AN ANALYSIS ON STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT THE ELEVENTH GRADE STUDENT OF SMA NEGERI 5 LUBUKLINGGAU

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ABSTRACT

The problem in this study is "How is the ability of students to write descriptive text?" The purpose of this study was to describe the abilities of students in writing descriptive text. This study uses a quantitative descriptive method for data collected in writing descriptive text. The population in this study is all class XI students of SMAN 5 Lubuklinggau. The sample of this research is XI F4, totalling 35 students who were taken by class using random sampling. Based on the results of writing descriptive text in class XI students of SMAN 5 Lubuklinggau are included in the failed category. The average value of students is 57. There are 4 students (13%) "Very Good", 7 students (24%) are in the "Good" category, 8 students (27%) are included in the "Medium" category, 10 students (34%) are in the "Moderate" category. It means that the student's ability to write descriptive text is included in the failed category. In conclusion, the ability of students to write descriptive texts is still not very good about grammar, vocabulary and grammar.

Keywords: Descriptive Text, Students' Ability, Writing

INTRODUCTION

Writing is the process of transferring ideas, ideas in the form of sentences or paragraphs into written form. Sianturi Duinarti, et al., (2017) mention that writing is one skill in English that refers with transferring ideas in written form. Where in writing, the mind and heart must be in good condition, because feelings and atmosphere greatly affect writing. The purpose of writing is not only to express ideas, feelings or thoughts in written symbols but also has a specific purpose to entertain, inform and persuade the reader to consider important aspects of writing. Writing is one of the difficult competency standards that must be mastered by students. It is in accordance with what Westwood (2008) states that writing is the most difficult because the development of writing requires the effective coordination which is cognitive, linguistic, and Psycho-motor processes.

Writing is a skill that is used to measure someone's English mastery. In writing, students must get good practice and enough by doing these exercises are expected to be able to train

students' writing skills well. Without practice, it is impossible to write well and effective. In line with this statement, Raimes (1983) states that writing is a skill in which people express ideas, feelings, and thoughts that are arranged in words, sentences, and paragraphs using the eyes, brain, and hands. So therefore, students are expected to be able to understand and know about vocabulary, grammar, sentence structure, etc. Sometimes students can speak English fluently but they cannot understand writing or making sentences well.

Writing is very important for everyday human life because writing can convey information and tell what we feel through writing. According to Fahmi and Rachmijati (2021), writing is important skill because writing is the way to share and deliver our idea in our brain into writing language and writing also is tool of communication indirectly to express what is thought and felt. Therefore, writing is very important for students in meeting their educational needs. According to Astuti Windi, Ana Maghfiroh, and Risqi Ekanti Ayuningtyas Palupi (2020) writing is very important in the academic process, the students need to master a good writing skill to finish their education.

In Senior High School, there are six types of text in writing which should namely narrative text, procedure text, recount text, explanation text, exposition text, and descriptive text. In writing all types of text, students need special skills which when writing. Students should pay attention to five elements of writing, they are content, organization, vocabulary, language use, mechanic. So, when students master these elements, their writing will be better.

Descriptive text is a text that the writer tries to describe about what is in his mind using imagination that makes the reader feel when they present good words. According to Tompkins (1994) descriptive text is defined as painting pictures with words. By reading a descriptive text, readers feel that they see the description like they see pictures. Description text has purpose to describe the object or person that the writer is interested in. to have paragraph unity a student must support ideas into sentences or them must organize their thingking logically in order to communicate with one another people in detail when they want to describe people, places, or things.

There are many previous researcher that discuss about students' ability in writing. One of them is Hartati (2019), she analyzed about students' ability in writing narrative text. In this research she concludes that in learning the narrative text students must be able to write narrative text with generic structure and language feature coverage well. From the discussion above, it has been explained that previous researcher discussed writing narrative texts using good language structures.

Another research that analyzed about students' ability in writing is done by Maulana (2019). His research entitled "An Analysis of Students' Ability in Writing Recount Text" in writing recount text, he conclude that in making texts especially recount texts, they have a limited vocabulary so they cannot choose appropriate words. In addition, they are also geeting difficult to express their ideas in writing recount text. In the result, their writing ability is still far from curriculum expectation.

In this research, the researcher analyzed about students' ability in writing descriptive text. It was different with the previous researchers above. Descriptive was chosen because students should master using vocabulary such as in adjective and so on. Besides that, in writing descriptive text also need to understand grammar in writing. Students also need training and guidance from teachers. Descriptive text is a subject in school so that researchers are interested in taking the descriptive text.

Here, the researcher focus to analyze students' descriptive text writing result. In analyzing students' writing, the researcher used theory from Heaton (1975). The components of writing based on the theory are about developing the right content, organization, vocabulary, language use, and mechanic.

Based on the result of interview between researcher and English teachers at SMAN 5 Lubuklinggau, it was shown that there were still many students who have difficulty connecting one word to another in making a paragraph. Then, the grammar used was still a lot wrong, especially in writing English. In addition, there were still many students who did not have adequate writing skills. Then, the grammar used still has many mistakes, especially in writing English. With this explanation, the researcher was interested in conducting research entitled **"An Analysis on Students' Ability in Writing Descriptive Text at the Eleventh Grade Students of SMA Negeri 5 Lubuklinggau"**

Based on the background of the research, the problem that described in this research was formulated in the form of a question: *"How is students' ability in writing descriptive text at the eleventh-grade students of SMA Negeri 5 Lubuklinggau?*

METHODOLOGY

The research method of "An Analysis of Students' Ability in Writing Descriptive Text" was descriptive quantitative. According to Atmowardoyo (2018) stated that descriptive research is defined as a research method used to describe the existing phenomena as accurately as possible. In this research, the data may be collected qualitatively, but it is often analyzed quantitatively, using frequencies, percentages, averages, or other statistical analyses to determine relationships. So, in this research, the researcher described about students' ability to write descriptive text at the eleventh-grade students of SMA Negeri 5 Lubuklinggau.

FINDING AND DISCUSSION

A. Finding

In this study, the researcher found the ability to write descriptive text for eleventh-grade students at SMAN 5 Lubuklinggau. The research was conducted on Monday, 31 July 2023 and the samples taken in this study were students of XI F4. The researcher used random sampling method to take this sample. When obtaining and collecting data from students at SMAN 5 Lubuklinggau, the researcher gave a written test as the instrument and then the students understood and did the assignments given. After analyzing the data obtained from writing descriptive texts, each student was distributed one sheet of paper consists of three topics for each student to describe topic that has been given. The researcher found the student's performance from results of descriptive texts written by students.

1. The Result of the Students' Score in Writing Descriptive Text

Researcher presented the results of student scores from two raters in writing descriptive text. And to find out the highest score and the lowest score in writing descriptive text are:

Table 3.2

The Students' Score R1 and R2

Number of Student	R1	R2	Students Score	The students' Ability in Writing Descriptive Text Based on Passing Grade
1.	64	72	68	Good
2.	94	96	95	Excellent
3.	63	73	68	Good
4.	38	39	38	Fair
5.	47	49	48	Average
6.	39	38	38	Fair
7.	47	49	48	Average
8.	60	55	57	Average
9.	58	68	63	Good
10.	52	55	53	Average
11.	34	36	35	Fair
12.	34	35	34	Fair
13.	95	95	95	Excellent
14.	51	61	56	Average
15.	34	39	36	Fair
17.	35	38	36	Fair
18.	85	92	88	Excellent
20.	75	84	79	Good
21.	60	71	65	Good
22.	76	79	77	Good
23.	70	73	71	Good

24.	34	36	35	Fair
25.	36	42	39	Fair
26.	86	89	87	Excellent
27.	58	62	60	Average
28.	53	54	53	Average
30.	34	36	35	Fair
32.	54	58	56	Average
34.	38	43	40	Fair
N=29	1604	1717	1653	
Average Score	**55**	**59**	**57**	**Average**
The Highest Score			**95**	
The Lowest Score			**34**	

Based on the table above, it can be concluded that the average score of students from ability to write descriptive text and carried out by two assessors, namely 57. Researcher explains that in the results of the student analysis there were 4 students (13%) "Excellent", 7 students (24%) are in the "Good" category, 8 students (27%) are included in the "Average" category, 10 students (34%) are in the "Fair" category. Based on average rater 1 and rater 2 ability scores in writing descriptive text at SMAN 5 Lubuklinggau is 57, category "Average".

2. The Students' Ability in Writing Descriptive Text Based on the Passing Grade

Researcher found the average score of students' ability to write descriptive text of rater 1 is 55, and rater 2 is 59, and total average score of students' ability to write descriptive text from rater 1 and rater 2 was 57. There were 11 students who passed based on passing grade and 18 students who did not pass. Based on the analysis above, the researcher found that the average score of ability of class XI F4 students in writing descriptive texts at SMAN 5 Lubuklinggau is 57. This score is included in the failed category, because at SMAN 5 Lubuklinggau is 70. While the average student is below KKTP 57<70.

3. Description of Students' Ability in Writing Descriptive Text

The result of the test was processed into the table, can be seen clearly in the following table:

a. Student 1

Table 3.3
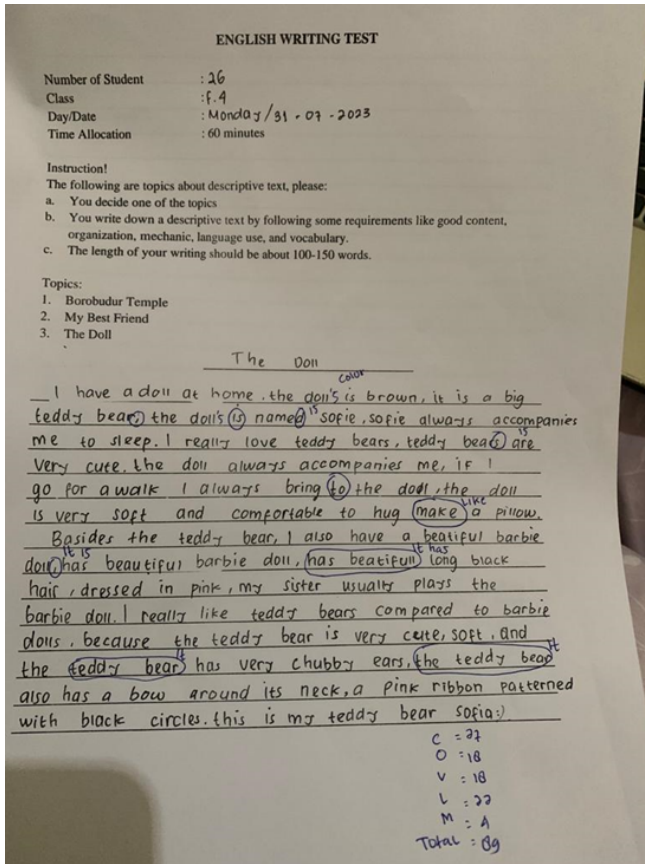**Description of Students' Ability in Writing Descriptive Text (R1)**

Content	Organization	Vocabulary	Language Use	Mechanic	Jumlah
26	18	17	22	3	86
Students' Score			87		

From the table above, it can be concluded that the ratings obtained from rater 1 for content scores are 26 in the excellent category, organization scores are 18 in the excellent category, vocabulary scores are 17 in the average category, language use scores are 22 in the excellent category, and for scores mechanics, namely 3 with the fair category. So, the total rating score from rater 1 is 86 with the components being assessed namely content, organization, vocabulary, language use, and mechanics.

Table 3.4
Description of Students' Ability in Writing Descriptive Text (R2)

Content	Organization	Vocabulary	Language Use	Mechanic	Jumlah
27	18	18	22	4	89
Students' Score			87		

From the table above can it can be concluded that the rating obtained from rater 2 for the content score is 27 in the very good category, the organization score is 18 in the very good category, the vocabulary score is 18 in the average category, the language use score is 22 in the very good category, and for the mechanical score is 4 in the good category. So, the total rating score from rater 2 is 89 with the components being assessed namely content, organization, vocabulary, language use, and mechanics.

ENGLISH WRITING TEST

Number of Student : 26
Class : F.4
Day/Date : Monday / 31 . 07 . 2023
Time Allocation : 60 minutes

Instruction!
The following are topics about descriptive text, please:
a. You decide one of the topics
b. You write down a descriptive text by following some requirements like good content, organization, mechanic, language use, and vocabulary.
c. The length of your writing should be about 100-150 words.

Topics:
1. Borobudur Temple
2. My Best Friend
3. The Doll

The Doll

I have a doll at home. the doll's is brown, it is a big teddy bear, the doll is named sofie, sofie always accompanies me to sleep. I really love teddy bears, teddy bears are very cute. the doll always accompanies me, if I go for a walk I always bring to the doll, the doll is very soft and comfortable to hug make a pillow. Besides the teddy bear, I also have a beautiful barbie doll has beautiful barbie doll, has beautifull long black hair, dressed in pink, my sister usually plays the barbie doll. I really like teddy bears compared to barbie dolls, because the teddy bear is very cute, soft, and the teddy bear has very chubby ears, the teddy bear also has a bow around its neck, a pink ribbon patterned with black circles. this is my teddy bear sofia:)

C = 27
O = 18
V = 18
L = 22
M = 4
Total = 89

Data from the two tables above, it shows that the results of assessing the ability of students from rater 1 and rater 2 on content get the excellent category because the content is made according to the topic given and the discussion is also sequential so that the reader understands the text being explained. Then organization, this components gets the excellent category. Because the text that is made follows a generic structure, where the identification and description are as requested. Then vocabulary, this component gets a good category because their vocabulary mastery is quite good so that in making descriptive texts they don't have too much difficulty and are able to write with good vocabulary. Then the language use, in this component received the excellent category because there were quite proficient in grammar, although there were some who were lacking but at the senior high school level their ability in grammar was quite good. Then the last one is mechanics, in this component they get the average category because in writing descriptive text mechanics they are classified as sufficient, some are appropriate, some are not appropriate.

From the explanation above, the number of assessments from both rater 1 and rater 2 is divided by 2 so that the students' score results are 87 which classified as excellent. Based on the skill level score above, it is stated that the content, organization, vocabulary, language use, and mechanics of the students are at a very good level because their ability to write descriptive texts can be interrelated both in vocabulary, mechanics and other components so that those who read also understand what they describe.

a. **Student 2**

Table 4.1
**Description of Students' Ability in Writing Descriptive Text (R1)**

Content	Organization	Vocabulary	Language Use	Mechanic	Jumlah
20	10	10	15	3	58
Students' Score			60		

From the table above it can be concluded that the assessment obtained from rater 1 for the content score is 20 in the fair category, the organization score is 10 in the fair category, the vocabulary score is 10 in the fair category, the language use score is 15 in the fair category, and for the mechanical score is 3 with the fair category. So the total rating score of assessor 1 is 58 with the components assessed namely content, organization, vocabulary, use of language, and mechanics.

Table 4.2
Description of Students' Ability in Writing Descriptive Text (R2)

Content	Organization	Vocabulary	Language Use	Mechanic	Jumlah
22	13	13	11	3	62
Students' Score			60		

From the table above it can be concluded that the ratings obtained from rater 2 for the content score are 22 in the average category, the organizing score is 13 in the fair category, the vocabulary score is 13 in the fair category, the language use score is 11 in the fair category, and for mechanics the score is 3 in the fair category. So the total rating score of assessor 2 is 62 with the components assessed namely content, organization, vocabulary, use of language, and mechanics.
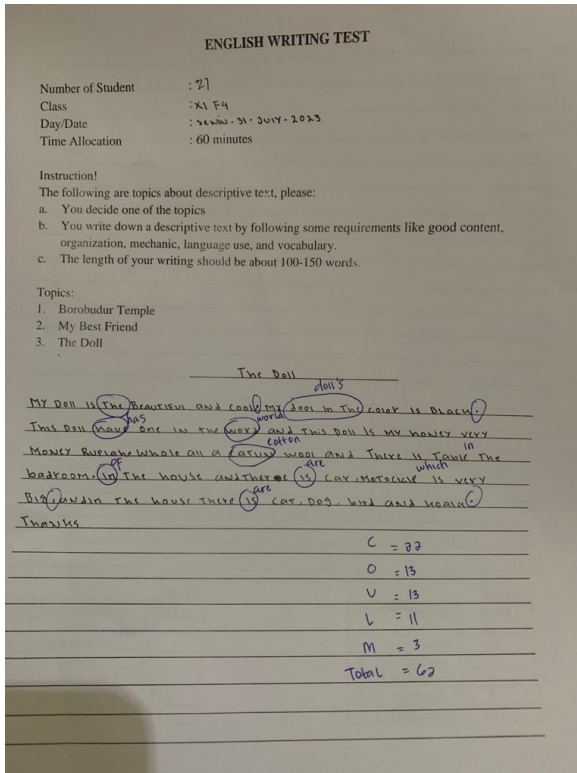
The data from the two tables above can be concluded that the results of assessing the ability of students from raters 1 and 2 on content get the average category because the content that is made still connects with the topic given even though there are some that are not quite right. then organization, this component gets the fair category. because the generic structure of the text is not quite right, where the identification and description are not in accordance with the topic. then vocabulary, this component gets a fair category where their vocabulary mastery is quite good even though some of them still lack vocabulary mastery. then the use of language, this component gets a fair category because understanding of grammar is practically sufficient, even though there are some that are not quite right. Then the last one is mechanics, this component gets a fair category because in writing descriptive text, especially punctuation marks can be said to be sufficient even though there are some that are not appropriate.

From the explanation above, the number of assessments from both rater 1 and rater 2 is divided by 2 so that the student's score is 60 which classified as average. Based on the skill level score above it is stated that the content, organization, vocabulary, use of language, and student mechanics are at an average level where the ability to write descriptive texts is partly considered sufficient even though some are not in accordance with the components in the descriptive text.

b. Student 3

Table 4.3
Description of Students' Ability in Writing Descriptive Text (R1)

| Content	Organization	Vocabulary	Language Use	Mechanic	Jumlah
13	7	7	5	2	34
Students' Score			35		

From the table above it can be concluded that the assessment obtained from rater 1 for the content score is 20 in the fair category, the organization score is 10 in the fair category, the vocabulary score is 10 in the fair category, the language use score is 15 in the fair category, and for the mechanical score is 3 with the fair category. So the total rating score of assessor 1 is 58 with the components assessed namely content, organization, vocabulary, use of language, and mechanics.

Table 4.4
Description of Students' Ability in Writing Descriptive Text (R2)

the

Content	Organization	Vocabulary	Language Use	Mechanic	Jumlah
13	7	7	7	2	36
Students' Score				35	

From table

above it can be concluded that the ratings obtained from rater 2 for the content score are 13 in the very poor category, the organizing score is 7 in the very poor category, the vocabulary score is 7 in the very poor category, the language use score is 7 in the very poor category, and for mechanics the score is 2 in the very poor category. So the total rating score of assessor 2 is 36 with the components assessed namely content, organization, vocabulary, use of language, and mechanics.
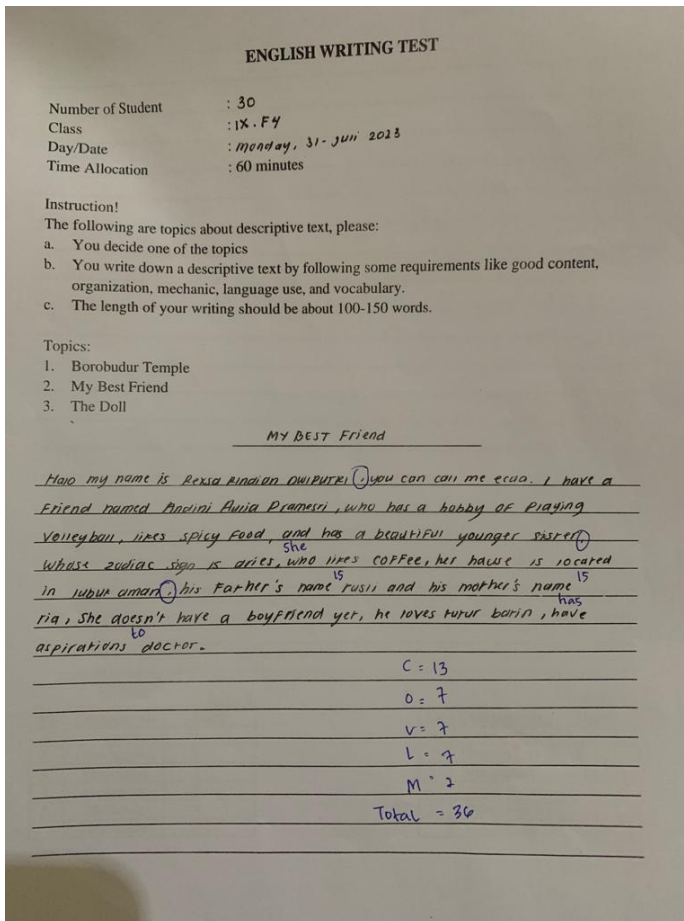
The data from the two tables above shows that the results of assessing the ability of students from rater 1 and rater 2 on content get the very poor category because the content is made inappropriate and the discussion is also not understandable to readers. Then organizing, this component gets a very poor category because the text that is made does not follow a generic structure, where the identification and description are not in accordance with the topic. Then vocabulary, this component gets the very poor category also because their vocabulary mastery is very low so they have difficulty in making descriptive texts so that the text they make becomes irregular. Then the use of language, this component gets a very poor category because they really don't understand grammar so their writing is difficult to understand. Then mechanics, this component also gets a very poor category because in writing descriptive text their punctuation, spelling, or capitalization is very irregular and makes the reader confused about which one to stop or continue reading their text.

From the explanation above, the number of assessments from both rater 1 and rater 2 is divided by 2 so that a student score of 35 is obtained which is classified as fair. Based on the skill level score above, it was stated that the content, organization, vocabulary, use of language, and mechanics of the students were at a fair level because their ability to write was very poor so the results were also not good.

B. Discussions

There are four main components in this study which were analyzed to obtain the category of descriptive text written by class XI students of SMAN 5 Lubuklinggau. his research is about students' ability in writing descriptive texts of eleventh grade students. scores were analyzed from (excellent, good, average, fair, and poor) and the standard deviation came from five elements, namely content organization, vocabulary, language use, and mechanics. Based on the findings, students face difficulties in organizing ideas because they don't know how to convey them in English. many students fail to organize the text properly. This relates to the use of descriptive writing chorus. They must compose writing by applying the correct coherence, so that students can bring real situations to their writing.

The first component to be analyzed is content. There are still many students who do not understand the contents of the text they make. The second component analyzed is organization. Many of them do not understand the generic structure of descriptive text so that the text they write is irregular. The third component is vocabulary, their understanding of vocabulary is also lacking, they have to learn more and practice to make it easier for them to make descriptive texts. The fourth component is language use, most of them don't understand grammar so they have difficulties in writing descriptive texts and what is certain is that the results of their writing are very difficult to understand. then the last component is mechanics, in this component some students don't have too much difficulty in placing punctuation and capital letters but sometimes they misspell because of the difference between the pronunciation and the written form of a word which is reflected in their written text, they are just bad at some mechanics just.

Based on the result of the study, researcher used a written test in collecting data. Then in analyzing the written text data the researcher uses these 5 components. Based on the results of the study, there were 4 students (13%) who were at the title of "Excellent" category due to the use of good vocabulary, extensive knowledge of grammar and correct use of punctuation, capitalization, and spelling, 7 students (14%) are in the "Good" category because the use of vocabulary is quite good, and grammar, punctuation is also quite good, 8 students (27%) are in the "Average" category because these students the grammar is still lacking a lot, but in punctuation and vocabulary is good, and the last 10 students (34%) is included in the "Fair"

category because organization, use of grammar, punctuation, and spelling a lot wrong. Moreover, the vocabulary is very lacking.

Based on these findings, the difficulties that many students face are in descriptive writing text namely: first, Wahyumi (2019) stated that the problem usually faced by students in writing composition is about how to organize the idea into sentence. Second, Fitri, et.al., (2017) said that spelling, punctuation, and capitalization difficulties can also affect the meaning of the sentences in a paragraph; they make the reader confused on the contiguity meaning of the sentences even of the paragraph.

CONCLUSION

The conclusion of this study is the ability to write descriptive texts of students at SMAN 5 Lubuklinggau is concluded in the "Average" category, there are 11 students who passed based on passing grade, and 18 students who did not pass based on passing grade. Based on the analysis, the students' writing skills at SMAN 5 Lubuklinggau are fail. Therefore, the ability faced by students in writing descriptive text is how develop ideas when writing paragraphs, students write content according to the topic, but in the use of grammar students are confused about choosing the right word, and also students are confused about punctuation marks, correct capitalization in writing paragraphs.

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