perolehan nilai rata-rata 66,9. Secara detil, di masing- masing kategori penilaian, peneliti menemukan hasil yang didapat setelah menganalisa tes siswa tersebut sebagai berikut; kemampuan siswa dalam menggunakan bahasa berada pada level cukup hingga buruk karena skornya adalah 16,9 , kemampuan siswa dalam mengembangkan materi atau ide berada pada level cukup hingga buruk karena skornya adalah 18,7 , kemampuan siswa dalam menggunakan organization berada pada level yang baik hingga rata karena scorenya adalah 13,9 , kemampuan siswa dalam menggunakan kosakata berada pada level cukup hingga buruk karena scorenya adalah 13,7, dan kemampuan siswa dalam menggunakan tanda baca, ejaan, serta aturan-aturan kapitalisasi berada pada level baik hingga rata-rata karena scorenya adalah 3.

Keyword: Menulis, Paragraf *Comparison Contrast*

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Alhamdulillahirabbil 'alamiin, in the name of allah, the most gracious and the Most Merciful, who always gives health and all of things to the writer in accomplishing this a thesis. *Shalawat and salam* to the most honorable prophet Muhammad SAW, Allah's messenger, and his followers who has opened our mind to seek knowledge until know.

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The writer hopes that the readers would like to give their critics and suggestions for any mistakes or errors found in this thesis. Besides, it is hoped that this written would give contribution and benefits for those who read it, especially for those who will conduct the similar research.

Bukittinggi, Januari 2017

The Writer

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one way of making meaning from the experience. Through writing, the writer can express his idea, feeling, and opinion to the reader. According to Oshima, writing is a process of creating, organizing, and publishing ideas[1]. It means that writing can be the most effective way to present an idea, opinion, perception or feeling of the writer to the reader when the writer gives strong argument in persuading the reader.

In English learning, writing is one of productive skills that should be mastered by the students. This skill involves many aspects to learn about how to display students' writing skill in English on the papers correctly. Students can explore their English ability in the same time by writing. Brown has explained that the students are strived to be able: using acceptable grammatical systems, using appropriate word, using cohesive tools, using good spelling and mechanics, organizing logical thinking, and developing their ideas, to make their writing can be readable.[2] So, from the definitions above, it can be concluded that writing is a process while the

[1] Alice Oshima and Ann Hogue, *writing Academic English fourth edition*, (New york : pearson, 2006), p.265

[2] H. Douglas Brown, 2003, *Language Assessment: principles and classroom practical*. San Francisco: Longman, p 221

students are communicating his ideas, feelings, or thoughts without neglecting linguistic aspects that are related to language feature of the text in English learning.

Writing is one of skills that should be learned by English students. In learning writing, they focus on both writing process and the product of writing. As stated by Nunan, writing is both process and product[3]. When the college students focus on the product (the final copy of writing), they are interested to the aim of the task and final result of writing. However, when the college students think about writing process, they will pay attention to the stages or steps of writing process.

Writing appears in several types: imitative, intensive, responsive, and extensive.[4] Imitative writing is the basic skill includes the ability to spell correctly, punctuation, and very brief sentence that should be mastered by the students. Intensive writing is a skill that focuses on form of correct grammatical features, produces an appropriate vocabulary within a context, collocations, and idioms. Responsive writing is concerned about the connecting into a paragraph, creating a logically sequence of two or three paragraphs, and emphasizing the context and meaning. Extensive writing is the implications the all of processes and strategies for all purposes include

[3] David Nunan, *Practical English language Teching*, (singapore : Mc Graw-Hill,2003), p.88

[4] H. Douglas Brown, 2003, *Language Assessment: principles and classroom practical*. San Francisco: Longman, p 220

organizing and developing ideas logically, using details to support and illustrate the ideas, and demonstrating syntactic and lexical variety. In brief, by those types of writing, teacher may use one or more of them to measure the students' competency in certain skill based on the purpose.

Extensive writing or "free" writing is one of the types of writing that is used to measure students' writing ability in college. It is used to practice longer texts such as full-length essay, project report, theses, and dissertation.[5] This type can include all of the processes and strategies for all purposes such as, organizing and developing ideas logically, using details to support and illustrate the ideas, and demonstrating syntactic and lexical variety that has been learned by advanced students in the college. In short, this type is used to advanced students who can write freely without ignoring linguistic aspects that are related to language feature of the text in longer, for example cause and effect essay.[6]

There are several kinds of organization paragraph to write an essay. One of those kinds that is interesting for the researcher is comparison contrast paragraph. Comparison Contrast paragraph is a kind of organization paragraph that discusses about the similarities and differences between two

[5] H. Douglas Brown, 2003, *Language Assessment: principles and classroom practical*. San Francisco: Longman, p 232

[6] H. Douglas Brown, 2003, *Language Assessment: principles and classroom practical*. San Francisco: Longman, p 236

or more things[7]. In sum, comparison contrast paragraph is a kind of paragraph that discussses about how two people, places, or things are similar and different.

Comparison contrast paragraph has three major elements that are topic sentence, supporting sentence, and concluding sentence. The topic sentence of comparison contrast must clearly state about whether the focus is on comparison, contrast, or both. The topic sentence must also have clear controlling idea that indicates certain information. The topic sentence needs several supporting sentence to generate the topic. These supporting sentences have related to the topic sentence and make sure that the comparison contrast is clearly showed by them. Then, those supporting details have to be arranged from the most to the least important information or from the least to the most important information that depend on the organization of comparison contrast paragraph will be used. After the topic and supporting sentence have write as good as possible, concluding is a closing sentence that concludes the paragraph in brief and clearly.

The other elements that are needed in writing paragraph, comparison contrast paragraph in this case are the grammatical items, vocabulary, and mechanics. Grammatical items are used as a connecting with how the words are arranged into good sentences. Good means correct in the tenses and

[7]Alce Oshima and Ann Hogue, *Writting Academic English third edition*, (New York : pearson,1991). P.65

meaningful. It means that the writers use appropriate grammatical features to send his or her messages to their readers. Vocabulary deals with the precise vocabulary usage and transitional. Vocabulary takes important role in English. Vocabulary is the basic thing that should be owned by students. Without vocabulary, students cannot do many kinds of English task. The lack of vocabulary means failure in communication. Transitional signal is used as the connector between one sentence to others. In writing, students must have enough vocabulary to make it succeed and must know the function of transitional signal in written communication. Mechanics give clear information that can be helped the readers to understand the paragraph by using appropriate punctuation, spelling, capitalization, and etc.[8] It means that, the readers are helped with the mechanics to get clearer information.

Based on the preliminary interview that had been done by the researcher on Monday, September, 25th 2016 with some English students at the fifth semester and the lecturer, the researcher found some problems related to the students when they wrote comparison contrast paragraph. Most of the students still have weaknesses in terms of grammar, vocabulary, and some other skills that should be owned by the student in writing. In fact, the students still have difficulties in building sentences. The students' problem in writing English can be influented by lack of many vocabularies, and grammar, lack of written exercise, and ideas. The teacher just gives one of

[8] David P. Harris, 1969. *Testing English as A Second Language*. New York: Mc. Graw-Hill. p 68-69

their writing task as the example that must be corrected by them in the whiteboard and the lecturer just gives score for all generally. The teacher said that each students in English students have different problem in writing.

As the researcher explained before that we can see the students need another writing assessment that more meaningful feed back from the teacher. Students' cannot identify their weaknesses or incorrect parts in their paragraphs by themselves without clear information. From the explanation above, it is clear that there are some problems were faced by collegue students in writing comparison contrast paragraph. Based on the problem above, the researcher is interested to conduct the research under the title "**STUDENTS' DIFFICULTIES IN WRITING COMPARISON AND CONTRAST PARAGRAPH AT THE FIFTH SEMESTER OF STATE ISLAMIC INSTITUE BUKITTINGGI IN ACADEMIC YEAR 2016/2017".**

B. Identification of the problem

Based on the background of the problem above, there are two problems that can be identified, they are:

1. Some of students had low ability in mastering grammatical in writing especially related to comparison and contrast paragraph.
2. Some of students still lack in written exercise and ideas.

C. Limitation of the problem

Based on the identification of the problem above, this research is limited to analyze the students' ability in writing comparison and contrast paragraph at fifth semester English Education Department at IAIN Bukittinggi in Academic Year 2016/2017.

D. Formulation of the Problem

Based on the limitation above, the problem in this research would be formulated as follow,"What are the description of students' ability that face in writing comparison contrast paragraph?

E. Purpose of the Research

The purpose of this research was to know the description of students' ability in writing comparison contrast paragraph at the fifth semester of English Department at IAIN Bukittinggi.

F. Significance of the Study

The result of this research is expected to give the contribution to:

1. For college, this thesis can add the references in the library of State Islamic Institute Bukittinggi and be a source for the next researcher.
2. For researcher, This research is submitted as one requirement to obtain Strata One (S1) degree
3. For lecture, it can give information for English lecture about the students' ability in writing paragraph.

G. Definition of the Key Terms

The key terms that are used in this research is define as follows:

1. Comparison contrast is an paragraph which explain about the similarity (compare) and differences (contrast) about two things or more.
2. Students' ability is an expression of students' capability in doing something independently related to a study in education.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of related theory

1. Writing

a. Definition of writing

Writing is one of the language skills that is used to communicate. Through writing the writers can inform the others, carry out transactions, persuade, infuriate, and tell what they feel into written form. According to Smith, writting is the process of selecting, combining, arranging and developing ideas in effective sentences, paragraphs and often units of discourse[9]. It means that the writer has to be able to write the message that he wants to convey as clear as possible. Writing needs consideration in organizing sentences into paragraph, how paragraph join and relationship between ideas. If the writer does not write the message clearly, it would be that the readers will not understand the message.

Furthemore Nunan said that writing can be defined by series of consist:[10]

1. It is both a *physical* and *mental* act

[9]Frank Smith,'myths of Writing', Language Art, (Australia,1981), p. 792
[10]David Nunan, *Practical English Language Teaching*, (McGraw-hill companies,2003) p. 88

At the most basic level, writing is physical act of communicating word or ideas to some medium, whether it is hieroglyphics onto parchmentor an email message typed into a computer. On the other hand, writing is a mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraph that will be clear to a reader.

2. Its purpose is both to *express* and *impress*

Writers typically serve two masters: themselves and their own desire the audience, who need the have ideas expressed in certain ways. Writers must then choose the best form for their writing. Each of the types writing has diffrent level complexity, depending on its purpose.

3. It is both *process* and *product*

The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical and sometimes disorderly. Ultimately, what the audiencesees, whether it is an instructor or a wider audience is a product-an paragraph, letter, story, or research report.

b. Purpose of Writing

There are some purposes of writing given by some experts in writing. According to Penny Ur, the purpose of writing is the expression of ideas, conveying of message to the reader, and the ideas should arguably be seen as the most importance aspect of the writing[11]. It means that when the writer do their writing, they have to consider the purpose of their writing. It is not only the type of text they want to produce, but also including the language which they use, and the purpose of information that they give to the reader.

Furthemore, according to Reinkeing and andrew, writing has several purposes, there are *to inform, to persuade, to express yourself* and *to entertain*[12].

1) To inform

In much of the writing that the writers will do, they will intend simply to inform their readers about a subject. Writing is used to transmit necessary information about the subject to the readers, and usually this means just telling the readers what the facts are or what happened.

[11]Penny ur, *A coursein language teaching:practice and theory,* (London: cambridge university press,2003) p. 163

[12]James A. Reinking and Andrew W. Hart, *Strategies for Succesful Writing*, (Prentice-Hall,englewood Clifs, New Jersey 07632,1986), p.2

Although informative writing is the simplest kind of writing, it is also one of the most important, because information lays a foundation for other writing purpose. As the writers write to inform, they will want to keep two large conerns in mind; selecting the right information and arranging it effectively.

2) To persuade

The writers probably have strong views to many issues, and their feelings may sometimes impel the writers to try swaying the reader. The most important writing the writer ever does in their personal life, work life, may be school lives will probably persuasion. Complaint to the rent board about the landlord, letters of application for jobs, paragraph on examination are all likely to involve writing persuasively. The writer task in persuasion is to convince their readrs to accept the main idea, eventhough it may be controversial.

3) To express yourself

Creative writing includes personal paragraph, fiction, plays, and poetry, as ell as journal ad diaries. But

self expression has a place in other kind of writing, almost everything the writers write provide opportunity to display their personality.

4) To entertain

Some writing is meant just to entertain; other writing couples entertain with a more serious purpose. When the writers write to entertain, the primary object is to make readers enjoy it. The writers should be good-humored. This means having sympathy for human frailty rather than a contmpt for anyone or anything that seems different from what they are accustomed.

From information above, it is clear that writingt has some purposes. The purposes of writing are to state someone's ides, to convey the message, to persuade, gives information, and express someone's feeling or to share the experiences.

c. The Writing Process

In writing, the process of writing focuses on the process rather than on the final product (final copy of writing). This involves the students in learning about the stages of writing. The purpose is to help the student to know each stage as being important thing to do in writing. The students should follow the stages which can guide them

to write. According to Pollards, in writing process there are some stages[13]:

1) Brainstorming and noting down any ideas connected to the topic.
2) Deciding from the brainstormed list which ideas are the most relevant to the topic, task or title.
3) Deciding which order to put those ideas in. This can be done in the from of the plan or a mind map.
4) Preparation of the first draft; the focus at this stage is organization of the piece of writing. This doesn't mean that grammar and accuracy are ot important; it just meant that they are not the focus of this stage.
5) Revision and editing of drafts, focusing initially on content, relevance and organization. Then moving onto correcting grammar, punctuation, vocabulary and linkers.
6) The final stage is the production of finished piece of work.

In line, with Pollards, Richard and Renandya state that the writing process is a private activity which comprises four main stages that are planning, drafting, revising and editing[14]. It s clear that the writing proces has

[13] Lucy Pollards',*Teaching English: A Book Hellp You Through Your First Two Years in Teaching, (*E-book,2008),p.51
[14] Jack C. Richard and Willy A. Renandya, *Methodolgy in Language Teaching:*

many stages such as planning, drafting, revising and editing. These stages will give the instruction to the writers before they are going to write.

Moreover, there three stages in the writing process mentioned by oshima[15].

1. Stage one: prewiting

   Prewriting is the thingking, talking, reading, and writing the writes do about their topic before they write the first draft. Prewriting is a way of warming up the writers barin before they write. There are two steps in prewriting:

   a. Choosing and Narrowing a topic

      Before the writers want to write, they must choose and narrow the topic. The writers must make topic become specific from the general one.

   b. Brainstorming

      Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of ideas as many as possible in brainstorming,tere are some technique:

[15] Alice Oshima and Ann Hogue, *writing academic English Third Edition,* (London: Addison welsy Longman, 1999), p. 3

1) *Listing*

Listing is a brainstorming technique in which the writerss think about their topic and quickly make of list whatever word or pharases come into their mind.

2) *Freewriting*

Frewriting is a brainstorming activity in which the writers write freely aabout a topic because they are looking for the specific focus. As with listing, the purpose of freewriting is to generate as many ideas as possible.

3) *Clustering*

Clustering is another freewriting technique that the writers can use to generate ideas. It is visual wayof showing how the writers' ideas connected by using circles.

From three techniques above, the writers can choose one of three techniques to make easily to express their idea.

2. Stage two: planning (outlining)

After choosing and narrowing the topic by brainstorming, the next process of writing is planning. In this stage, the writers organize the idea wich they have generated by brainstorming into an outline. The first step in outline is making sub list, after that

they write the topic sentence and the last the writers make the outline. With the outline the writers will easily write a paragraph.

3. Stage three: writing and revising drafts

After freewriting and outlining, the writers continiu into the next stage, it is writing and revising draft until they have produced a final copy. In writing and revising drafts, there are four steps:

Steps 1 : Writing the first rough draft

Steps 2 : Revising content and organization

Steps 3 : Proofreading the second Draft

Steps 4 : Writing the final copy

In conclusion, there are some steps in writing process that must be followed by the writers. These steps will guide them and to produce a good writing.

d. The Qualities of Good Writing

The principle of good writing will give sense to the reader. The writer should follow some qualities to make their writing interesting to the reader. Reinking and Andrew state that there re qualities of good writing[16]:

[16] James A. Reinking and Andrew W. Hart, *Strategies for Successful Writing,* (Prentice-Hall, Engleood Clifs, New Jersey 07632, 1986), P. 5

1. Freshness

   Fress writing either relates something new or handles old ideas in a new way. Genuinely originally ideas and information are commodities, but you can find new meaning in old materials and relate old material to an unexpected topic.

2. Sense of Style

   The readers will expect the writers if the writers can write and explain their idea clearly into writing form. The writers should give powerful words and make the readers can catch their idea.

3. Effective Organization

   A paper should have a beginning, a middle, and an end: that is, an introduction, a body, and conclusion. The introduction sparks interest and acquaints the reader with what's to come. The body organized in a clear and effective fashion. The conclusion ends the discussion so the reader feels satisfied rather than suddenly cut off.

e. Micro and Macroskills of writing

According to Brown, there are some Microskills that should be considered, they are:[17]

1. Microskills of Writing
    a. Produce graphemes and orthographic patterns of English.
    b. Produce writing at an efficient rate of speed to suit the purpose.
    c. Produce an acceptable core of word and use appropriate word order patterns.
    d. Use acceptable gramatical system (e.g., tense, agreement, plurazation), patterns, and rules.
    e. Express a particular meaning in different gramatical forms.
    f. use cohesive device in written discourse.
2. Macroskills of Writing
    a. Use the rhetorical forms and conventions of written discourse.
    b. Appropriately accomplish the communicative functions of written text according to form and purpose.
    c. convey links and connections between events and communicate such relations as main idea, new information, given information, generalization, and exemplication.

[17]H. Douglas Brown, 2003, *Language Assessment: principles and classroom practical*. San Francisco: Longman, p 221

d. Distinguish between literal and implied meaning when writing.

e. Correctly convey culturally specific references in the context of written text.

f. Develop and use a battery of writing strategies, such as ccuratelly assesing the audiencies interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonym, solicting peer and intructor feddback, and using feedback for revising and editing.

How far the students can master those skills in writing will determine the type of writing that the students can be able to write. In general situation, the microskills apply more appropriately to imitative and to intensive writing. While the microskills are important for the successful mastery of responsive and extensive writing (composition or essay). In the other words, in writing paragraph text, what the students need is the macroskills of writing.

f. The Types of Writing

Writing appears in several types: imitative, intensive, responsive, and extensive.[18]

[18] H. Douglas Brown, 2003, *Language Assessment: principles and classroom practical*. San Francisco: Longman, p 220

1. Imitative writing is the basic skill includes the ability to spell correctly, punctuation, and very brief sentence that should be mastered by the students.
2. Intensive writing is a skill that focuses on form of correct grammatical features, produces an appropriate vocabulary within a context, collocations, and idioms.
3. Responsive writing is concerned about the connecting into a paragraph, creating a logically sequence of two or three paragraphs, and emphasezing the context and meaning.
4. Extensive writing is the implications the all of processes and strategies for all purposes include organizing and developing ideas logically, using details to support and illustrate the ideas, and demonstrating syntactic and lexical variety.

In short, the writer may use one or more these types of writing based on what the focus and the purpose of the writing is. It also depends on what the writer interest and the capability to write is.

g. The Component of Writing

According to Harris, writing has five general components:[19]

1. Content

[19] David P. Harris, 1969. *Testing English as A Second Language*. New York: Mc. Graw-Hill. p 68-69

The ideas of the writer are described. Content refers to the sentences that flow easily and not too hard to be understood by the readers although a simple writing.

2. Form or organization

   The organization of the content is arranged his systematically in order be cohesive. It contains reasonable sentences that support the topic of the writing. The ideas of the writers are well organized and can be understood by the reader.

3. Grammar

   The grammatical form and syntactic patterns. Grammar is connecting with how the words are arranged into good sentences. Good means correct in the tenses and has meaning. It means that the writer is used the appropriate grammatical features to send his or her messages to the readers.

4. Style

   The choice of structures and lexical items to give particular tone or flavor to the writing. Style deals with the precise vocabulary usage and the use of parallel structure. Vocabulary takes important role in English. Vocabulary is the basic thing that should be owned by students. Without that, they can not do many kind of English task. The lack of vocabulary means

failure in communication. In writing, students must have enough vocabulary to make it succeed.

In conclusion, the students must be able select the appropriate vocabulary that is suitable to build the topic be meaningful and interest.

5. Mechanics

The use of graphic conventions of the language. It means that clear information can be helped the readers by using appropriate punctuation, spelling, capitalization, and etc.

h. The Characteristics of Good Writing

According to Boardman and Frydenberg, there are three characteristics of a good writing[20]:

1. Coherence

It means that a paragraph must have the appropriate supporting sentences to support the main idea to be understood easily by the readers.

2. Cohesion

It means that the all of the supporting sentences connect to each other in their support the topic sentence by using cohesive devices.

[20] Chintya Boardman and Jia Frydenberg, 2008, *Writing to Communicate 2: Paragraphs and paragraphs 3rd edition*, New York: Pearson. P 18, 23 & 25

3. Unity

It means that the all of the supporting sentences should relate to the topic sentence. Every sentence must be part of the description of the topic sentence in a paragraph.

In conclusion, a good writing is a product of critical thinking which involves cohesive tools, diction, well grammatical features that the readers can be understood well.

2. Writing a paragraph

According to Martin, a paragraph is a group of sentences which develop one central idea. The central idea is usually stated in a topic sentence. Every sentence in the paragraph must help the development of the topic sentence[21]. Dorothy also stated paragraph is a group of five to ten sentences that give information about a topic[22]. It means that, paragraph is a group of related at least five sentences and maksimal ten sentences that give information about a topic or main idea.

In conclusion, paragraph is a basic unit of organization in writing in which a group of related sentences one main idea. A paragraph can be as shorth as one sentences or as long as ten sentences. The number of

[21] Arnaudet, Martin L, *Paragraph Development: A guide for Students of English as a Second Language,(*United State of America. 1981). p.1

[22]Zemach, Dorothy E, Academic Writing: from paragraph to essay (Macmilan. 1994) p. 5

sentences is unimportant, however the paragraph should be long enough to develop the main idea clearly.

3. Comparison Contrast paragraph

a. Definition of comparison contrast organization

Comparison contrast is an paragraph which involves the comparison (the similarity and the contrast (differences) of two variable or things in paragraph. According to folse at all, comparison contrass paragraph is the similarity between two things, on the differences, or on both the similarities and the differences[23]. So, the comparison contrass paragraph discusses about two things, on the differences, or on both the similarity and differences of that things.

The purpose of comparison contrast is to know what is the similarities and differences of objects. According to langan, the purpose of comparing and constrating is to understand each of two things more clearly, and at the times, to make judgment of about them[24]. It is clear that the purpose of comparison contrast is to know clearly about the similarities and differences of two things or more.

Oshima and Hogue state that comparison and contrast is very useful method of paragraph organization.

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[23]Keith S Folse, *Great Essay,(* New York, 1999), p. 65

[24]John Langan, *Exploring Writing Sentences and Paragraph second edition (*New York: Longman,2010) .p. 144

b. Organization of Comparison Contrast paragraph

A good way to help the writer how to write a comparison and contrast paragraph is by followed the organizations. These organizations will help the writer to develop their idea and guide them to make easy to write comparison contrast paragraph. According to Oshima, there two types of comparison contrass organization:

a. Block Organization

Block organization discusses all of the similarities in one block (which can be one or more paragraphs). In block organization the writer discusses the differences first and the similarities last.

b. Point by Point Organization

The other organzation to write the comparison contrast paragraph is using point by point. It makes sentence of the futures in any order that seems appropriate for the topic.

In deed, it is clear that there are two types in writing comparison contrast paragraph are block organization or point by point organization. It can be help the writer to arrange the paragraph in writing comparison contrast paragraph.

4. Analytical Scoring Rubric

a. The Definition of Analytical Scoring Rubric

Analytical scoring or analytical assessment is one of types of scoring rubrics that evaluates students' performance in more detail and more comprehensive feedback. Analytic scoring procedures involve the separation of the various features of a composition into components for scoring purposes. Analytic scoring schemes thus provide more detailed information about a students' performance in different aspects of writing.[25]

In analytical assessment, students' writing is rated on several aspects of writing or criteria rather than a single score. It depends on the purpose of the assessment. The purpose of the assessment is

[25] Sara Chuising Weigle, 2002, *Assessing Writing*, Cambridge: Cambridge University Press. P 114

to provides more useful analytics information about students' writing abilities.[26]

The analytical assessment has several categories which might be rated on such features as content, organization, cohesion, vocabulary, grammar, or mechanics.[27]

In sum, analytical scoring is a type of students' performance assessment which has several criteria such as content, organization, grammatical features, vocabulary (diction), and mechanics, that rates separately for each those aspects to assists students' to know their strong and weak aspects in their writing ability progress.

b. The Advantages of Analytical Scoring Rubric

According to Hughes, there are three advantages of analytical scoring:[28]

1. To manage the problem of unmatched development of sub skills in individual

   It means that analytical scoring can help students to know their writing skill ability.

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[26] *Latif BEYRELİ*, Gökhan ARI, 2009,* Th e Use of Analytic Rubric in the Assessment of Writing Performance -Inter-Rater Concordance Study-, Istanbul: Kuram ve Uygulamada Eğitim Bilimleri / Educational Sciences: Theory & Practice. p 108

[27] H. Douglas Brown, 2003, *Language Assessment: principles nad classroom practical*. San Francisco: Longman, p 243

[28] Arthur Hughes, 2003, *Testing for Language Teachers 2nd Edition*, 2003, Cambridge: Cambridge University Press. p 102.

2. To consider aspects the students' performance which tend ignored by the students

It means that analytical assessment is used as a report of the strengthnesses and weaknesses in their writing skill.

3. To make the scoring more reliable

It means that analytical scoring is used to make students believe with their ability based on the score which is trustworhty and can be proved by its assessment tool.

In sum, those advantages above stae that analytical scoring has many positive advices for students in their writing ability progress which is reported by trustworthy score.

c. The Components of Analytical Scoring Rubric

Brown states that for classroom evaluation learning is best server through analytic scoring in which as many as six major or five major elements and description in different levels in each category of writing are scored, thus enabling students to home in on weaknesses and to capitalize on strengths.[29]

Weigle stated that one of the best known and most widely used analytic scales in ESL was created by Jacobs *et al*

[29] H. Douglas Brown, 2003, *Language Assessment: principles nad classroom practical*. San Francisco: Longman, p 243

(1981).[30] In the Jacobs *et al* scale, scripts are rated on five aspects of writing, content, organization, vocabulary, language use, and mechanics. The five aspects are differentially weighted to emphasize first content (30 points), organization and vocabulary weighted equally (20 points), next language use (25 points), and mechanics receiving very little emphasis (5 points). This scale has been adopted by numerous college-level writing programs, and is accompanied by training materials and sample compositions, so that users can fairly quickly learn to apply this scale.

Table 2.1

ESL COMPOSITION PROFILE

STUDENT: DATE: TOPIC:

Content		
Level	Scales	Criteria
Excellent to Very Good	30 – 27	Knowledgeable; substantive; thorough development of thesis; relevant to assigned topic.
Good to Average	26 – 22	some knowledge of subject; adequate range; limited development of thesis; mostly

[30] Sara Chuising Weigle, 2002, *Assessing Writing*, Cambridge: Cambridge University Press. P 115

		relevant to topic, but lacks detail.
Fair to Poor	21 – 17	Limited knowledge of subject; little substance; inadequate development of topic.
Very Poor	16 – 13	Does not show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate.
Organization		
Excellent to Very Good	20 – 18	Fluent expression; ideas clearly stated/supported; succinct; well-organized; logical sequencing; cohesion.
Good to Average	17 – 14	Somewhat choppy; loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
Fair to Poor	13 – 10	Non-fluent; ideas confused or disconnected; lacks logical sequencing and development.
Very Poor	9 – 7	Does not communicate; no organization; or not enough to evaluate.
Vocabulary		

Excellent to Very Good	20 – 18	Sophisticated range; effective word/idiom choice and usage; word form mastery; appropriate register.
Good to Average	17 – 14	Adequate range; occasional errors word/idiom form, choice, usage *but meaning not obscured*.
Fair to Poor	13 – 10	Limited range; frequent errors of word/idiom form, choice, usage; *meaning confused or obscured*.
Very Poor	9 – 7	Essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate.
Language Use		
Excellent to Very Good	25 – 22	Effective complex constructions; few errors of agreement, tense, number, word order/function, articles, pronouns, and prepositions.
Good to	21 – 18	Effective but simple constructions; minor problems in complex constructions; severeal

Average		errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*.
Fair to Poor	17 – 11	Major problems in simple/complex constructions; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run on deletions; *meaning confused or obscured.*
Very Poor	10 – 5	Virtually no mastery of sentence constructions rules; dominated by errors; does not communicate; or not enough to evaluate.
Mechanics		
Excellent to Very Good	5	Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, and paragraphing.
Good to Average	4	Occasional errors of spelling, punctuation, capitalization, and paragraphing *but*

		meaning not obscured.
Fair to Poor	3	Frequent errors of spelling, punctuation, capitalization, and paragraphing; poor handwriting; *meaning confused or obscured*.
Very Poor	2	No mastery of conventions; dominated by errors of spelling, punctuation, capitalization, and paragraphing; handwriting illegible; or not enough to evaluate.

Source: Jacobs *et al* (1981)[31]

Based on the table above, the researcher used analytic scales in ESL for this research. The researcher choosen this analytic scale for score writing to know the means score of the students..

B. Review of the Related Studies

To support this reseach, there were relevant studies conducted by other researchers which discussed the similar topic. First, a research conducted by Misrawati(2005). The title of her research is *Students Ability in Writing*

[31] Sara Chuising Weigle, 2002, *Assessing Writing*, Cambridge: Cambridge University Press. P 116

English Essay: *A case study at STAIN Batu Sangkar*. The problem is most of the students have problems in organizition ideas, vocabulary, mechanic (spelling, punctuatuon), grammar and transition. Her research was descriptive qualitative research. She concluded her research that the student's ability in writing English paragraph was average level.

Second, a research conducted by Yeli Osfita (2007). The title of her research is *Supporting Detail Found in Students Cause and Effect Paragraph*. The aim of this study is find out how much students use supporting detail in cause and efect paragraph. The result of the analysis is showed that supporting detail that dominant find by the researcher. In using the example/illustration with percentage are 57% the fact/statistic are 38% and physical description are 10% detail supportig idea.

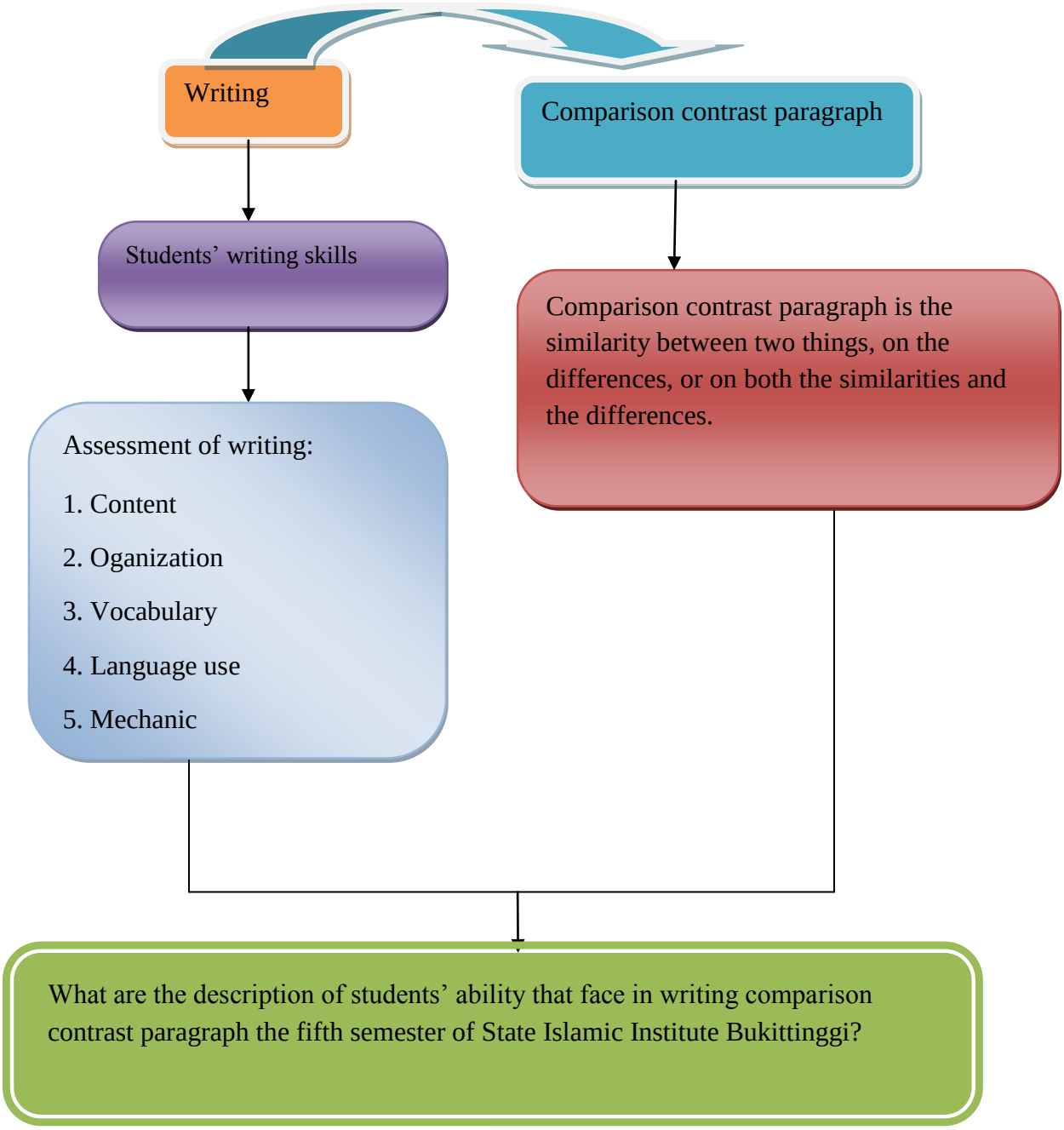
Third, a research conducted by Mustika (2014). The title of her research is *Students' Error of Using Transitional Signal in Writing Comparison Contrast Paragraph*. These research was descriptive qualitative research. The purpose of these research was to analyze the students' error of using transitional signal in writing comparison contrast paragraph at English Department of STAIN Bukittinggi.

. In doing the same research, the researcher will conduct a research to the fifth semester of English Department at IAIN Bukittinggi. The similarity

of this research with using the English students'. On the other hand, the difference between this research and his research is to analyze and describe the difficulties by the students in writing comparison contrast paragraph.

C. Conceptual Framework

Conceptual of framework of this research could be created as follow:



Based on the schema above, in writing paragraph students should follow the organization of paragraph. Comprison and contrast is the similarity between two things, on the differences, or on both the similarities and the differences.

In writing, the researcher found the problems in writing comparison contrast paragraph. In this scoring rubric, writing assessment has done at while grading process because the teacher can measure students' writing ability in detail information. It can be seen by the components in analytical assesment such as content, organization, language use, vocabulary, and mechanics. Besides, it will help students to know their writing progress based on its comprehensive fedback from the teacher.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

In this research, the researcher applied the descriptive a quantitative research. Descriptive research is useful for investigating a variety of educational problem. Descriptive research involves gathering data that describe events and then organizes, and also describe the data. Gay states that descriptive research decides and describes about something which involves collecting data, testing the hypotheses, or answering the question research.[32] In brief, descriptive research is one kind of research methods that needs accumulation of data which will be described and organized the events then described the data which is acquired based on the facts.

Quantitative research summarizes results numerically.[33] The research has major characteristics, they are: describing a research problem through a description of trends or a need for an explanation of the relationship among variables; providing a major role for the literature through suggesting the research questions to asked and justifying the research problem and creating a need for the direction (purpose statement and research questions or

[32] L. R. Gay, *Educational Research: competencies for analysis and application 6th edition*, (New Jersey: Prentice Hall, 2000) p. 261

[33] Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle, *Methods in Educational Research: from theory to practice*,(San Francisco: Jessey-Bass, 2006). p 12

hypotheses) of the study; creating purpose statements, research questions, and hypotheses that are specific, narrow, measurable, and observable; collecting numeric data from a large number of people using instruments with preset questions and responses; analyzing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions and past research; and writing the research report using standard, fixed structures and evaluation criteria, and taking an objective.[34] In conclusion, quantitative method is one kind of research that needs numeral data and statistics to answer the research question.

Therefore, this research focus on the description about students' difficulties in writing comparison contrast paragraph at the fifth semester of English department in state Islamic Institute Buittinggi.

B. Population and Sample

The population and sample are necessary elements to get the data for the research. The popultion and sample of his research were:

[34] John W. Creswell, *Educational Research: planning, conducting, and evaluating quantitative and qualitative research 4th edition*, (Boston: Pearson, 2012), p 26

1. Population

Before the researcher did the research, the researcher has to decide the population of the research. Population is the group of interest to the researcher. The group which he or she would like to the result of the study to be generalizeable.[35] The population of this research was only at the fifth semester English department students of IAIN Bukittinggi which consits of four classes.

Table 3.1

The Total Population of the Fifth Semester English Students of State Islamic Institute Bukittinggi in Academic Year 2016/2017.

No	Classes	Students Totally
1.	**VA**	**31**
2.	**VB**	**28**
3.	**VC**	**30**
4.	**VD**	**32**
Total		**121**

Sources: Administration Staffs State Islamic Institute Bukittinggi

[35] L. R. Gay, 2000, *Educational Research: competencies for analysis and application 6th edition*, New Jersey: Prentice Hall, p. 122

The researcher would choose the fifth semester of English department in State Islamic Institute Bukittinggi as the population because they had learned writing on comparison and contrast paragraph.

2. Sample

Sample represent the quantity and characteristic of population. The sample is a part of the population which is taken in certain way from the population itself[36]. Gay states that, sample is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they are selected[37]. It means that, sample is part of population that is researched by the researcher that is taken by using certain way.

There are some techniques to determine sample in the research. In this descriptive research, the researcher used random sampling because the population was more than one hundred students.

According to Arikunto statement that the random sampling technique is a technique which is used by the researcher randomly to give the same chance and rights for the subjects who the samples

[36]Margono, *Metode Penelition Pendidikan (* Jakarta :PT. Rineka Cipta, 2007), p. 121
[37] L.R. Gay,*Education Research,* New York:macmillan Publishing company 1990, p.102

can be taken.[38] Arikunto also states that if the research less from one hundred respondents, it would take all of the respondents as the sample. On the other case, if the research has more than one hundred respondents, 10% to 25% woud take as the sample by the researcher.[39] So, the researcher would take about 20% of the population that consists of 24 students.

$$\frac{20}{100} \text{ X } 121 \text{ students} = 24 \text{ students}$$

C. Instrumentation

Arikunto states that instrument is the tool of the research which is used by the resercher for doing the research. Based on the methodology is used, the researcher used test as the instrument in collecting data. Arikunto also says that in collecting data, a researcher have to concern in three aspects, they are; the paper, the place, and the people.[40] Based on the Brown statement that the extensive writing or "free" writing is one of the type of writing that uses to measure students' writing ability in college which is used in longer texts practice such as full-length essay, project report, theses, and

[38] Suharsimi Arikunto, 2013, *Prosedur Penelitian; suatu pendekatan praktik*, Jakarata: Rineka Cipta, p. 174

[39] Suharsimi Arikunto, 1998, *Prosedur Penelitian; suatu pendekatan praktek Edisi Revisi IV*, Jakarta: Rineka Cipta. P 120

[40] Suharsimi Arikunto, 2013, *Prosedur Penelitian; suatu pendekatan praktik*, Jakarata: Rineka Cipta, p. 201

disertation,[41] so, the best instrument used is test.[42] The test would be given to the English department students at the fifth semester of IAIN Bukittinggi. In constructing and scoring the test, the researcher consulted to the writing teachers and the advisors. The test was created by considering the validity and reliability of the test. In order to make the test became valid and reliable, the researcher did the validity and reliability test. Arikunto states which is quoted by Widoyoko that the main requirements of the test are validity and reliability which is explained as bellow: [43]

a. Validity

Validity in testing had been understood to discover whether the test is measured accurately, what is intended to measure, or what is purposed to measure. Arikunto stated a test can be said as a valid test if it measures what is intended to measure, and the instrument is called as valid instrument when it can give the true description about the data based on the reality or fact.[44] In this research, the validity used were the content validity by expert. The test that was arranged by the researcher have to disscusses with the advisors and the writing lecturer of IAIN Bukittinggi. In other word, test was valid if it measured accurately what

[41] H. Douglas Brown, 2003, *Language Assessment: principles nad classroom practical*. San Francisco: Longman, p 232

[42] Ronald K. Hambleton and Daniel R. Eignor, 1979, *A Practitioner's Guide to Criterion-Referenced TestDevelopment, Validation, and Test Score Usage 2nd Edition,* Washington, D. C, National Irist. of Education (DREW), p 16

[43] Eko Putro Widoyoko, 2014, *Evaluasi Program Pembelajaran,* Yogyakarta: Pustaka Pelajar, p. 98

[44] Eko Putro Widoyoko, 2014, *Evaluasi Program Pembelajaran,* Yogyakarta: Pustaka Pelajar, p. 98

was intended to be measured in writing skill on comparison contrast paragraph at the fifth semester of IAIN Bukittinggi.

b. Reliability

If the test gives the current result as the same as the previous test that have been conducted, it means that the test have a high reliability. Reliability is concern with the test which consistently measures whenever it is used.[45] In this research, the researcher used inter-rater reliability.

Brown states that there are two rater reliabilities that occur in scoring process.[46] The first rater is inter-rater reliability. This rater occured when two or more scorers yield inconsistent scores of the same test. It might happen by several possibilities such as the lack of attention scoring criteria, inexperience, inattention, or preconceived biases. The second rater was intra-rater reliability. This rater commonly occured in the classroom teachers because of unclear scoring criteria, exhaustion, bias toward particular "good" or "bad" students, or simple carelessness. However, the careful specific of an analytical scoring rubric coud increase rater reliability.

D. Technique of Data Collection

[45] Eko Putro Widoyoko, 2014, *Evaluasi Program Pembelajaran*, Yogyakarta: Pustaka Pelajar, p. 99

[46] H. Douglas Brown, 2003, *Language Assessment: principles nad classroom practical*. San Francisco: Longman, p 21

In this research, the researcher would need written sources as the instrument to collect data. In collecting the data, the researcher used test as the method of collecting data. The researcher gave the test about the advantages and disadvantages of having job while studying at university to know the students' ability in writing comparison contrast paragraph.

E. Technique of Data Analysis

In analyzing data, the researcher used the descriptive quantitative analysis. In this technique, the data was analyzed by these following steps:

a. Gave the students test to write comparison contrast paragraph.
b. Collected the data of students' writing test on comparison contrast paragraph.
c. Gave the score of students' writing
d. Arranged the students' scores in the table and found the level achievement of each students based on Harris.

Table 3.2

The measurement of the Students' Achievement

Criteria of mastery	Level of achievement
90 – 100	Excellent
80 – 89	Very Good
70 – 79	Good
60 – 69	Fair
50 – 59	Poor
0 – 49	Very Poor

Taken from: Harris[47]

e. Determined the mean by using formulas as follows: [48]

Mean: $$x = \frac{\sum f x}{N}$$

In which: x = Mean

$\sum fx$ = The Number of Students' Achievement

n = The Number of Students

f. The researcher described the detail scores of each students and each categories' scores into the table.

[47] David P. Harris. 1969. *Testing English as A Second Language*. New York: Mc. Graw-Hill, p 134

[48] Sugiyono. 2012. *Statistika Untuk Penelitian*. Bandung: Alfabeta, p 47-49

g. Make the conclusion based on the result of percentage of students score and the researcher describes the description of students' ability in writing comparison contrast paragraph.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this chapter, the researcher describes the data which is gotten in the field. The researcher analyzes the scores in order to answer the formulation of the problem "What are the description of students' ability that face in writing comparison contrast paragraph?". The finding intends to find what the description of students' ability that face in writing comparison contrast paragraph are at the fifth semester of IAIN Bukittinggi which consists of language use, develop material or content, using an appropriate choice of vocabulary, organization and putting mechanics.

1. Description of the Data

The data was collected from students from students' writing test on comparison contrast paragraph which is conductedat the fifth semester of IAIN Bukittinggi academic year 2016/2017. The researcher describes the finding of the data about students' writing test score by using analytical scoring rubric.

This following table describes the students writing test score which is listed randomly by the researcher by using analytical scoring rubric.To make clearer, the detailed result of data analysis of each students writing test score can be seen in table below:

Table 4.1

No	Name	Categories					Total Score
		Lg	Con	Orgnz	Voc	Mech	
1	**NF**	20	23	13	17	4	**77**
2	**SR**	19	15	14	20	4	**72**
3	**IG**	19	21	18	16	4	**78**
4	**YA**	15	22	14	14	3	**68**
5	**RRA**	19	23	16	17	4	**79**
6	**SN**	17	23	17	16	4	**77**
7	**AD**	17	23	17	16	3	**76**
8	**NH**	19	17	15	17	4	**72**
9	**YAS**	16	19	14	15	4	**68**
10	**MJ**	18	18	13	15	4	**68**
11	**YCA**	10	13	9	11	3	**46**
12	**AS**	20	21	18	18	4	**81**
13	**IN**	15	17	12	11	4	**59**
14	**NA**	11	15	10	10	3	**49**
15	**NR**	17	16	15	14	4	**66**
16	**JH**	19	20	13	13	3	**68**
17	**AF**	14	16	14	9	2	**55**

18	**RY**	11	16	13	11	2	**53**
19	**ZR**	23	16	13	13	4	**69**
20	**DY**	19	22	16	14	4	**75**
21	**RO**	15	17	10	10	2	**54**
22	**AG**	20	22	14	13	3	**72**
23	**LE**	17	16	12	11	3	**59**
24	**DB**	17	17	13	14	3	**64**
Total		407	448	333	335	82	**1605**
Mean		17	19	13,9	14	3	**66,9**

To make clearer, based on the table above, the researcher also describe the level of the students' mean score of each category based on John Anderson analytical scale.

Table 4.2 Students' Ability of Language

Category	Total Score	Mean	Level
Language	407	407/24=16,9	Fair to Poor

Based on the students mean score of writing test skill, the researcher find that the students' ability in using language is in fair to poor level.

Table 4.3 Students' Ability of Content

Category	Total Score	Mean	Level

Content	448	448/24=18,7	Fair to poor

Based on the students mean score of writing test skill, the researcher find that the students'ability in develop material or content in is in fair to poor level.

Table 4.4 Students'Ability of Organization

Category	Total Score	Mean	Level
Organization	334	333/24=13,9	Good to average

Based on the students mean score of writing test skill, the researcher find that the students'ability develop material or content is in fair to poor level.

Table 4.5 Students'Ability of Vocabulary

Category	Total Score	Mean	Level
Vocabulary	329	335/24=13,7	Good to average

Based on the students mean score of writing test skill, the researcher find that the students'ability in using an appropriate choice of vocabulary is in fair to poor level.

Table 4.6 Students Ability of Mechanics

Category	Total Score	Mean	Level
Mechanics	82	82/24=3,4	Fair to poor

Based on the students mean score of writing test skill, the researcher find that the students'ability in putting mechanics is in fair to poor level.

2. The Analysis of the Data

In this section, the data has been collected by the researcher focus on students' ability in writing comparison contrast paragraph which consist 24 students. from the data has been collected by the researcher which consist of 24 is considered as in fair level. To make clearer , the detailed result of the data analysis of students can be seen in table below:

Table 4.7

No	**Name**	**Score**	**Level**
1	**NF**	**77**	**Good**
2	**SR**	**72**	**Good**
3	**IG**	**78**	**Good**
4	**YA**	**68**	**Fair**
5	**RRA**	**79**	**Good**
6	**SN**	**77**	**Good**
7	**AD**	**76**	**Good**
8	**NH**	**72**	**Good**

9	**YAS**	**68**	**Fair**
10	**MJ**	**68**	**Fair**
11	**YCA**	**46**	**Very Poor**
12	**AS**	**81**	**Very Good**
13	**IN**	**59**	**Poor**
14	**NA**	**49**	**Very poor**
15	**NR**	**66**	**Fair**
16	**JH**	**68**	**Fair**
17	**AF**	**55**	**Poor**
18	**RY**	**53**	**Poor**
19	**ZR**	**69**	**Fair**
20	**DY**	**75**	**Good**
21	**RO**	**54**	**Poor**
22	**AG**	**72**	**Good**
23	**LE**	**59**	**Poor**
24	**DB**	**64**	**Fair**
		1605	
		66,9	**Fair**

The result of the test proved that the highest score is 81 and the lowest score is 44. The mean score of writing test is which is considered as in fair level.

After getting interpreted the mean of students' writing test score, the researcher interprets the gotten data to give description of data. The researcher analyzes students' writing test which covers language use, develop material or content, using an appropriate choice of vocabulary, organizing ideas and putting mechanics and find the level of students writing ability as below:

a. Students' Ability of Content

Content refers to the sentences that flow easily and not too hard to be understood by the readers although a simple writing. In content the students are not able to use the relevant topic but lack details. There are six students they are NF,SN,AD,AS, and AG who were not write relevant idea with the content.

The researcher found that they are two students NF and YA still confusing to determine the main idea. Next, in another problem, based on the data SN, AD,YAS, YCA, IN, JH, AF, RY, DY, and RO the researcher found that the students still confusing in topic sentence and unclear conclusion sentence. Then, in another case, based on the data NH, MJ, AS, ZR, AG, LE, and DB, the

researcher found that the students clear in topic sentence and conclusion.

Based on the students means score of writing test skill at table 4.3 students ability of content, the researcher found that the students ability in content was in fair to poor level.

In detail, there are 7 of 24 students who get in good level. There are 3 of 24 students who get in fair level. There are 6 of 24 students who get in poor level. There are 8 of 24 students who get in very poor level. The total score of students' ability of content was 448. Therefore, the students means score of content was 18,7 which show that the students ability in content was in fair to poor level.

b. Students Ability of Organization

The organization of the content was arranged is systematically in order being cohesive. Based on the students means score of writing test skill at table 4.4 students' ability of organization, the researcher find that the students ability in organizationwas in good to average level.

Students' ability of organization shows that 2 of 24 students were categorized as very good level. There are also 11 of 24 students were categorized good level. There also 8 of 24 students was categorized as fair level. There also 2 of 24 students was

categorized as poor level. There also 1 of 24 students was categorized as very poor level. The total score of students' ability of organization was 334. Therefore, the students means score of organization was 13,9 which show that the students ability in organization was categorized as good to average level.

In addition, the researcher found that the students still confusing to determine the idea and sometimes students lacks logical sequencing, they are NF, SN, AD, MJ, IN, DY, and AG. The researcher found somewhat choppy like loosely organized but main ideas stand out and incomplete sequencing in students, they are SR, RRA, YA, YCA, NR, AF, RY, ZR RO, LE, and DB. The researcher found that the students in writing test able to make clear ideas, well organized and cohesion in students writing, they are YAS, IG, NH, AS, and NA.

c. Students Ability of Vocabulary

Vocabulary is the basic thing that should be owned by students. Without that, they cannot do many kind of English task. Based on the students means score of writing test skill at table 4.5 students' ability of vocabulary, the researcher find that the students ability in vocabulary was in good to average level.

Students Ability of Vocabulary shows that 2 of 24 students was categorized as very good level. There are also 12 of 24 students were categorized as good level. There also 3 of 24 students were categorized as fair level. There also 6 of 24 students were categorized as poor level. There also 1 of 24 students was categorized very poor level. The total score of students' ability of vocabulary was 329. Therefore, the students means score of vocabulary was 13,7 which show that the students ability in vocabulary was categorized as good to average level.

The researcher found average vocabulary and less capitalization. The researcher found average of vocabulary was effective in choosing word or idiom, they are NF, SR, IG, YA, SN, AD, YAS, and DY. The researcher found that one student RRA had error in vocabulary and did not use transitional signal in writing test.

The researcher also found occasional errors words but the meaning is not clear, they are MJ and NR. The researcher found limited range in vocabulary, frequent of errors of words and meaningless, they are YCA, IN, NA, NR, JH, RY, ZR, RO, AG, LE, and DB. The researcher found the student that used the words effectively and appropriately is AS. The researcher found the

student that have lack of vocabulary, word form, or not enough to evaluate is AF.

d. Students' Ability of Language Use

Based on the students means score of writing test skill at table 4.6 students' ability of language, the researcher found that the students' ability in language was in fair to poor level.

It shows that 1 of 24 students was categorized in very good level. There are also 10 of 24 students were categorized in good level. There also 9 of 24 students were categorized in fair level. There also 3 of 24 students were categorized in poor level. There also 1 of 24 students was categorized in very poor level. The total score of students' ability of language was 407. Therefore, the students' means score of language was 16,9 which show that the students' ability in language was in fair to poor level.

In the language use, there are three students they are SR, IG, RRA who were not in relevan in the topic but lacks detail. The researcher also found in language use mostly major problems in simple or complex construction, they are SR, IG, YA, RRA, and DY. Next, The researcher found several errors of tenses and word order/ function, they are NF, AD, NH, YAS, YCA, AS, IN, JH, AF, ZR, RO, AG, LE, and DB.

e. Students' Ability of Mechanics

Mechanic is the use of graphic conventions of the language. It means that clear information can be helped the readers by using appropriate punctuation, spelling, capitalization, and etc. Based on the students' means score of writing test skill at table 4.7 students' ability of mechanics, the researcher found that the students' ability in mechanics was in fair to poor level.

In detail, there are 13 of 24 students were categorized in good level. There are 8 of 24 students were categorized in fair level. There are 3 of 24 students were categorized in very poor level. The total score of students' ability of mechanics was 82. Therefore, the students' means score of mechanics was 3,4 which shows that the students' ability in mechanics was in fair to poor level.

In detail, the reseracher sometimes found errors in spelling and paragraph but the meaning is not clear in students writing task, they are NF, AD, and AG. The reseracher sometimes found errors of punctuation, and paragraphing but the meaning is not obscured in the students, they are SR, IG, SN, MJ, AS, and NR. Next, The reseracher sometimes found mechanics error of spelling, punctuatioan, and capitalization in students, they are ZR, RRA, YAS, IN, NH, JH, LE and DB. The last, The reseracher found errors of spelling, poor handwriting, and meaningless or obscured in students, they are YA, YCA, NA, JH, AF, RY, DY, and RO.

As the result of the students' mean score of writing test, it shows that the students' ability in writing comparison contrast paragraph at the fifth semester of IAIN Bukittinggi academic year 2016/2017 was in fair level.

B. Discussion

In describing and interpreting the data, the researcher used the means students writing results on "free" writing test by using analytical scoring rubric as data interpretation. The use of this criterion was based on the measurement of the Students' Achievement writing suggested by David P. Haris. The criteria used to describe the data were as follow:

Table 4.8

The measurement of the Students' Achievement

Criteria of mastery	**Level of achievement**
90 – 100	Excellent
80 – 89	Very Good
70 – 79	Good
60 – 69	Fair
50 – 59	Poor
0 – 49	Very Poor

Taken from: Harris[49]

Based on the analysis of the data above, it is found that the students' ability in writing comparison contrast paragraph at the fifth semester of IAIN Bukittinggi academic year 2016/2017 is in fair level. It can be seen by this following table:

Table 4.9

Level	Score	Number of Students	Total
Very Good	81	1	1
Good	79	1	9
	78	1	
	77	2	
	76	1	
	75	1	
	72	3	
Fair	69	1	7
	68	4	
	66	1	
	64	1	
Poor	59	1	5
	55	1	

[49] David P. Harris. 1969. *Testing English as A Second Language*. New York: Mc. Graw-Hill, p 134

	54	1	
	53	2	
Very Poor	49	1	2
	46	1	
Total score = 1605			Total students = 24
Mean Score = 1605 / 24= 66,9			
Students' Level Achievement= Fair level			

Based on the table above, there is only 1 of 24 students who gets the highest score. There are 2 of 24 students who get in very poor level. There are 5 of 24 students who are in poor level. There also 7 of 24 students who are in fair level. There also 9 of 24 students who are in good level. There are also 1 of 24 students who are in very good level. There are 2 students who get the lowest score. The total score of writing test is 1605. Therefore, the students' mean score of writing test is 66,9 which shows that the students' ability in writing comparison contrast paragraph is in fair level.

The detail means' score of each category can also be seen in this following table:

Table 4.10

Category	Total Score	Mean	Level
Language	407	407/24=16,9	Fair to Poor
Content	448	448/24=18,7	Fair to poor
Organization	334	333/24=13,9	Good to average
Vocabulary	329	301 / 24= 13,7	Good to average
Mechanics	82	82 / 24= 10	Good to average

Based on the table above, it shows that the students' ability in writing the language in writing comparison contrast paragraph is in fair to poor level. It is caused that most of the students using language unclearly, or incorrectly tense, article, confused in meaning.

The mean of supporting detail score is as the same as the language. The result shows that the students' ability in develop material or content is in fair to poor. It is caused that the most of them cannot describe their idea clearly and related to the topic. They are still confused in using verb forms, clauses, tenses sequencing, clauses, prepositions, articles, or modals. They also sometimes do not realize that there are fragments or run on sentences in their paragraph.

But, in organization category, the students' ability in using is in good to average level. It is caused that the ideas of writers are well organized and can be understood by the reader. But, the main ideas is stand out and limited support.

The next category that is vocabulary. In this category, the students' ability in using vocabulary is in good to average level. It shows that the students' ability in using vocabulary and transitions is good enough in using appropriate vocabulary, parallel structure, word form, and transitional signal to show the development from one idea to the next correctly.

The last category that is measured to know students' ability in writing is mechanics. In this category, the students' ability using mechanics which consist of punctuation, spelling, and capitalization is in good to average level. It is caused by the most of the students are aware with their handwriting which often unconsciously writes the words incomplete, uses capitalization rules on the wrong words, and misses punctuation which should be placed.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research is aimed to know What the description of students' ability that face in writing comparison contrast paragraph are which consits

language use, develop material or content, using an appropriate choice of vocabulary, organization and in using mechanics such as punctuation, spelling, and capitalization.

Based on the finding of the analysis that is collected by test, the researcher finds the students' ability in writing comparison contrast paragraph, the researcher has been calculated shows that; 1) the students' ability in language use is in fair to poor level, 2) the students' ability in writing development material or content is in fair to poor level, 3) the students' ability in organization is in good to average level, 4) the students' ability in using vocabulary and transition is in good to average level, and 5) the students' ability in using punctuation, spelling, and capitalization (mechanics) is in good to average level, too.

The researcher also finds the students' mean score of writing test skill is 66,9. According to the result, the level of students' achievement in writing comparison contrast paragraph at the sixth semester of IAIN Bukittinggi academic year 2016/2017 is considered as in fair level.

B. Suggestion

Based on the result of the study, the researcher would like to offer some suggestions to the teachers to improve the students' d ability in writing skill, especially in comparison contrast paragraph. The suggestions are:

1. The teachers should give clearer explanation about grammatical items in English, so that the students will understand more about the rules of.

2. The teachers should also give more explanations about the using of vocabulary, word form, and parallel structure appropriately in writing, so the students will use it better to develop their idea.
3. The teachers should also give more clear explanations about the using of punctuation, capitalization rules, and spelling correctly in writing, so the students will be more careful to express their idea.
4. The teachers should know their students' ability in order to find out the students' difficulties, thus the teachers can solve the students' problems.
5. The students should also do practice in writing in order to make them more fluent in writing skill.
6. The students should study about grammatical rules seriously.
7. The students should have high awareness in motivating themselves to practice English better.