

**THE ANALYSE OF STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT
AT THE VIII CLASS OF SMP NEGERI 1 BADAR IN
THE ACADEMIC YEAR 2021/2022**

Fitriyah

Email: *fitriyahpgn@gmail.com*

Alvin Hadi

Email: *alvinhadipagan@gmail.com*

Muhammad Tahir

Email: *mtahir270792@gmail.com*

**Program Studi Pendidikan Bahasa Inggris
STKIP Usman Safri Kutacane, Aceh Tenggara, Indonesia.**

Abstract.

This research aims to know the ability of the respondents in the VIII Class of SMPN 1 Badar in writing descriptive text and difficulties in writing descriptive text. The research employed qualitative research methods to find out what respondents' challenges in writing descriptive text. The participants of this research were 123 respondents which using Krejcie and Morgan. This research using test to see the respondents' ability in writing descriptive text. The research data was collected through test with using rubrics; content, organization, grammar, vocabulary, and mechanics. The result of the data showed that many factors cause students to experience problems in writing, especially in writing descriptive text. The average 45,02 of total respondents' ability that indicated that only few of the respondents understood about the descriptive text. There were only 3 respondents who got the highest scores and the scores were 75 and 71,25. And only one respondents who got the score 75 from the total sampling were 123. It means that only 0,81% respondents have achieved the school KKM score of 75. However, there were 24 respondents who got the lowest scores and the scores were 32,5. Respondents have a low ability to write a descriptive text. Most respondents do not understand about how to write descriptive text and still confusing how to make it into English. This research found that each respondents had a different ability in writing descriptive text. This suggested that teacher could improve their teaching skill in the descriptive text in an interesting way.

Keywords: *Ability, Writing, Descriptive Text*

INTRODUCTION

Dalman (2015) states that writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language. As a tool or medium. Writing activities involve several elements, namely: author as a delivery of messages, content of writings, channels or media and speakers. The primary purpose of

writing is communication. In other words, writing is a way to build the written text that used to communicate.

Siti Anisatun (2018) states that writing is a process, that is, the process of pouring ideas or ideas into written language which in practice the writing process is realized in several stages which is a more complete system. Therefore, the students need to increase their ability in writing skills that are good for their academic values, and then the students understand how to communicate in written text.

Dalman (2014) stated that descriptive text is a form of essay that describes something in accordance with the actual situation, so that the reader can roast (see, hear, feel, and smell) what is depicted accordingly with the image of the author. The descriptive text is really different from the other kinds of text. Descriptive text is the text that describes something.

From the explanation above, it can be concluded that descriptive writing is a kind of writing that consists of description, characteristics, definition of something, object, or person.

Based on the results of observation was conducted by researcher with one of English teacher at SMP Negeri 1 Badar, the learning process carried out at SMP Negeri 1 Badar is teacher-centered learning. According to the explanation of the English Teacher of SMP Negeri 1 Badar, most of students have difficulty of bringing up and pouring ideas into writing, the language used is still not good, as well as the interest and enthusiasm of students in following the learning to write descriptive text, sometimes students feel bored when asked to write and it takes a long time to write.

Based on the research of Ade Dwi Jayanti (2016), there are five indicators in writing descriptive text, namely: identification, description, language use, vocabulary and

mechanics. The results of the research, concluded that the students' ability in writing identification of Good to Average, the ability of students in writing descriptive Fair to Poor, the ability of students to use language was very bad, the ability of students to use sufficient to bad vocabulary, and the ability of students to use mechanics was Fair to Poor. In addition, from the above research, research related to this research is the research of Heti Risdiawati (2011) in her thesis entitled: Improving Suggestive Descriptive Writing Skills by Using Realist Painting Media in Class IX.8 Students of SMP Negeri 1 Muntilan, Magelang Regency. This is indicated by the increase in the success of the process which can be seen from the activeness and enthusiasm of students in participating in learning. In addition, it can be seen in the increase in the score of 9.42 from the pre-action 69.86 with after being given action in the second cycle of 79.28.

Based on the problem and the explanation by the previous researchers above, it is obvious that some of the students at that school still had problems. The problems either were on the students or caused by other factor (writing difficulties itself). Therefore, the research is interested in verifying those problems in a research entitled. The Analyse of Students' Ability In Writing Descriptive Text at the VIII Class of SMP Negeri 1 Badar in the Academic Year 2020/2021.

REVIEW OF LITERATURE

2.1 Definition of Ability

According to Muhammad Zain (2014) means that ability is a skill that we try with ourselves. While Anggiat M.Sinaga and Sri Hadiati (2014) defines the ability as abasis of someone who by itself related to the implementation of work effectively or very succesfully. Meanwhile, Robbin (2013) ability means the capacity of an individual person

to perform various tasks in a job. Robbin further states that ability is a recent assessment of what a person can.

Based on the above understanding, we can be concluded that the ability is a skill or potential of an individual to master the expertise in performing or doing various tasks in a job or an assessment of one's actions.

2.2 Definition of Writing

Writing is a kind of communication means in which people can share their ideas of feeling. Plainer (2012) state that writing is complex thinking, the process of writing involves problem solving and decision making. Meyers (2011) states that writing is a process of discovering and organizing our ideas. Putting them on the paper and reshaping also reevising them. It means that wrting is an activity and takes time. In other word, writing does not happen all at once.

Cunnings Worth (2012) also says, in real life writing is done with a readership in mind and writes need to know who their readers are in order to write appropriafely for them. It means that the research need to know and decide for whom they research. They can deliveres their ideas based on their minds and even consult dictinories, grammar book or other refence books to help them presting their ideas in a logical order.

2.3 Descriptive Text

Anderson (2013) state that descriptive text is a text which describes a particular person, place, or thing. It is found in daily life. Rohmat and Sadikin (2018) states that descriptive text has a purpose to describe a particular thing, people, or place which shows the reader about the physical appearance of something clearly. Also, Emilia nd Christie (2013) states that descriptive text is a text which focuses on describing a thing, item, and individual. In descriptive text, research describe person, object, appearance,

landscape, or phenomenon naturally so they can make the reader imagine and feel it, (Al Wasilah, 2013). Based on the definitions of descriptive text above, it can be concluded that descriptive text is a text which describe people, thing, or place that write its physical appearance and characteristics of the object.

2.4 Proposition

The proposition is a provisional guesswork from a Study of phenomenon that occurs. Based on this frame of mind, then a proposition research is as follow; it is suspected that there is The Analyse of Students' Ability in Writing Descriptive Text at the VIII Class of SMP Negeri 1 Badar in the Academic Year 2020/2021.

1. RESEARCH METHODOLOGY

The research design is a reserach using qualitative research methods using a descriptive approach. A decriptive approach is used to collect data systematically, factually, and quickly. According to the description when the research was carried out. The method used in this research is qualitative method. This reseacrh is intended to determine the ability of students in writing descriptive text in class VIII SMP Negeri 1 Badar for the Academic Year 2020/2021.

3.1 Population and Sample

Region consisting of the object/subjects that have certain qualities and characteristics in this research population will of class VIII SMP Negeri 1 Badar with the number of students as described in this table below :

Table 3.1 Population of SMP Negeri 1 Badar

Number	Class	Population
1	VIII.+	25Students
2	VIII.A	32 Students
3	VIII.B	32 Students
4	VIII.C	31 Students
5	VIII.D	31 Students
6	VIII.E	30 Students
	Total	181 Students

Source from :The headmaster of SMP Negeri 1 Badar

Sample of the research is a representative group from the population to serve as respondents. In this research, the determination of sample size using the Krejcie and Morgan table was based on a 5% error, which means that the sample obtained has a confidence level of 95%. In this research, sampling used is a random sampling technique. In random sampling, each class will be sampled as the specified amount. And total of 123 students were obtained. Each class will be sampled as the number specifid using the random sampling method.

3.2 Technique of Data Collection

Technique of collecting data is the strategic way in this research, because the main objective from the research is gaining the data. Without knowing the technique of collecting data, the researcher will not get data that is fulfill the standard of set in data (Hacker, 2014).

In this research, the techniques of data collection are: (1) observation. The observations in this research are by make direct observations in the field to find out the

conditions actually. This method used by the researcher to direct look and knows about the location of research. (2) Test. Test is a set of questions that is used to measure the skill knowledge, intelligence and talent of an individual of a group. Test is a tool or procedure that uses to know or measure thing, by using a method or rules had been given. Test is an important part every teaching and learning experience.

3.3 Technique of Data Analysis

At the first, the researcher tabulated the students scores, that compare each of the scores with the standard ability set out determine whether the students were able to do the test. The steps were as follows: (1) Scoring the sample answer, (2) Measuring their average, (3) Determining each students status of their ability, (4) Determining the percentage of the students who are able and not, (5) Drawing conclusions.

3.4 Research Instruments

In this research, the research use test to get the scores of the students. Arikunto (2016) states that; test is question, which used to measure the skills, knowledge, intelligence, achievement attitude, and another capability of someone or a group of people.

THE RESULTS AND DISCUSSION

In order to collect the data, the researcher conducted a descriptive text test to the students. The students were asked to write descriptive text with the theme was about people. There were 123 students participating in this research. All of the participants were named as only initials. There were five aspects used as a measurement of the test; content, organization, grammar, vocabulary, and mechanics.

4.1 Content

The data proved that students who got the scores 9 in the content aspect were 91 total scores. However, the students who got the scores 6 were 32 total score.

4.2 Organization

The students got a problem in organizing the test. It was proved that students many got the lowest scores with total data was 43. There were 15 students who got scores 6 and understood organizing descriptive text. The identification is almost complete descriptions were arranged with almost proper connectives. Furthermore, there were 59 students who got score 4 and their identification was not complete and descriptions were arranged with few misuses of connectives. Thus, the students should learn more about organizing the descriptive text of connectives.

4.3 Grammar

The results of document analysis found that students have a serious problem in grammar. There were 3 students who got scores 6 and almost the students used the grammatical exactly. Moreover, there were 27 students who got scores 4. It means that students had a problem in using the exact tenses and agreement. They had numerous grammatical inaccuracies and effected to the meaning. The other students got the lowest scores with a point was 2. There were 88 students who got the lowest scores.

4.4 Vocabulary

There were 95 students who got the lowest scores with 1,5. They had very poor knowledge of words, words form, and not understandable so it impacted to the meaning of the students. Other totals of students who got score 3 in the vocabulary aspects are 24 students. They had a problem in a limited range of confusing words and words form. While

there are 4 students who got score 4,5 with error few missues of vocabularies, word forms, but not changed the meaning.

4.5 Mechanics

There was only one who got the highest total score 75 which student got in writing a descriptive text. While there were 4 students who got 4,5 scores with the problem had error occasional spelling, punctuation, and capitalization. Few students used punctuation in their writing but most of their mistakes were in capitalization like the name. The rest of the students who got score 3 in writing descriptive text were 24 students. They had frequent errors in spelling, punctuation, and capitalization.

4.6 Discussion

From the document analysis, there were many error features wrote in their task. Grammar and vocabulary were the main problems faced by the student. In grammatical error, students' mistake was verb agreement and plural noun. Then, the grammar mistake that students did was capitalization and punctuation which was part of mechanics. They did not know about the punctuation that they had written so it changed the meaning. However, few of them miss the capitalization related to name, location, and the word after full stop symbol. The vocabulary was the most important feature in descriptive text because the student would ask to describe more about a thing so it needed large vocabulary knowledge.

In the document analysis, it found that most students mix the language in one sentence so there were 2 languages; Bahasa and English. It found in their document of writing a descriptive text. The limiting of vocabulary

effected on the meaning. Additionally, during writing descriptive text the students prefer to use the freewriting method.

From the problem found in the document analysis, it can be concluded that students' ability in writing the descriptive text was low. There was a 45,02 average of students' ability that indicated that only few of the students understood about the descriptive text. Thus, it is suggested that the teacher could teach descriptive in an interesting way so the students could understand the material easily. Relating to the students' ability result in writing descriptive text, it confirms as Rasyidah (2015) found that there are two factors affect the students' writing skill. They are related to (1) the components of writing (grammar, vocabulary, mechanics, style, and organization) and (2) the organization structure of a descriptive text (identification and description). Most students had knowledge about descriptive text yet they had limited knowledge about the components of writing.

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result and discussion in the previous chapter, the researcher would like to come up with conclusions as follows: (1) It can be concluded that respondents' ability in writing the descriptive text was low. The average 45,02 of respondents' ability that indicated that only few of the respondents understood about the descriptive text. There was only 3 respondents who got the highest scores and the scores were 75 and 71,25. And only one respondents who got the score 75 from the total sampling were 123. It means that only 0,81% respondents have achieved the school KKM score of 75. However, there were 24 respondents who got the lowest scores and the scores were 32,5. Respondents have a low ability to write a descriptive text. Most respondents do not understand about how to write descriptive text and still confusing how to make it into English. Moreover, there are

some of respondents write a descriptive text in two languages, like Bahasa and English or mixed both of them. It means that respondents still have a low ability in writing descriptive text. (2) Although the respondents had general knowledge about descriptive text, they had still struggled with the components of writing descriptive text such as; content, organization, grammar, and vocabulary. Then, the respondents had a problem with grammatical errors. The respondents did not the subject agreement and the tenses that they should use in descriptive text. It can be concluded that most respondents pretended to write descriptive text as a freewriting style. However, the students gave agreement responses for having writing aspect problems. In order, most of the respondents showed they are strongly agreed and agreed to statement about the problem they had like; generating the idea, vocabulary, grammar, and the lack of English language skills.

5.2 Suggestion

The Teacher: It is suggested that the teacher should give clear information the students about how writing in descriptive text. The teacher should allocate much more time in teaching the students in the class, and also made the learning runs effectively.

The Students: It is suggested to the students to read and practice more on how to write a good writing in descriptive text. The students should understand well the components in making a good writing in descriptive text.

The Researcher: It is suggested to the researcher to follow the study that focuses on different aspects of this research. For example: arousing students spirit in their writing descriptive text. Focusing on other students challenges in writing of descriptive text.

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