



STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT SMPN 1 BLANGPIDIE

Nurul Fazilah

STKIP Muhammadiyah Aceh Barat Daya

Email: nurulfazilahhh@gmail.com

Abstract

The problem in this study is how students' abilities in writing descriptive texts. The purpose of this study is to describe students' ability in writing descriptive texts. This study is a descriptive quantitative research with the total sample of 32 students of VII A class at SMPN 1 Blangpidie. The descriptive analysis indicate that most students are not able to write English descriptive texts. The results of the study also indicate that most students fall into 'unable' category (62.5%). Further information on the encountered challenges are discussed in the article.

Keywords: *Writing; Ability; Descriptive text*

INTRODUCTION

The importance of writing skills in the digital age or in school lies in the writing process, through which students learn to understand the world better while honing critical thinking skills. The ability to write well and effectively allows individuals to communicate clearly and efficiently through various media. In this digital age, much communication is done via emails, text messages, or social media platforms. The ability to write well enables individuals to convey messages clearly and avoid misunderstandings that can arise if messages are not written properly. Writing skills are a type of language skill that students must master. Writing descriptive paragraphs requires accuracy, cohesion, order, and logical flow between sentences and between paragraphs to form a good and complete essay. Teaching writing, especially writing descriptive paragraphs, is a skill that aims to present an object or a thing in such a way that the object seems to be in front of the reader's mind. Writing descriptive texts while paying attention to word choice, structural completeness, and the requirements of grammar, punctuation, and spelling is one way to achieve this.

Descriptive text is a type of text that describes an object, place, or event in detail. Essentially, the explanation of descriptive text is that it aims to explain, describe, or depict something. This 'something' can take any form, whether it is an animal, object, location, and so on. The goal is for the reader to be able to directly feel the object being described. Why is studying descriptive text important? Studying descriptive text can help develop the ability to imagine and create clear mental images, which in turn can increase imagination and creativity in various fields, including art, design, and storytelling. There are many benefits to writing descriptive text: improving observation and detail skills, developing writing skills, expanding vocabulary, enhancing communication skills, and honing imagination and creativity. According to Tarigan (2008:3-4), writing is a language skill used to communicate indirectly. Writing is one of the basic language skills that humans must have. According to Keraf (1981), description text is a text that writes about

something, where description text is a form of interrelated writing. Without the efforts of the writers in linking interesting writing, it will not be easy to read.

Writing is a communication activity that conveys messages (information) in writing to other parties using written language as the medium. Writing is also very important for students to develop their critical thinking skills towards problems that are currently being hotly discussed

and that they may not have the courage to express verbally. Writing skills are one type of ability among the various language skills that junior high school students need to acquire. This ability is very useful for students' self-development because, through it, students can write well and correctly. Learning activities will run smoothly if they are based on a good and proper curriculum.

Descriptive text has been introduced since grade IV of elementary school because, in grade IV, students begin to be able to describe something in detail. However, in reality, there are still many students who need improvement in writing descriptive text, even though they are already at the junior high school level. This is due to the lack of student practice in writing, such as using correct spelling and choosing appropriate vocabulary. In the ability to suit the title and content of the essay, other factors may cause students to lack attention when the teacher explains the subject of descriptive texts. Hence, writing descriptive texts still needs improvement. Therefore, the following research question is used to guide the following research: 'what is students ability in writing descriptive text ?' The purpose of this study is to describe students' writing abilities in descriptive texts by focusing on their skills in on writing skill. The indicator for measuring the skill includes the aspects of title, description, conclusion, language usage, capitalization, and punctuation) (Brown2007).

METHOD

The research method that will be used in this study is a quantitative descriptive method. The researcher uses this method because it aligns with the objectives of the study, namely to describe the level of students' ability in writing descriptive texts. The method used to collect data is a written test, and the instrument employed to gather data is also a written test. The variable that will be studied in this research is a single variable, namely the ability to write descriptive texts among students of Class VIII A in the odd semester. This assignment technique is used to obtain data on students' abilities in writing descriptive texts. The task given to students as an example is to write or create descriptive texts. The ability to write descriptive texts refers to students' skills in this area, with aspects to be assessed including titles, descriptions, structure, language use, capitalization, and punctuation (Periods and commas) in writing descriptive texts for Class VIII A students. Based on the classification of each student's score, directions are given for a written test, and the researcher takes data from the students' written tests to determine the ability of Class VIII A students in writing descriptive texts.

This type of research is quantitative with a quantitative descriptive research design. The variable of this research is the students' ability to write descriptive texts by paying attention on aspects of title, description, language use, capitalization, and punctuation (periods and commas). The data of this study are in the form of student scores in writing descriptive texts using predetermined criteria. The data source of

this study is the descriptive text of class VIII A students of SMPN 1 Blangpidie. The researcher gave a written test to class VIII A students; they wrote descriptive texts. The assessment will be carried out by examining the students' written test papers that have been collected to identify problems related to the ability to write descriptive texts at SMPN 1 Blangpidie. The researcher conducted the assessment by examining the students' written papers in writing descriptive texts, with the instrument used to collect data in the form of a written test. This criterion meets the researcher's goal of finding out the ability to write descriptive texts for class VIII A students.

The population of this study was all students of class VIII A at SMPN 1 Blangpidie. The sample in this study consisted of 32 students, so the sample of this study was one class with 32 students. This Simple Random Sampling method will be used. The sampling technique is a sampling technique. The sampling strategy uses total sampling (the sample is taken as much as the total population). This is done on the basis that if all students of class VIII A are sampled in this study, the total population will be taken. If class VIII A students were sampled in the research, then the level of accuracy of the data obtained in the study would be better. For this reason, the subject of this study took samples from students of class VIII A SMPN 1 Blangpidie.

The instrument used to collect data in this study was a test, to evaluate students' descriptive text writing skills. Each student would write a descriptive text on the paper provided by the researcher in the study. From the students' descriptive text writing skills, the researcher assessed several aspects. The aspects to be assessed consisted of the title, description, conclusion, use of language, capitalization, and punctuation.

First, the researcher went to the school to obtain information and permission for research with the aim of understanding the population to be sampled. The researchers distributed test questions to the class VIII A students and then collected their responses. Data analysis was carried out using percentage techniques based on statistical principles to determine the students' ability to write descriptive texts. Data analysis using descriptive text. According to Brown (2007), students must have comprehensive skills in mastering five components of writing, namely: content, organization, vocabulary, language use, and mechanics. Level of students' ability in writing descriptive texts refers to the attainment of 15-20 score (75% - 100%) they achieve the score between 15 and 20. Meanwhile, the students are considered not capable in writing descriptive test if they obtained score below 15 (<75%). To determine the level of the students' ability in writing descriptive text, the writer is guided by the minimum completeness criteria (KKM) that is used or applicable at SMPN 1 Blangpidie., which is 75.

Therefore, the formula will divide the acquisition of students' scores by the maximum score and multiply the result by 100% as follows:

Description:

IC : (Individual Completeness)

Table 1.Content Criteria for Descriptive Text Writing Ability

Aspect	Criteria	Score Range	Percentage of Ability
Title	Able	20	86%
	Not Able	3	13%

Description	Able	9	39%
	Not Able	14	60%
Language Usage	Able	7	30%
	Not Able	16	69%
Capitalisation	Able	6	26%
	Not Able	17	74%
Use Of Punctuation	Able	18	78%
	Not able	5	21%

RESEARCH FINDINGS AND DISCUSSION

Data obtained from the written test given to students showed that some students still did not understand how to write descriptive texts. Of the 32 students in grade VIII of SMPN 1 Blangpidie, 12 students were able to write descriptive texts, while the other 20 students were not able to write descriptive texts. Before conducting the writing test, the researcher first explained and provided examples of writing descriptive texts by paying attention to the structure of the text. Students' ability to write descriptive texts of VIII A class can be seen at Figure 1.

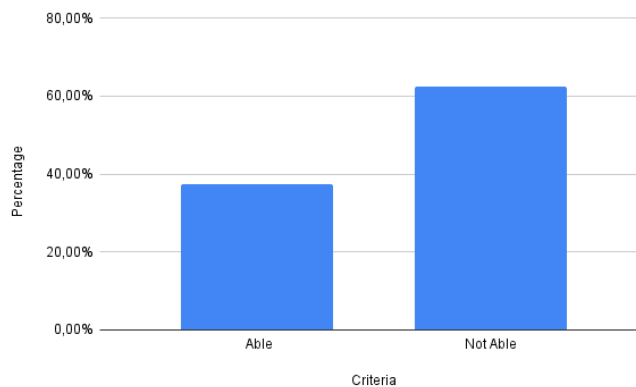


Figure 1. Descriptive Text Writing Ability Score for VIII A Class

Based on the data in Figure 1, all aspects of the students' writing skills of descriptive texts in class VIII A SMPN 1 Blangpidie, out of 32 students, can be explained as follows:

1. The criteria of students who are said to be 'Able' totals 12 students (37.5%) with the following details: 3 students scored 17 or 85%, 4 students scored 16 or 80%, and 5 students scored 16 or 80%, which totals 15 or 75%.
2. Students in the criteria (Not Able) totaled 20 students (62.5%) with the following details: 5 students scored 14 or reached 70%, 3 students scored 13, 2 students scored 13 at 65%, 4 students scored 12, 2 students scored 50%, 2 students scored 9, and 2 students scored 8 or reached a score of 40.

Students in the cro (Not Able) totaled 20 students (62.5) with the following details: 5 students scored 14 or reached 70%, 3 students scored 13, 2 students scored 13 at 65%, 4 students scored 12, 2 students scored 50%, 2 students scored 9, and 2 students scored 8 or reached a score of 40.

Table 3. Descriptive Text Writing Ability of Students in Class VIII A SMPN 1 Blangpidie

Criteria	Frequency	Percentage
Able	12	37,5%
Not Able	20	62,5%
Total	32	100%

Table 3 shows that out of 32 students, there are 12 students who fall into the group of being able to create descriptive text, while 20 students fall into the criteria of not being able. The ability of students who have obtained because there is only 12 out of 32 students (37.5%) achieved more than 72% proficiency, the descriptive sentence writing ability of the students in VIII A class SMPN 1 Blangpidie is classified as classically inadequate. This is because it did not reach the classical standard of 85%.

The purpose of this research is to describe students' abilities in writing descriptive texts. This research is a quantitative descriptive study with a sample size of 32 students. Descriptive analysis showed that most of the students were not able to write descriptive English texts. In the written test activity conducted by the researcher, the results showed that most students were in the 'unable' category (62.5%). When the researcher conducted the written test in class VIII A, 25% of students did not take the written test, and another 35% lacked vocabulary and interest in writing descriptive texts. Therefore, the percentage of students unable to write descriptive texts is 62.5%. Descriptive text has been introduced since grade IV of elementary school, as students begin to be able to describe something in detail at that grade. However, in reality, there are still many students who need to improve their writing of descriptive texts, even though they are already at the junior high school level. This is due to the lack of practice among students in writing, such as the use of correct spelling and the selection of appropriate vocabulary. In addition to the ability to match the title and content of the essay, there are other factors that can cause students to pay less attention when the teacher explains the subject matter of descriptive texts.

In class VIII A, many students are unable to write descriptive texts, as most of them did not take the written test when the author conducted it. Most of the students who did not participate were male students who did not want to take the descriptive text writing test. A significant 62.5% of them lacked interest and motivation in learning, had a poor understanding of writing descriptive texts, lacked vocabulary knowledge, and struggled with learning habits both at school and at home. This is reinforced by Ambarita's explanation (2010:173), which suggests that students' inability to use vocabulary appropriately in speaking or writing is due to a lack of practice. In line with the opinion stated by Gorys Kerat (2010:61), it is stated that a person whose vocabulary is broad will have a high ability to choose exactly which words are suitable to represent a purpose and idea.

Based on these findings and supporting evidence from experts such as Ambarita (2010:173), Gorys Kerat (2010:61), Tarigan (2008:3-4), and Brown (2007), this research confirms that the ability to write descriptive text is very necessary. In addition to developing students' imagination, increasing sensitivity to detail, and gaining motor experience, students can also effectively increase their vocabulary. Therefore, it is highly recommended for future educators to further

hone students' descriptive text writing skills in order to prioritize their learning interest in writing descriptive texts, as descriptive text writing skills not only provide benefits for students and writers, but educators also benefit greatly.

CONCLUSION

Descriptive text also has a purpose, which is to describe something related to experience based on the observation of all five senses. In addition to being beneficial for the writer, writing descriptive text is also beneficial for the reader: namely, awakening the reader's imagination in order to feel or experience the object being described, enriching the reader's knowledge and insight about the object discussed, and influencing the reader's emotions or feelings towards the object described. After the researcher conducted a study on the ability to write descriptive texts at SMPN 1 Blangpidie, the researcher conducted a written test to determine the abilities of class VIII A students. Likewise, after the results of the written test on writing descriptive texts were collected and checked by the researcher, it was found that (62.5%) of the students could be categorized as 'unable' to write descriptive texts in class VIII A.

There are several obstacles that contribute to the low competence in writing descriptive texts, including the lack of student interest in the learning process related to writing descriptive texts. Another obstacle is that students struggle to string words together into complete sentences, and there is a poor attitude among students during the learning process.

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