

STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT: AN ANALYSIS AT SEVENTH GRADE OF SMP NEGERI 1 TANJUNGPINANG

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ABSTRACT

This study aimed to analyze students' writing skill in mastering descriptive writing. This research was an analysis research. There were some aspect must be explained to know the students' writing skill. According to Jacobs (1981) the aspect focuses on content, organization, vocabulary, language use, and mechanics. Besides, based on Harris (1974) the scores were classified in accordance with the level proficiency. The population of this research was the VII students of SMP Negeri 1 Tanjungpinang, and the sample was the VII.2 students, totaling 40 students. The sample was taken purposively. In this research, the sample was given an essay test to analyze the students' skills in writing descriptive texts. The results of the students' skill in writing descriptive texts were at a moderate level. It can be seen from the mean score of the students which is 59.75.

Keywords: Analysis, Descriptive Text, Writing

I. INTRODUCTION

In learning English, the students must be mastered four skills in learning English such as writing, reading, speaking, listening, and the English parts are vocabulary, grammar, and pronunciation. Writing is the most difficult English skill to master because a lot of things have to be mastered in writing. Based on Sapir (1921), language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. Goodwyn & Branson (2005) stated that English is vitally important and typically it is described as the most important of all school subjects, principally because reading, writing, speaking and listening are needed to a greater or lesser degree in every other school subject, and for adult life. One purpose of the subject English therefore does fit the name i.e. to teach the language as an entitlement to all pupils whether or not it is their first or second language. Then, language is the main important thing to communicate and stated human feeling, it has been used for very long time ago and makes it the important subject in every school and every degree due to four English skills is related by language.

Writing cannot be acquired naturally. Goodwyn & Branson (2005) stated that writing is treated as a process. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make change and corrections. Besides, Langan (2008) stated that writing is never a one-step action; it is a process that has several steps.

While, Susanti (2016) stated that there are many factors that can influence the low of student's ability at writing descriptive text, such as internally and externally. Internally consist of motivation, interest, personality, element language, etc. Externally consist of teacher's ability, facility of school, learning media include learning strategy. Putri, Nana & Rona (2019) stated that writing is the most difficult thing for the students in junior highschool, especially writing in English. One of the most prominent problem was they cannot write a text using good structure.

Based on the syllabus, the students of SMP Negeri 1 Tanjungpinang must be able and understand in writing English. However, the researcher found the different thing in the field. Subroto (2015) stated that the ability of junior high school students, especially in writing English, is not satisfying enough. Commonly the students often make errors in the writing process, because writing is not an easy job for them to do. When they are trying to put what is in their minds into word, they are always confused about how to begin and to arrange their words, what pattern to use, and so forth.

According to the researcher observation at SMP Negeri 1 Tanjungpinang, the researcher observed some of the seventh grade students of SMP Negeri 1 Tanjungpinang had a very low skill in writing. The students' scores were not even passing the minimum completeness criteria. The students of SMP Negeri 1 Tanjungpinang should learn some types of English text such as descriptive text, narrative text, and recount text. Each of the text has the different textual features, subject matter or contextual factors, and also the features of grammatical. To know the students' knowledge in learning English, the researcher had analyzed their writing of the descriptive text to measure the students understanding. This analyzing is very important because it can help the English teacher to find out the students' skill and difficulties in writing.

In this research, the text that was analyzed was Descriptive Text. Descriptive text was a text that used to describe a certain person, thing and place. The first paragraph in Descriptive text was usually called introduction and the second paragraph was description. Introduction were contains the first explanation or used to introduce the thing, person or place that were described. Then, description were contains the explanation about the thing, person, or place. It can be the size, physical appearance and etc. As we know that, writing is the difficulties skill in English because it contains many components such as vocabulary, content, organization, grammar, and mechanics.

The students should fulfill all of the writing in writing descriptive text. The writing components are content, organizing ideas, grammar, vocabulary and mechanics. Content was the main thing to do in writing descriptive text. By knowing the content, the students can produce a proper writing text and also deliver their ideas definitely in each paragraph. In organizing ideas, students need to identify the thing that will be described and the detail of it in. In grammar, students need to pay attention in choosing an appropriate word to deliver their ideas. In mechanics components, student had to use the correct punctuation, spelling and capitalization. From the indicators above, this leads to descriptions of the data and indicators that are able to assess student tests. From these indicators the researcher can see the skills of students through tests and analyze them based on these indicators.

Unfortunately, many students cannot express their writing ideas in the descriptive text. They were confused of what the teacher gave to them. In the researcher observation, the researcher found in writing English the students got a low understanding. The students not only difficult in transferring their ideas, but also the students faced the problem in their writing ability such as the grammar. It is difficult for them to write a good written text. Based on this phenomenon, it can be concluded that students made some mistakes in mechanic aspect. Spelling, punctuation and capitalization difficulties can also affect the meaning of the sentences in a paragraph. They made the reader confused on the contiguity meaning of the sentences even of the paragraph. It was a main reason why they were not able to write the descriptive text based on the generic structure and organize their text clearly. This problem also makes their scores were lower than expected.

Therefore, by considering the background of the study above the researcher conducts a study to analyze the students' writing skill of descriptive text at seventh grade of SMP Negeri 1 Tanjungpinang.

II. RESEARCH METHODOLOGY

The research was taken place at SMP Negeri 1 Tanjungpinang that located at Jalan Tugu Pahlawan No. 265, Bukit Cermin, Kec. Tanjungpinang Barat, Kota Tanjungpinang Prov. Kepulauan Riau. In this research, the researcher used qualitative research as the research design. According to Creswell (2012), qualitative research is a research which is determines to explore the phenomenon of study. Arikunto (2010) added that qualitative research is conducted in natural setting and in normal situation in which the condition is not manipulated. Arikunto (2010) argued that descriptive method tries to describe the situation and phenomenon existed. The researcher got the data from the result of the test that researcher gave to students.

Ary (2006) says that population is all members of well-defined class of people, events, or objects. The population of this research were the seventh grade student of SMP Negeri 1 Tanjungpinang. There were seven classes in seventh grade students which is contain 20 students in each classes. The total number of the population were 140 students. A sample was a part of the population. It was a small piece of the population. Based on Ary (2006) stated that selection of a sample is a very important step in conducting a research because it is expected that the sample can be as the representative of the population. In conducting the sample the researcher used a sampling as a technique. Sampling was a process of selecting a sample. According to Gay (2012), sampling is the process of selecting number of individuals for a study in such a way that the individuals represent the large group for which they are selected. Purposive sampling was used in this research. A purposive sample was a non-probability sample that was selected based on characteristics of a population and the objective of the study. The researcher chose purposive sampling because the students of VII-2 had a better ability of learning English.

According to Gay and Airasian (2000) stated that instrument is a tool that is used in collecting data. According to Brown (2010) a test as an instrument or procedure designed to elicit performance from the learner with the purpose of measuring their attainment of specified criteria. The type of test that used in this research was essay test. Based on Nunan (2003) stated that essay test enable to judge students' ability to organize, integrate, interpret material, and express themselves in their own words. In this research, the researcher used this test to both classes, the researcher need to found whether the students' can answer or not. The test was also given in online, it was impossible to conduct an offline class considering to a procedure of the covid-19 situation. The test was made by Google form and Google classroom for students to access the test.

In this research, the researcher used essay test to collect the data, the test was a tool to survey how good the students' on how they wrote the descriptive text. In order to collect the data the test was given in class. The students had to finish off the essay test that had been given by the researcher as the test. The students had to finish the test before the appointed time.

III. RESULT AND DISCUSSION

A. RESULT

In this research, the researcher presents the data collection of seventh grade students' of SMP Negeri 1 Tanjungpinang writing result. In this section, there are a tables presenting students' writing result. The tables contain the scores of students writing results are described below:

Table 1 Students' Writing Result

| No. | Result | Score |
|-----|---------|-------|
| 1 | Highest | 80 |
| 2 | Lowest | 30 |
| 3 | Average | 59.75 |
| 4 | Median | 60 |
| 5 | Mode | 80 |

From the data above, it can be seen there were the result of students' writing in seventh graders of SMP Negeri 1 Tanjungpinang. The highest score was 80. The lowest score was 30. The median was 60, the mode was 80 and the average was 59.75 which rounded above to be 60. Based on the data, the researcher found that some of the students had a high understanding in writing descriptive text, but some of them were also had a low understanding in writing descriptive text. Based on the data above, Haris (1974) stated that he scores were classified in accordance with the level proficiency as follows:

Table 2 Classification of Students' Writing Result in Level Proficiency

| No. | Total Number of Students | Level |
|-----|--------------------------|-----------|
| 1 | 0 | Very Good |
| 2 | 12 Students | Good |
| 3 | 13 Students | Moderate |
| 4 | 12 Students | Low |
| 5 | 3 Students | Failure |
| | 40 Students | Moderate |

Based on the table above, there were none of the students who got very good level, 12 students got good level, 13 students got moderate level, 12 students got low level, and 3 students got failure level. The total numbers of the students as the sample of this research were 40 students. After the researcher calculated the data, the researcher found that the students' skill in writing descriptive text was classified in moderate in level proficiency.

B. DISCUSSION

Some of the students made an error on writing a descriptive text. Many students can not interpret the ideas clearly. They were confused to decide what content they want to wrote. The content was the main problem that the students face. The topic sentence gives little evidence of a relevant topic and scene was the content problem that the researcher found. Not only the content of descriptive text, but also the generic structure of descriptive text was not good enough, especially in the identification of descriptive text.

The student had a limited knowledge of the subject, little substances, inadequate development of the topic that made them hard to write the identification of descriptive text. Besides of the content and identification, the student made a good effort on the description. Almost all of the students make a quiet good description of descriptive text. Some descriptive words are used to describe the topic, some sensory details are used. Students' mentions 2 senses in describing the place of interest. The organization of their description were organized well, but somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. The vocabulary of the students also in adequate range, occasional errors of words/idiom form, choice, usage, but the meaning was not obscured. The language use was effective but in a simple

construction, minor problem occurred in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but the meaning seldom obscured. The mechanism had an occasional error of spelling, punctuation, capitalization, paragraphing but also the meaning was not obscured.

Data 21-40 also showed students' result of writing that has various scores. The scores of Students 21, 23 until 25 were 40. Because their descriptive text has not had a description part, the descriptive text was straight to the identification of each descriptive text. In here the score for contents was 13. The punctuation was missed and also the vocabulary was bad. Because of that researcher gave the score for punctuation and vocabulary 2 and 4. The scores of students 22, 28 and 29 were 50. Because their descriptive text has not had a description part, the descriptive text was straight to the identification of each descriptive text. In here the score for contents was 13. The punctuation was missed and also the vocabulary was bad. Because of that researcher gave the score for punctuation and vocabulary 2 and 4.

The scores of students 26, 31 and 34 were 60. Because their descriptive text were in a complete forms. The descriptive text started from description part that tells how 5 things in their living room invented. After that they wrote the identification part for each descriptive text. In here the score for contents was 13. The punctuation was good and also the vocabulary was good. Because of that researcher gave the score for punctuation and vocabulary 4 and 2.

The scores of students 30 and 39 were 70. Because their descriptive text was in a complete forms. The descriptive text started from description part that tells how 5 things in their living room were invented. After that their written the identification part for each descriptive text. In here the score for contents was 13. The punctuation was good and also the vocabulary was good. Because of that researcher gave the score for punctuation and vocabulary 4 and 2.

The scores of students 27, 35 until 38 and students 40 were 80. Because their descriptive text was in a complete forms. The descriptive text started from description part that tells how 5 things in their living room invented. After that their written the identification part for each descriptive text. In here the score for contents was 13. The punctuation was good and also the vocabulary was good and various. Because of that researcher gave the score for punctuation and vocabulary 4 and 2.

IV. CONCLUSION

Based on the research findings and discussion above, the researcher concludes some conclusion on this research. The conclusion can make readers easier to understand this research and can economize the time and energy.

Based on the researcher observation and data anylize, the researcher found that some of the students' of SMP Negeri 1 Tanjungpinang was had a low understanding in mastering writing descriptive text, and some of them were also had a high understanding in mastering writing descriptive text. The researcher calculated the data and found that the students' average in writing result was 59.75 which rounded above to be 60. According to the data description and the data analysis on students' average in writing descriptive text, the students' at seventh grade of SMP Negeri 1 Tanjungpinang was categorized into moderate level.

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