

AN ANALYSIS OF STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF VOCATIONAL HIGH SCHOOL NEGERI 4 LUBUKLINGGAU

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Abstract: The problem in this research was “How was the tenth grade students’ ability in writing descriptive text at the SMKN 4 Lubuklinggau?” The objective of this research was to find out an analysis of students’ ability in writing descriptive text at the tenth grade students of SMKN 4 Lubuklinggau. The descriptive used quantitative method and the data collected through the writing descriptive text. The population of this research was 25 students of the tenth grade students of SMKN4 Lubuklinggau. The sample of this research was 25 students who taken from one class by using random sampling. Based on the result of the writing descriptive text at the tenth grade students of SMKN 4 Lubuklinggau was in “passed category” the mean score was 65,00. The students for “Excellent” were 13 students or 52%. The students for “Good” 9 were students or 36%. The students for “Weak” were 3 students or 12%. The students for “poor” were 0 students or 0% in writing descriptive text. It means that the students in this research had passed in the writing descriptive text at SMKN 4 Lubuklinggau.

KeyWords: *Students’ Ability, Writing Descriptive Text.*

INTRODUCTION

One of the primary functions of English as an international language is to enable speakers to share their ideas and culture (McKay, 2002:74). English has been widely used world community in indonesia, English is considered as a foreign language taught to the students of junior and senior high school and even universities. It is realized that learning a foreign language is not easy because the influence of Indonesia language very different with English. The differences are mostly in sounds, grmmar and speling. Learning to communicate in forigen language entails the necessity to earn both language skills and language aspects of the target language.

Many countries have started using English as well as promoting the benefit of its use for educational receivers a language to be used globally in education for several years. Almost every country has realized the importance of providing education to its citizens in English According to Yolani (2020:274). This phenomenon is shown by the focus of many countries’ governs, representative, officials, and professionals to draw their students’ attention to English as a way to improve the standard of one’s living which will directly become helpful in enhancing the economy. The use of English will allow individuals to

develop more professionally by a wider access in the fields of politics, science and technology, economy, arts, medicine, etc.

Communication is to send a message from the sender (writer or speaker) to the rec. language serves as a means of communication. It may happen in various forms, two of them are the form of spoken and written language. People are social creatures who cannot survive without getting an interaction with others. Therefore, language was born as a way to interact each other. English is one of the language that has been used extensively. Thus, the learning process of English language skill is important for everyone, especially for students.

The main purpose of teaching English is to enable the students to communicate both orally and in writing. To reach the objective, the students should learn four language skills, namely: listening, speaking, reading and writing, and they should be taught in integrated ways.

The four language skills can be categorized into productive competence and receptive competence. Beside, to strengthen their language skills, the students should learn the language aspects such as: grammar, vocabulary, speaking and pronunciation. According to Harmer (1998:47), there are three reasons why people communicate. The first, people communicate because they want to say something. Harmer explained the word "want" refer to intentional desire the speaker has in order to convey message to other people. Then, people communicate because they have some communicative purpose. Therefore, communication is an important part of human civilization and it is a mean of culture transformation.

In our country, English learned since elementary school. Because English is not our authentic language, so ordinary if the students are difficult to learn it. Based on that statement, English as their second language. One of method that helps the students to master of English is by using descriptive method.

Descriptive text is the text about the way of things, people, or places. In descriptive text is the texts, the students can use imagination and perception sense to make reader hear, taste, smell, see, and feel as they present a good word of the subject. P. Josep canava stated "students may be describing a sunset, an individual, or a sinking ship. Whatever the subject, a writer's purpose in description in the same; to appeal the imagination, the emotion, and the senses.

That English is not our authentic language, as a fact that mastery it was not easy. The proportions and ability of English language is important for young language learner. The proportions include vocabulary, pronunciation grammatical structure, and phonology, that can give the effect to the English language skills; such as speaking, reading, listening and writing. Sometimes people easy to speak, read and listen about English but difficult to write.

According to Jayanti (2019:3) said, writing is one English skills that must be learned by the students. To acquire it, the students should get sufficient writing practices. These practices are supposed to stimulate the students' skill in writing and expressing thought in a good passage. Without practicing, it is impossible to write well and effectively. Writing can be said as a language skill used to communicate indirectly, whether people can't face to face each other. Expressing thought in writing is not easy for most people, and it plays an important role in learning process because writers are able to explore their own knowledge and what they are thinking about to other.

Through writing activity, the students can develop their thinking knowledge, and their ability in English such as grammar and vocabulary. Raimes (1983:4) says; there are some functions of writing to communicate with a reader, to express ideas without pressure a face to face communication, to explore a subject, to record experience and to become familiar with the conventions of written English discourse a text.

Writing becomes the most difficult skill when it is learned by the foreign language learner. According to Rass (2013:30) said, "Writing is a difficult skill for native speaker and non-native speaker; because writers must be able to write it in multiple issues such as organization, content, purpose, vocabularies, audience, and mechanics such as spelling, punctuation and capitalization", it is because there are some aspects that the students should learn to make a good writing. Those aspects are grammar, vocabulary and mechanics. They have to understand those criteria well in order to produce a good writing. In teaching and learning process of writing, the teacher has an important role. According to Brown (2001) "writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization".

In writing, students must understand and know about vocabulary, grammar, sentence connection sentence structure, etc. sometimes the students can speak English fluently but they can not understand in writing or making article. But the real, most of Indonesia students could not learn English well, especially in writing. It is usually showed when they write article, paper, or thesis in English. Many students make mistake when they write essay or article. Not all students have some abilities in pouring the ideas when they write essay or article, it is because they do not have interest in studying writing ability.

This also happened at SMKN 4 Lubuklinggau exactly in the students ability in writing descriptive text, they can write an essay or place, but many students got many problem, such as: they have many vocabularies but they could not pour it into a written text. Students less vocabularies so they can't write, they do not know in organizing ideas, vocabulary, grammar, and mechanics many students were not interested in writing. Because writing activity was boring in their opinion, and they sometimes felt lazy to practice writing in English.

Based on the experience of PPL in SMK Negeri 4 Lubuklinggau state, the researcher is interested in conducting research on the title "An analysis of students' ability in writing descriptive text at the tenth grade students of SMK Negeri 4 Lubuklinggau". In this research SMK Negeri 4 Lubuklinggau as a place to conduct research because there was a large proportion of students' ability to write descriptive text as they lacked understanding and they could learn vocabulary in order to improve their English Vocabulary. a descriptive text is a text which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person. The descriptive text is really different from the other kinds of text. Descriptive text is the text that describe something.

METHODOLOGY

In this research, the researcher used a descriptive quantitative method, Descriptive text qualitative method is a kind of methods which the data taken from the interview and observation for the purpose of describing existing condition. According to Kirana (2018:509), state that the purpose of descriptive method is done by collecting numerical data as a way to answer questions about a determined topic through questionnaires, interviews, or observation. The independent variable was the data of students score and the dependent variable was the students' ability in writing descriptive text.

The population of this research was all of the eleventh grade students of SMK Negeri 4 Lubuklinggau. There was one class of the tenth grade. The whole population is 25 students. The distribution of the population can be seen in the table below:

Table 3.1

The Population of the Study

Class	Number of Students
X Perbankan Syariah	25
Total	25

(Source: SMK NEGERI 4 Lubuklinggau in the academic years of 2020/2021)

Total sampling is a sampling technique provide equal opportunities for every member of the population to be selected as a member of the sample (Sugiono 2013:118). In this case the researcher uses a total sampling technique, to get the sample of this study. Total sampling is done by distributing one sheet of paper after which the students choose one of the three topic. As the result, the researcher found the class X Perbankan Syariah that consist of 25 students as the sample students. The sample of this study can be seen in the following table.

Table 3.2
The Sample of the Study

NO	Class	Students		Total
		Male	Female	
1	X Perbankan Syariah	6	19	25

FINDING AND DISCUSSIONS

In this research conducted to the tenth grade students of SMKN 4 Lubuklinggau, the researcher' purpose was to find out their ability in writing descriptive text only without giving any treatment or technique. The researcher was conducted in Monday, 05 April 2021 and the sample who was taken for this research was 25 students. It means the researcher used total sampling method in taking the sample of the research. In doing the test, the researcher gave a writing test as their instrument.

After analyzing the data obtained from writing descriptive text which was distributed one sheet of paper consisting of three pictures distributed to each student to describe and develop brand ideas, researcher found students performance, researcher got some important findings in writing descriptive text. The average score of students about writing and describing an image which is divided into three topics and describing students' ideas with descriptive text. Students achievement based on passing grade, and students' height in writing descriptive text.

1. The Result of the Students' Score in writing descriptive text

In this part, the researcher presented the result of students' scores in writing descriptive texts to find out which students got the highest score and students who got the lowest score.

Table 4.1
The Students' Score R1 and R2

No	Students	R 1	R 2	Students Score
1	ATD	72	70	71
2	AS	80	77	78
3	AM	60	60	60
4	AP	70	67	68
5	BL	81	77	79
6	CS	70	67	68
7	DS	76	74	75
8	DPS	80	78	79
9	EY	71	65	68
10	FU	85	82	83
11	HK	68	63	65
12	JIS	80	75	77
13	LY	75	72	74
14	L	75	72	74
15	MA	70	68	69
16	MM	68	67	67
17	NR	85	82	83
18	PS	70	68	69
19	P	60	60	60
20	PW	70	68	69
21	PL	73	70	71
22	PW	77	74	75
23	RO	79	75	77
24	WS	60	60	60
25	W	68	65	65
N = 25		1840	1770	1797
The Mean Score		73.6	70.8	71.88
The highest score				83
The lowest score				60

From the table above, it is known that the highest score was 83, the lowest score was 60, and the mean score was 71.88. these score's then were converted into the students' categories.

In the second test, the students still composed a descriptive text with the same topic about the place, the students were not allowed to write the same title as the first test. Before the writing activity began, the researcher reminded the student about the component and the theory of writing descriptive text. They were not allowed to take their test home. The researcher provided the time for writing descriptive text was about 90 minutes and composes a text within 100-150 words.

2. The Mean Score of the Student Ability in Writing Descripptive text

The researcher found that the mean score of students' ability in writing descriptive text from rater 1 was 73.6 the mean score of the students' ability in writing descriptive text, and from rater 2 was 70.8 and the total mean score of the students' ability in writing descriptive text from rater 1 and rater 2 were 71.88.

Based on the analysis above, the researcher found that the mean score of the tenth grade students' ability in writing descriptive text at SMKN 4 Lubuklinggau was in "passed criteria"

3. The Students' Ability in writing descriptive text based on Passing Grade

The mean score of the students' ability in writing descriptive text was 71.88. the highest score was 83, and the lowest score was 60. There was 22 students who got passing grade and 3 students who got failed in passing grade.

Table 4.2
The Students' Ability in Writing Descriptive Text Level
Based on Passing Grade

No	Students	The Result of the Students' Score in Writing Descriptive Text	The Students' Ability in Writing Descriptive Text Based on passing Grade
1	ATD	71	Excellent
2	AS	78	Excellent
3	AM	60	Weak
4	AP	68	Good
5	BL	79	Excellent
6	CS	68	Good
7	DS	75	Excellent
8	DPS	79	Excellent
9	EY	68	Good
10	FU	83	Excellent
11	HK	65	Good
12	JIS	77	Excellent
13	LY	74	Excellent
14	L	74	Excellent
15	MA	69	Good
16	MM	67	Good
17	NR	83	Excellent

18	PS	69	Good
19	P	60	Weak
20	PW	69	Good
21	PL	71	Excellent
22	PW	75	Excellent
23	RO	77	Excellent
24	WS	60	Weak
25	W	65	Good

From the above table, it can be seen that there were 22 students' passed passing grade and there were 3 students did not passing grade, Presents the students' scores for each component of descriptive writing. It can e said that none of students get poor score for each component. However, none of the students for "excellent" were 13 students or 52%. The students for "Good" 9 were students or 36.%. The students for "Weak" were 3 students or 12 %. in writing descriptive text. It means that the students in this research had passed in the writing descriptive text.

4. The percentage of the Students' ability in Writing Descriptive Text

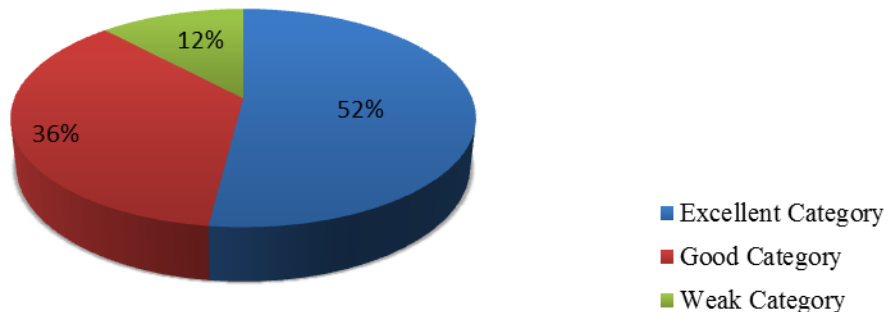
The mean score of the students' ability in writing descriptive text was 71.88. specially, the researcher that no students was 0% in "poor category", the percentage of "Excellent category" were 13 students or 52% The students for Good Category were 9 students or 36% The students for "Weak" were 3 students or 12%.

Table 4.3
The Frequency of the Students' Ability in Writing Descriptive Text

NO	Category	Score	Number of the students	Percentage
1	Excellent	81 – 100	13	52%
2	Good	61 – 70	9	36%
3	Weak	41 – 60	3	12%
4	Poor	21 – 40	0	0%

Based on the analysis above, the percentage of the students ability in writing descriptive text test can be seen in graph 1 below:

Graph 1
The Percentage of the Students' Ability in Writing Descriptive Text



CONCLUSION AND SUGGESTION

Based on finding, it was know that the result of the analysis about the students' ability in writing descriptive text at SMKN 4 Lubuklinggau got various categories. It can be seen from the analysis that were; 13 students or 52%. "Excellent category", 9 students or 36%. "good category", 3 students or 12%. "weak category", 0 students or 0%. "Poor category"

Therefore the passing grade at this school was 65.00. So, 22 students got passed in the passing grade and 3 students got failed in the passing grade. The mean of score was 71.88. it showd that the tenth grade students' ability in writing descriptive text at SMKN 4 Lubuklinggau was passed in the passing grade and sufficient category.

Based on the conculasion above, the researcher presents some suggestion both for the teacher who are teaching English and for the students who are studying English, and also for the reader.

1. To English Teachers

- a) In teaching writing, teachers are suggested to apply the strategy to attract the students' motivation to improve their writing skill. They need to be motivated that English writing is important part of English to be mastered whether in verbal or written communication.
- b) They can practice directly and think critically of students' and develop students' ideas and find out students achievement by using writing descriptive text.
- c) It is better to teach writing using descriptive text, by using an image so that students can develop and express their ideas better.

2. To the Students

- a) Ability in writing is very important beside the vocabulary to be mastered when they learn English. Because they not jus Speaking English orally but also in written form. It can be seen in English written form the correct of incorrect grammar and good writing, especially ability in writing descriptive text.
- b) It is recommended that students enjoy writing descriptive texts to develop or describe ideas in the teaching and learning process, so that they can actively express their ideas in writing descriptive texts.
- c) Improve their achievement in their ability to write descriptive texts about developing or describing their ideas by using an image, such as tourist attraction, people, and objects both at home, in class or outside the classroom.

3. For the Readers

- a) It is also suggested to be useful reference for readers who are interested in education, and also suggested to the reader who infers for further study (university students) related to this research should explore the knowledge to enlarge their understanding about how to improve students' ability in writing descriptive text and search another references.

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