

AN ANALYSIS OF STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

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Abstract

This research aims to find out the ability of the students' in writing descriptive text in relation to the content, organization, grammar, vocabulary, and mechanics. The study used a quantitative design with descriptive technique with a single variable. The sample was VII grade of MTS fathus salafi taken by purposive sampling technique which consisted of 23 students. In collecting data used a writing test as an instrument. The results of this study, focusing on content, 4% achieved an Excellent score, 7% a Good score, 31% a Fair score, and 48% a Poor score, with a mean score of 1.85. Focusing on organization, 0% of students received an Excellent score, 26% received a Good score, 31% received a Fair score, and 48% received a Poor score, with a mean score of 1.78. Focusing on Grammar, 0% of students received an Excellent score, 9% received a Good score, 48% received a Fair score, and 43% received a Poor score, with a mean score of 1.73. Focusing on vocabulary, 0% received an Excellent, 13% got a Good, 35% got a Fair, and 52% got a Poor, with a mean score of 1.67. Focusing on mechanic, 0% of students received an Excellent score, 13% received a Good score, 44% received a Fair score, and 43% received a Poor score, with a mean score of 1.75. The result, the ability of students focus on content, organization, grammar, vocabulary and mechanic are still low in writing descriptive text

Keywords: analysis, writing ability, descriptive texts.

INTRODUCTION

Language is very important to us, we use language on a daily basis to interact with others. Indonesia considers English as a foreign language, therefore we learn to master the language for some purposes. Skills and components are the terms in language itself. There are four language skills; listening, speaking, reading, and writing while language components consist of pronunciation, grammar, and vocabulary. Because writing is so much more difficult than listening, speaking, and reading, second language learners often struggle to master it (Kurniasih et al, 2022).

When learning a new language, writing often becomes the most challenging skill to acquire. To put it simply, writing is an intricate process that

calls for mental and cognitive exertion on the part of the writer (Suhartoyo et al, 2023). By understanding mechanics such grammar, spelling, and capitalization as well as substance, structure, logic, and vocabulary, students should be able to type in graphic information. According to Purnamasari et al. (2021), descriptive text is only one of several types of written material. The defining characteristics of a person, object, or location may be illustrated in descriptive writing. An introduction plus a description make up descriptive writings. The part of the text that introduces the characters is called the introduction, and the part that describes them is called the depiction.

While writing the descriptive paragraph, students face a few obstacles (Helala & Aboubou, 2020). Students should meet the five components of writing—substance (generating ideas), organization of ideas, language structure, vocabulary, and mechanics—when producing descriptive texts (Dewi, 2020). The most important thing for the student to remember while creating descriptive prose is to think creatively. The pupils may construct a well-written piece with well-developed ideas in each part by using the idea-generating strategy. The pupils had to differentiate between the title of the site and describe it in depth in the accompanying text as part of their thinking organization. The information depiction follows the markers, and the able markers aid the writer and the scorers in grading the pupils' work. Reporters may assess the students' knowledge and skills using the provided guidance (Fernandez-Bou et al., 2021).

Rahmayunita (2014) conducted a study titled “The Capacity of SMA Annur Pekanbaru Students to Write Descriptive Texts” The purpose of this research was to find out how well first-year students at SMA Annur Pekanbaru can express themselves in written form, particularly when it comes to expressing their opinions. The research confirmed that SMA Annur Pekanbaru pupils excel in creating visual material. Data collection yielded the following percentages: 25% for pupils who achieved Excellent scores, 60% for those who achieved Good scores, 5% for those who achieved Bad scores, and 10% for those who achieved Poor scores. The authors draw the conclusion that the majority of pupils succeeded in producing understandable text.

In a study conducted by Junita Siahaan (2014), titled “An Analysis of Student's Ability and Difficulty in Writing Descriptive Text A Case Study of Tenth Graders in A senior High School in Bandung” She founding revealed that nine texts written by Low, Mid, and High achievers were analyzed in terms of schematic structure and linguistic features using Systemic Functional Linguistics. The results found by researchers some students have been able to write a semantic structure of descriptive text using appropriate linguistic features. But there are still students who are confused, so that it is needed to improve their skills to write descriptive text

Because descriptive writing is considered as difficult skills, it requires mastery of writing aspects such as content, organization, vocabulary, structure and mechanics as well as the knowledge to create descriptive elements such as introduction and depiction. Analyzing students’ texts is very important to do because it can help to find out students abilities in writing descriptive text. To identify the students ability in writing skill, the researcher aimed to know students’ ability in writing descriptive text. So, The researcher is interest in doing research with the title ”An Analysis of Students’ ability in writing descriptive text”.

METHOD

The study used a quantitative design with descriptive technique with a single variable. Descriptive research is defined by Tavakoli (2012) as a study that paints a picture of an intervention or phenomena. A proportion of students' descriptive text writing abilities was employed by the researchers. The capacity of seventh graders at MTS Fathus Salafi to write descriptive texts was the only variable in this study. The population is composed of seventh graders at MTS Fathus Salafi. About sixty-eight students make up the overall count. A purposive sampling technique is used to select the students who will participate as the study's sample. Purposive sampling refers to a group of non probability sampling techniques in which units are selected because they have characteristic. The reason for using purposive sampling because english teacher suggested to choose

one class that is VII class .The sample of this research was class VII, which means the total number of samples was 23 students.

An instrument is a device used to measure, observe, or record numerical data, as stated by Creswell (2017). In addition, this study aimed to analyze students' descriptive text writing abilities using the writing exam as its research instrument. In this instance, the researcher instructed the students to compose a descriptive text for their sheet. Data was collected by means of a test by the researcher. A written exam was used by the researcher as an instrument. seventh graders from Mts Fathus Salafi took the exam. The students' descriptive writing skills will be evaluated on this written exam. The exam includes a single assignment that asks pupils to write topics about my friends. Students are asked to write a brief descriptive text by the researcher. In about 80 minutes, they had to write three paragraphs with at least five to seven sentences in each. Their subjects were given complete creative freedom, which they then transformed into a brief narrative describing their experiences. The difficulties students face when writing descriptive text will be examined in their writing.

A descriptive analysis was performed on the collected data. The term for this method is descriptive quantitative analysis. The students' descriptive writing skills are evaluated using five criteria that take into account their proficiency with each component of descriptive writing. According to Liu et al. (2022), students' writing abilities may be categorized into five levels: low, fair, average, good, and exceptional.

FINDINGS AND DISCUSSIONS

Data was collected by means of a test order by the researcher. Creating a descriptive paragraph was the task at hand. Five factors contribute to the final score on the exam. The parts that are examined include mechanics, organization, grammar, and vocabulary.

Here is a table displaying the outcomes in the form of student scores after the exam was finished:

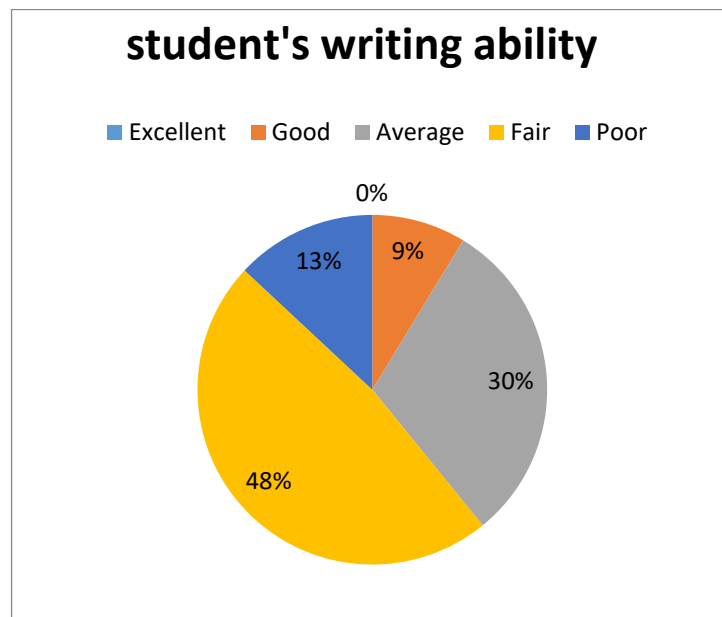


Chart 4.1
Students' score of writing descriptive text

The following percentages represent the students' performance on the writing descriptive text assessment: 9% got Good, 30% got Average, 48% got Fair, and 13% got Poor. The data shown here is the average writing test score of seventh graders taking the MTS fathus Salafi. Using the tabulation score for descriptive text writing, the students' average performance score was 38.47. The pupils' skills are ordinary. Thus, pupils need further instruction on the use of vivid imagery and detail in their written work.

The researcher determined the students' descriptive writing abilities by analyzing the data in each component. The mean score is the outcome.

Here is a visual representation of the analysis for each component:

Focusing on content, the researcher examined students' descriptive writing abilities. Our research indicates that seventh graders at MT's Fathus salafi had a weak writing skill, with a mean score of 1.85. This data set is summarized in the following table:

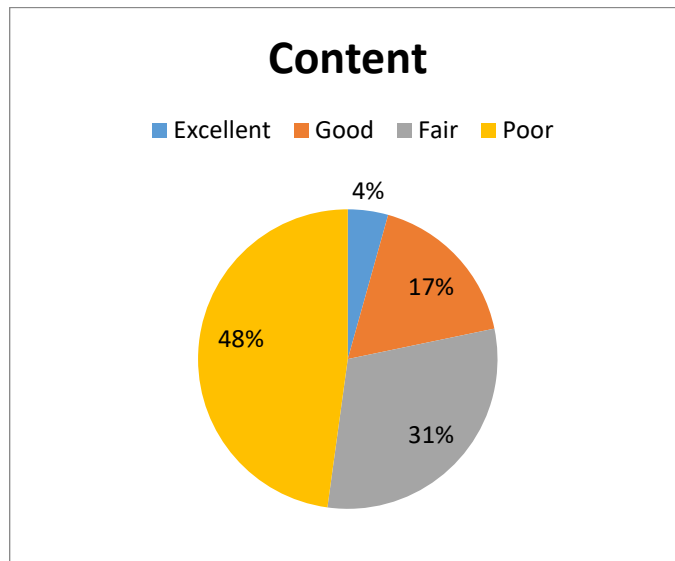


Chart 4.2
Students' ability of writing descriptive text focus on content

The following percentages represent the students' performance on the descriptive writing task: 4% achieved an Excellent score, 17% a Good score, 31% a Fair score, and 48% a Poor score, according to the table.

The capacity of pupils to organize their descriptive writing was examined by the researcher. For the writing skills of seventh graders at MTs Fathus Salafi, we discovered a mean score of 1.78, which is considered inadequate. This data set is summarized in the following table:

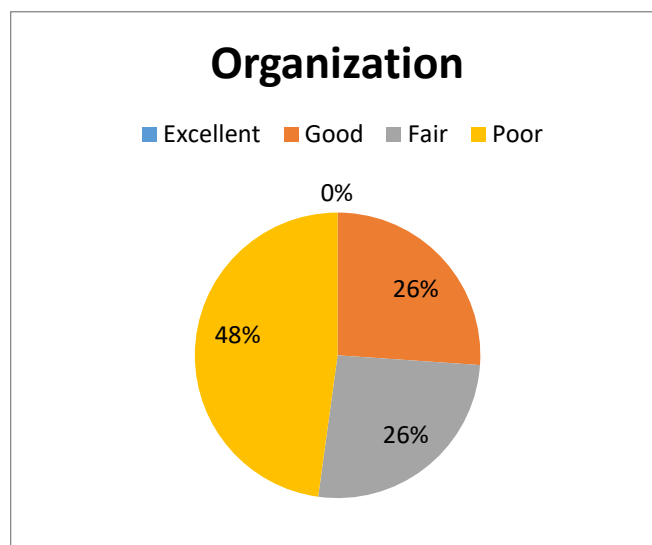


Chart 4.3
Students' ability of writing descriptive text focus on organization

According to the table, 0% of students received an Excellent score, 26% received a Good score, 31% received a Fair score, and 48% received a Poor score on the descriptive text writing assignment.

The researcher looked at the pupils' descriptive writing skills with an emphasis on grammar. For seventh graders at MT's Fathus salafi, we discovered a mean score of 1.73 on the grammar section, which is considered bad. This data set is summarized in the following table:

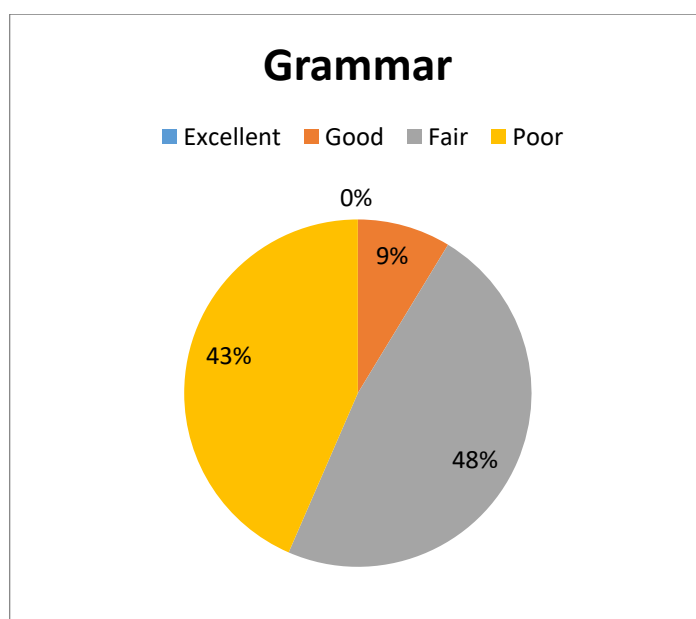


Chart 4.4
Students' ability of writing descriptive text focus on grammar

According to the table, 0% of students received an Excellent score, 9% received a Good score, 48% received a Fair score, and 43% received a Poor score on the descriptive text writing assignment.

The capacity of pupils to write descriptive texts with an emphasis on vocabulary was examined by the researcher. A descriptive text written by seventh graders at MTs Fathus salafi had a mean vocabulary score of 1.67, placing them in the worst category. This data set is summarized in the following table:

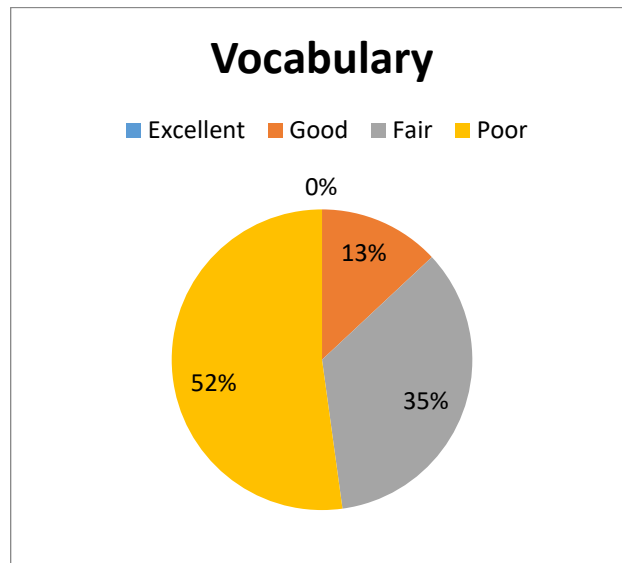


Chart 4.5
Students' ability of writing descriptive text focus on vocabulary

The following percentages reflect the students' performance on the descriptive text writing test: 0% received an Excellent, 13% got a Good, 35% got a Fair, and 52% got a Poor.

Students' descriptive writing skills with an emphasis on mechanics were the subject of the study. The average score of seventh graders at MTs Fathus salafi on the Mechanics test for descriptive text writing was 1.75, placing them in the worst possible category. This data set is summarized in the following table:

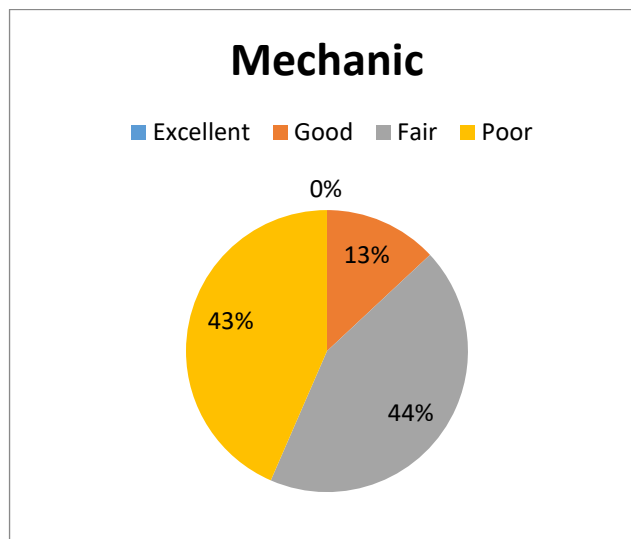


Chart 4.6
Students' ability of writing descriptive text focus on mechanic

According to the table, 0% of students received an Excellent score, 13% received a Good score, 44% received a Fair score, and 43% received a Poor score on the descriptive text writing assignment.

The average score of 38.47 achieved by students creating descriptive writings using broad data descriptions is considered appropriate according to score classification theory (Wang, 2020). An earlier study by Rahmayunita (2014) indicated that pupils at SMA Annur Pekanbaru had strong descriptive text writing abilities. This observation contradicts the results of the earlier research. They are able to express themselves adequately in writing. The five parts of an analysis are the following: content, organization, vocabulary, grammar, and mechanics.

Analyses were conducted on each facet in addition to the overall data. Content is the primary consideration. All of the concepts for themes and how they connect to one another make up this facet. Researchers are able to gather and evaluate data thanks to the guiding feature. A mean score of 1.85 was deemed low according to the findings. Based on the research findings, Fahrizal (2021) concluded that students had good skill in subject categories when it came to writing descriptive texts. This observation contradicts the results of the earlier research.

Next, let's take a look at organizing. An introduction, a sequence concept, and a conclusion make up this part. The opening paragraph of a paper should serve as an introduction, introducing the reader to the subject. Recognizing the beginning, middle, and conclusion of a phrase is connected to the concept of sequences. A summary discussion is often included in the final paragraph, which is called the conclusion. Consequently, the average score for the element of organization was 1.78, which is considered inadequate. Previous research by Saadah (2020) indicated that students' ability to write descriptive texts fell into the fair level according to the organization's assessment. This observation contradicts the results of the earlier research.

Thirdly, from a grammatical standpoint. Agreement in the present tense constitutes this feature. The subject and verb in present tense verbs with any

phrase must agree in number (single or multiple) and person (first, second, or third). English uses the -s ending on nouns and verbs in a completely different way. The average score for the grammatical component of the guide was 1.73, which is considered low. Cipta (2021) reports that pupils' proficiency in grammatical categories was very low in a prior study that sought to determine students' abilities to write descriptive texts. These results are consistent with those of the prior research.

Vocabulary is the subject of the fourth. Here, the choice of words is crucial. The accurate and suitable use of words to convey a concept is a metric for word choice. Researchers are able to gather and evaluate data thanks to the guiding feature. The average score in the vocabulary section was 1.67, which is considered inadequate, according to the results of the data analysis. The findings of a prior study by Jayanti (2019) indicated that students' descriptive writing abilities are lacking, and the study's focus was on students' vocabulary. These results are consistent with those of the prior research.

Last but not least, there is mechanics. The three hallmarks of this feature are proper capitalization, punctuation, and spelling. Spelling is based on homonyms. Words that sound same but have distinct spellings and meanings are called homophones. The punctuation mark system includes the following elements: dash, apostrophes, colons, semicolons, and periods. Following that, the following elements must be capitalized: the first word of the phrase, the pronoun "I," the titles of the composition, the proper noun, the name of a detail, the month, the day, a particular group or geographic location, and special structures. After collecting and analyzing data using the Aspect Guide, the researchers found that the mechanical aspect had a mean score of 1.75, which is considered low. Based on the research findings, students in the mechanic categories were found to have extremely low descriptive text writing abilities, according to a prior study by Wahyumi (2019). These results are consistent with those of the prior research.

CONCLUSIONS AND SUGGESTIONS

The goal of this research, as stated in the introduction, was to document the descriptive writing skills of seventh graders at MTs Fathus Salafi with an eye on mechanics, vocabulary, structure, and topic. A mean score of 38.47 was shown by the exam. When it came to producing descriptive text, two students obtained good scores, seven got average scores, eleven got fair scores, and three got poor scores. The results of this study, the student ability in writing descriptive text focusing on content was low, focusing in organization was low, focusing on grammar was low ability, focusing on vocabulary was low, and focusing in mechanic was low ability. In the end, the study's author hopes to draw the conclusion that 23 eighth graders at MTs Fathus Salafi still struggle with writing descriptive texts.

The author concluded that pupils had trouble producing descriptive writings in MT's Fathus Salafi and offered several tips to help them improve their writing abilities. The reasercher are suggested to give more attention to grammar and vocabulary in writing descriptive text. For the next researcher use observation to analyze more deeply about the other type of student wirting, and use this research as an additional reference

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Advisor: July, 14th 2024

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