AN ANALYSIS OF THE SECOND GRADE STUDENTS’ ABILITY TO WRITE DESCRIPTIVE TEXT AT SMPN 27 PADANG

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Abstract

The purpose of this research was to describe the ability of second grade students’ ability to write descriptive text at SMP 27 Padang. The design of this research was descriptive in nature. In this research, the population was the second grade students at SMP 27 Padang. The number of population was 226 students. In selecting the sample, the researcher used convenience sampling technique. The number of sample was 30 students. The instrument used to get the data was writing test. The researcher did real test to the students. The researcher found the reliability of the test by using standard deviation. It was found that the coefficient correlation was high (.68). The result of the data analysis showed that the second grade students at SMP 27 Padang had moderate ability. It was proved by the fact showed 66.7% (20 students) got moderate ability to write identification, 83.3% (25 students) got moderate ability to write description, 93.3% (28 students) got moderate ability to use grammar, 86.7% (26 students) got moderate ability to use appropriate words (vocabulary), 86.7% (26 students) got moderate ability to apply mechanics. Based on the result of the research, the students are expected to learn more and to do more exercises in writing descriptive text. Furthermore, the researcher suggests the next researcher to find out students’ ability in comprehending descriptive text.

Keywords: writing, ability, descriptive text

A. INTRODUCTION

English is one of the subjects that should be learned in educational institution. In some schools it is learned from junior schools until university. In order to master English, students have to learn the skills of this language. There are four skills that should be mastered if we want to be able in writing. They are listening, speaking, reading and also writing. When we master the skills, we have to master the component of that language.

In writing, The learners can communicate and know how to express their ideas, feeling and their experience, in order to make readers understand what it is told about. Writing is a complex skill that the writer must have, such as their ability to use appropriate vocabulary, grammar, and to express idea to be written. To make a good writing, the students should have the basic knowledge in grammar, vocabulary, organizing idea, spelling and punctuation. All of them are essential
aspects that should be considered in producing good writing.

Based on the researcher informal interview with English teacher of SMP 27 Padang Ms. Nurmaini, S.Pd on September 10, 2016 at 10.00 a.m, the students still got problem in writing text, especially descriptive text that becomes the focus on this research. The problems such as lack of grammar and vocabulary. It is difficult for them to arrange the words into good sentences. For example: “It nice laptop with black color”. The correct one is “It is a nice laptop with black color”.

Based on the fact above, the researcher is interested in doing research on “An Analysis of the Second Grade Students’ Ability to Write Descriptive Text at SMP N 27 Padang”.

In general, the purpose of this study is to find out the ability of the second year students of SMP 27 Padang to write descriptive text. Specifically, the purposes are:

1. To find the ability of the second grade students at SMP N 27 Padang to write identification of descriptive text?
2. To find the ability of the second grade students at SMP N 27 Padang to write description of descriptive text?
3. To find the ability of the second grade students at SMP N 27 Padang in using grammar to write descriptive text?
4. To find the ability of the second grade students at SMP N 27 Padang in using vocabulary to write to descriptive text?
5. To find the ability of the second grade students at SMP N 27 Padang in applying mechanics to write descriptive text?

B. RESEARCH METHOD

In this research, the researcher used descriptive research design. According to Gay (1987:189), descriptive research involves collecting data in order to test hypotheses or to answer questions concerning the current status of study. In this case, the researcher described the student’s ability to comprehend report text.

In this research, the target population was the third year students at SMP N 27 Padang. The number of population members was 226 students.

In selecting the sample the researcher used convenience sampling technique. According to Alkassim (2016) states that convenience sampling is a type of non probability or nonrandom sampling where members of the target population that meet certain practical criteria, such as essay accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study. Convenience sample are sometimes regarded as
‘accidental samples’ because elements may be selected in the sample simply as they just happen to be situated, specially or administratively, near to where the researcher is conducting the data collection and the researcher decided to take one class as sample. The researcher chose class VIII.7 as the sample because class VIII.7 was ready to get the test. The total number of the class VIII.7 was 30 students and 4 students were absent.

In this study the researcher used writing test as the instrument to collect data on students’ write to descriptive text. The researcher asked the students to write a descriptive text by choosing one of five provided topic in 60 minutes.

The themes are below:
  a. My bag
  b. My Guitar
  c. My Classroom.
  d. My smartphone
  e. My computer or laptop.

The good test should be valid and reliable. In order to see the validity of a test, the researcher used content validity. To find out the reliability of this test the researcher used split half method. Split half method refers to a form that compute each subject’s score on the two halves-each subject consequently have two set of scores, a score for the odd items and a score for the even items. To correlate the two sets of scores, the researcher used Pearson Product Moment formula (Arikunto, 2015:87):

\[
 r_{xy} = \frac{n \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[n \Sigma x^2 - (\Sigma x)^2][n \Sigma y^2 - (\Sigma y)^2]}}
\]

Where :
  \( r_{xy} \) = the correlation coefficient of variable x and y
  \( x \) = the odd numbered test-item score
  \( y \) = the even numbered test-item score
  \( n \) = number of students
  \( \Sigma xy \) = total score of cross product xy

To find out the reliability of the test, the researcher used Spearman Brown formula (Gay, 1987:139):

\[
 r_{ii} = \frac{2r_{xy}}{1 + r_{xy}}
\]

Where :
  \( r_{ii} \) = the reliability coefficient of total test
  \( r_{xy} \) = the coefficient correlation between variable x and y

The researcher classified the coefficient correlation of the test based on the criterion by Arikunto (2012:75) as follows:

- 0.81-1.00 = very high
- 0.61-0.80 = high
- 0.41-0.60 = enough
- 0.21-0.40 = low
- 0.00–0.20 = very low
Based on the result of writing test, the researcher found the reliability of the test was 0.68 (high correlation). It means that the test was reliable, so that it can be used as instrument for collecting the data of this study.

To collect the data the writer used some steps as follow:

1. The writer gave the test to the students
2. The writer collected the test.
3. The writer copied all answer sheets of students answer. The original sheet of students answer was given to the first scorer and the other one was for the second scorer.
4. The first and second scorer read the answer sheet of students.
5. The first and second scorer gave score based on the criteria below:

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Criteria of each item</th>
<th>Score</th>
</tr>
</thead>
</table>
| Identification                   | 1. Excellent to very good: phenomenon to be described (thing) is clear.  
                                      2. Good to average: phenomenon to be described (thing) is clear enough.  
                                      3. Fair to poor: if there is not clear phenomenon to be describe (thing). | 15    |
| Description                      | 1. Excellent to very good: Description to be described (thing) is clear.  
                                      2. Good to average: Description to be described (thing) is clear enough.  
                                      3. Fair to poor: if there is not clear Description to be describe (thing) | 15    |
| Language Features (Grammar)      | 1. Excellent to very good: Effective in using simple present tense, linking verb and adjective.  
                                      2. Good average: Effective but the construction is simple and there are simple mistakes.  
                                      3. Fair to poor: there are major problems in using simple present, adjective, and linking verb | 15    |
| Vocabulary                       | 1. Excellent to very good: effective word and using                 | 15    |

Data of this research were students’ scores in writing descriptive text. In analyzing the data, the researcher used two scorer technique. In analyzing data, Mean (M) and Standard deviation (SD) calculated to measure the students’ ability to write descriptive text. Then, the researcher analyzed the score to know how many students who got high, moderate, and low ability. In analyzing data, the researcher used the procedures as follows:

1. The researcher presented the raw score from two scores.

2. The researcher calculated the average score of two score using the following formula:

\[
\text{Score 1} + \text{Score 2} \div 2
\]

3. The researcher calculated mean and standard deviation, the researcher used the following formula by Gay

\[
M = \frac{\Sigma X}{N}
\]

\[
SD = \sqrt{\frac{\Sigma X^2}{N} - \left(\frac{\Sigma X}{N}\right)^2}
\]

Where:

- M : Mean
- SD : Standard Deviation
- \(\Sigma X\) : Sum of all score
- \((\Sigma X)^2\) : The square of the sum; add up all the score and square or the total sum
- \(\Sigma X^2\) : the sum of all squares: square each score and add up the entire sum
- N : Number of student.

4. The researcher classified the students’ ability based on their group:

- > M + SD
  → High ability
- Between M - SD and M + SD
  → Moderate ability
5. The researcher calculated the percentage of the students who have high, moderate and low ability by using this formula:

\[ P = \frac{R}{T} \times 100 \% \]

Where:
- \( P \) = percentage of the student’s ability
- \( R \) = the sum of the students who had high, moderate, or low ability.
- \( T \) = total sum of students.

6. The researcher interpreted the result of data analysis.

C. FINDINGS AND DISCUSSION

Findings

1. Students’ Ability to Write Description Text in General

The result of data analysis showed that the highest score based on the students’ answer was 59 and the lowest score was 38. The researcher also found the mean of students’ score to write descriptive text was 51.1 and standard deviation was 5.7. The result of data showed that 4 students (13.3%) got high ability, 22 students (73.4%) got moderate ability and 4 students (13.3%) got low ability. To make sure, see the Table 2.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>4</td>
<td>13.3%</td>
</tr>
<tr>
<td>Moderate</td>
<td>22</td>
<td>73.4%</td>
</tr>
<tr>
<td>Low</td>
<td>4</td>
<td>13.3%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, it could be concluded that the students’ ability to write descriptive text in general was moderate ability. It was indicated by the percentage of students’ ability was in moderate category (73.4%).

2. Students’ Ability to Write Identification of Descriptive Text

The result of the test showed that the highest score was 15 and the minimum possible score was 10. Having calculated mean and standard deviation, it was found that the mean was 12.4 and the standard deviation was 1.6. The result of data analysis showed that 4 students (13.3%) got high ability, 20 students (66.7%) got moderate ability, and 6 students (20%) got low ability. To make sure, see the Table 3.
Table 3
The category of students’ ability to identification of descriptive text

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>4</td>
<td>13.3%</td>
</tr>
<tr>
<td>Moderate</td>
<td>20</td>
<td>66.7%</td>
</tr>
<tr>
<td>Low</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>30 students</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 4
The category of students’ ability to description of descriptive text

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Moderate</td>
<td>25</td>
<td>83.3%</td>
</tr>
<tr>
<td>Low</td>
<td>5</td>
<td>16.7%</td>
</tr>
<tr>
<td>Total</td>
<td>30 students</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, it could be concluded that the students’ ability to write identification of descriptive text was moderate ability. It was indicated by the percentage of students’ ability was in moderate category (66.7%).

3. Students’ Ability to Write Description of Descriptive Text

The result of the test showed that the highest score was 15 and the minimum possible score was 10. Having calculated mean and standard deviation, it was found that the mean was 14.1 and the standard deviation was 1.07. The result of data analysis showed that 0 student (0%) got high ability, 25 students (83.3%) got moderate ability, and 5 students (16.7%) got low ability. To make sure, see the Table 4 below:

From the table above, it could be concluded that the students’ ability to write description of descriptive text was moderate ability. It was indicated by the percentage of students’ ability was in moderate category (83.3%).

4. Students’ Ability to Use Grammar

The result of data analysis showed that the highest score of students’ ability to use grammar was 13.5 and the lowest score was 10. She also found the mean was 11 and standard deviation was 10.5. Then the researcher found that 2 students (6.7%) got high ability, 28 students (93.3%) got moderate ability, and 0 students (0%) got low ability. The result can be seen in Table 5 below:
Table 5

The category of students’ ability to Use Grammar

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>2</td>
<td>6.7 %</td>
</tr>
<tr>
<td>Moderate</td>
<td>28</td>
<td>93.3 %</td>
</tr>
<tr>
<td>Low</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Total</td>
<td>30 students</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, it could be concluded that the students’ ability in writing to use grammar of descriptive text was moderate ability. It was indicated by the percentage of students’ ability was in moderate category (100%).

5. Students’ Ability to Use Appropriate Words (Vocabulary)

The result of the data analysis showed that the high score of students’ ability to use appropriate words (vocabulary) was 10 and the lowest score was 4. She also found the mean was 8.7 and standard deviation was 1.50. After that the researcher found that 0 students (0%) got high ability, 26 students (86.7%) got moderate ability, and 4 students (13.3%) got low ability (see appendix 23). The result can be seen in Table 6

Table 6

Category of Students Ability to Use Appropriate Words (Vocabulary)

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Moderate</td>
<td>26</td>
<td>86.7 %</td>
</tr>
<tr>
<td>Low</td>
<td>4</td>
<td>13.3 %</td>
</tr>
<tr>
<td>Total</td>
<td>30 students</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table above, it could be concluded that the students’ ability in writing to use appropriate words (vocabulary) of descriptive text was moderate ability. It was indicated by the percentage of students ability was in moderate category (86.7%).

6. Students’ Ability to Apply Mechanics

The result of data analysis showed that the highest score of students’ ability to apply mechanics was 8 and the lowest score was 4. She also found the mean was 5 and standard deviation was 1.44. After that the researcher found that 4 students (13.3%) got high ability, 20 students (86.7%) got moderate ability, and 0 students (0%) got low ability. The result can be seen in Table 7
From the table above, it could be concluded that the students’ ability in writing to apply mechanics of descriptive text was moderate ability. It was indicated by the percentage of students’ ability was in moderate category (86.7%).

D. CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of data of data analysis, the researcher concludes that the ability of the second grade students’ at SMP 27 Padang to write descriptive text was moderate. It was supported by the result of the data analysis that 30 students 73.4% get moderate ability.

1. The ability of the second grade students at SMP 27 Padang to write identification was moderate. It was supported by the fact that 4 students (13.3%) got high ability, 20 students (66.7%) got moderate ability, and 6 students (20%) got low ability.

2. The ability of the second grade students at SMP 27 Padang to write description was moderate. It was supported by the fact that 0 students (0%) got high ability, 25 students (83.3%) got moderate ability, and 5 students (16.7%) got low ability.

3. The ability of the second grade students at SMP 27 Padang to use grammar was moderate. It was supported by the fact that 2 students (6.7%) got high ability, 28 students (93.3%) got moderate ability, and 0 students (0%) got low ability.

4. The ability of the second grade students at SMP 27 Padang to use appropriate words (vocabulary) was moderate. It was supported by the fact that 0 students (0%) got high ability, 26 students (86.7%) got moderate ability, and 4 students (13.3%) got low ability.

5. The ability of the second grade students at SMP 27 Padang to apply mechanics was moderate. It was supported by the fact that 4 students (13.3%) got high ability, 20 students (86.7%) got moderate ability, and 0 students (0%) got low ability.

Suggestions

Based on the conclusion above, the researcher gives several suggestions as follow:
1. Since the result of study reveals that students’ ability to write descriptive text was moderate, the teacher are suggested to give more explanations and exercises to write descriptive text to the students in order to improve their understanding and skill to write descriptive text. Then teacher should pay attention to the using grammar, using vocabulary, and mechanics in order to improve students’ ability to write descriptive text.

2. The students are expected to increase their attention to the generic structure of a descriptive text and do more practice to write descriptive text.

3. The researcher suggested to the next researcher to do research on descriptive text from different aspect such as: students’ ability in comprehending descriptive text.

**BIBLIOGRAPHY**


