

ANALYSIS ON THE ABILITY OF THE SECOND GRADE STUDENTS OF SMPN 1 LEMBAH GUMANTI SOLOK REGENCY TO WRITE DESCRIPTIVE TEXTS

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Abstract

Writing is a complex skill that requires students to have ability in writing identification, writing description, using language features, and using vocabulary. Writing a descriptive text is more complex. The students still face difficulties in writing a descriptive text. This research was aimed at describing the ability of the second grade students at SMPN 1 Lembah Gumanti in writing descriptive text dealing with writing identification, writing description, using language feature, and using vocabulary descriptive text. The design of this research was descriptive in nature. The total population were 150 students. The researcher took 30 students as the sample by using cluster random sampling technique. It means that the percentage of the member of sample was 20%. The researcher used writing test in the form of narrative text to collect the data. The test was try out to the students out of the sample since the instrument was categorized non-standard test. The researcher used inter-rater technique to know the reliability of the test. The reliability index of the test was 0.98. It was categorized very high correlation. It means that the instrument was reliable. In general, the result of this research showed that the ability of second grade students of SMPN 1 Lembah Gumanti in writing descriptive text was moderate (21 students). In specific, there were 9 students had moderate ability in writing identification of descriptive text, 22 students had moderate ability in writing description of descriptive text, 15 students had moderate ability in using language features, and 22 students had moderate ability in using vocabulary.

Key words: Ability, Writing, Descriptive Text

CHAPTER I INTRODUCTION

1.1 Background of the Problem

Writing is one of the four language skills that should be acquired

by someone who learns a language. Writing skill is regarded as the most difficult and complex language skill because it requires extent of perception and involves thinking process extensively. Writing skills are important

skills that students must master in addition to the four language skills such as listening, speaking, reading, and writing. Therefore, the writing skills required to be learned and mastered by students.

The ability to express an idea in second or foreign language especially in writing skill is a major problem for foreign language learners. There is no doubt that writing is a difficult skill for second language or foreign language learners to be mastered. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text.

Writing is one of language skills by which someone can express his or her ideas in writing form. It is stated in KTSP curriculum of SMP that the students are expected to be able to communicate in English either written or spoken forms. It means that these skills should be interrelated and supported one another.

Lumbanaraja (2003:1) states that writing is as important as other language skills. Writing is not a natural skill because one cannot acquire this ability automatically and easily. To acquire it, the students should get enough writing practices. These practices are supposed

to stimulate the student's skill in writing and expressing thoughts in a good passage. Without practicing, it is impossible to write well and effectively.

Descriptive text is a text which describes what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Generic structure of descriptive text will describe the phenomenon in parts, qualities, and characteristics. The generic structure of descriptive text consists of identification and description.

However, many students have difficulties in writing descriptive text. In fact, most students of SMPN1 Lembah Gumanti get low score in writing. This is evident from the test results of students' writing skills text descriptions are still under the KKM. The average value obtained is 65 eighth graders (KKM 75). Only some students get good scores. The students still had mistake in writing description, identification, using present tense and some vocabulary errors. It was identified from their writing exercises.

Referring to the explanation above, the researcher is interested in conducting a research untitled **“An Analysis on the Ability of the Second Year Students of SMP N 1 Lembah Gumanti to Write Descriptive Texts”**.

1.2 Identification of the Problem

Writing is an essential form of communication that is used to communicate indirectly. There are three forms of writing, namely, paragraph, text and essay in which students can express their own idea. Wikipedia (2011) states that there are some types of text taught at junior high school; they are narrative text, descriptive text, report text, recount text, and procedure text. Descriptive text presents ideas by providing details about characteristic of people, place, and things. The details are intended to appeal the readers sense and to help the reader create a mental picture.

Generic structure of descriptive text consists of two parts, namely the identification and description. In writing identification, the students mention the special participant, like people, thing or place. Then in description, the students should mention the part, quality, and characteristics of subject being describe. The language features deal with grammar of the text, for descriptive text, it is created with present tense, using adjective and action verb. Other aspects that should be considered in writing are

choice of word (vocabulary) and mechanics (spelling and punctuation).

There are some difficulties that students face during writing the descriptive text. First, problem is developing the ideas. The idea of the paragraph was still not clear. The second, problem is organizing the ideas to write a descriptive text. A paragraph needs more than a united point; it needs a reasonable organization or sequence.

1.3 Limitation of the Problem

The researcher limited this research “**Analysis on ability of the second grade students of SMP N 1 Lembah Gumanti to write descriptive texts.** Furtherly it focuses on describing person.

1.4 Formulation of the Problem

Relating to the background, identification, and limitation of the problem, the researcher formulates the research question “How is the ability of the second grade students of SMP N 1 Lembah Gumanti to write descriptive text”?

1.5 Research Questions

- (1) How is the second grade student’s ability to write identification of

descriptive text at SMPN 1 Lembah Gumanti?

- (2) How is the second grade student's ability to write description of descriptive text at SMPN 1 Lembah Gumanti?
- (3) How is the second grade student's ability to use the correct vocabulary of descriptive text at SMPN 1 Lembah Gumanti?
- (4) How is the second grade student's ability to use the correct language features (using present tense) of descriptive text at SMPN 1 Lembah Gumanti?

1.6 Purposes of the Research

Based on research questions above, the general purpose of this research is to describe the ability of the second grade student's to write descriptive text at SMP N 1 Lembah Gumanti. In more specific, this study aimed to describe:

1. The ability of second grade students at SMPN 1 Lembah Gumanti to write identification of descriptive text.
2. The ability of second grade students at SMPN 1 Lembah Gumanti to write description of descriptive text.
3. The ability of second grade students at SMPN 1 Lembah Gumanti to use the correct vocabulary in writing descriptive text.
4. The ability of second grade students at SMPN 1 Lembah Gumanti to use the correct grammar in writing description text.

1.7 Significance of the Research

The research gives a contribution as follows:

- (1) For English teacher, to know and evaluates the students' ability in writing the descriptive text at second grade students of SMPN 1 Lembah Gumanti.
- (2) For students, they know their ability in writing the descriptive text.
- (3) For institution, it planns and develops instruction of writing descriptive text.
- (4) For other researchers, it conducts further study.

1.8 Definition of the Key Terms

- (1) Writing refers to a complex socio-cognitive process involving the construction of recorder messages on paper or on some other material and more recently, on computer screen.
- (2) Descriptive text refers to kind of text which presents information which has purpose to describe a particular person, place, or thing.
- (3) Ability is the skill to write a descriptive text
- (4) Generic structure of descriptive text is text organization.
- (5) Identification is the phenomenon that will be described.
- (6) Description is a parts, qualities, or characteristics of person being described.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Writing

2.1.1 Definition of Writing

Writing is one of the language skills and productive skill learnt by students at Junior High School, Senior High School, and University. Students are expected to be able to express their

ideas and feeling through writing. Learning writing in a foreign language is not as easy as learning native language; they will meet all of learning problems dealing vocabulary, sound system, and grammar or structure.

Latulippe (1992:2) states writing is to tell others what you think. It means we can say that way to express ideas in our mind is not only in a form of speaking, but also in writing. Mayer (1992) also says that writing is an act of conversation, either with others. It is also an act of learning. When ever you write, you describe more about what you think.

Writers need to be able to predict the audience's general knowledge, cultural and literary schemata, specific subject matter knowledge, and very important, how their choice of language with be interpreted, and then complexity. Writer must learn how to remove redundancy, how to combine sentence, how to make references to other elements in a text, how to create syntactic and lexical variety and much more. Finally is vocabulary. Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary

(Brown, 2001:341). Oshima & Hogue (1991:3) also say that writing is process, not a product. It means writing should be practiced to develop this skill.

2.1.2 Types of Writing

Naturally, the type of writing system (alphabet, picture) which exist in the native language is an important factor in determining to easy of speech with which students learn to write. There are two types of writing. First is practical or factual writing. This type of writing deals with facts. Factual writing includes advertisements, internet websites, current affairs shows, debates, recipes, reports, and instructions. They present information or ideas and aim to show, tell or persuade the audience. Second, creative or imaginary writing, this type of writing usually exist in literature including aboriginal dreaming stories, movie scripts, limericks, fairy tales, plays, novels, song lyrics, mimes and soap. They are constructed to appeal to our emotions. Literary wriring can make us laught or cry, think about our own life or consider our beliefs. There are three main text types in this category: narrative, poetic and dramatic. The examples of imaginary writing are novel,

romance, fantasy, science fiction adventure, etc (Finnochiaro, 1974:85).

2.1.3 The Importance of Writing

In the modern world, written language serves a range of function in every life. There are three functions of written language. The first is primarily for action. In this part, written language has the function to give public sign as a direction for people that they will do based on written have they read. Primary for action also can be found in product and instruction, that is useful for people as a clues when they buy food tools, toys, maps, television and radio guides. The second is primarily for information. In this case, written language can be used to give contribution to many people as a field of information. Someone may takes some information from magazine, news paper, and nonfiction book for his needs including sports, business, politics, vacancy, and medical. The last function is primarily for entertainment. Most of people need to be enjoyable, some of them spend the part time to entertain themselves by watching television, listening music, going recreation and activities that they like, by reading news paper, magazine and some books, some people feel relaxed and entertained

beside they get many knowledge (Nunan, 1995:84).

2.1.4 Writing Process

Writing process is the stages a writer produces something in its final written form. This process, of course is affected by the content (subject matter) of the writing, the type of the writing (shopping list, letter, essays, report, or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc). Process writing as a classroom activity incorporates the four basic stages. The first is planning (pre-writing). In planning stage, write have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. Second, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Third, writers have to consider the content structure of the piece, that is how the best to sequence the fact, ideals, or arguments which they have decided to include, (Harmer, 2004).

2.2 Descriptive Text

The descriptive text is a description reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods such as happiness, loneliness, or fear. Wishon and M. Burks (1980) state that the description of the text used to create a visual image of people, place, even of units all time – days, time of days, or season.

Furthermore, based the definition above, it can be concluded that descriptive text is description a piece of writing or speech that says what someone something is like where it can create a visual image of people, place, even of units all time – days, time of days, or season, of list of the quality and the characteristic of something.

2.2.1 Definition of the Descriptive Text

Descriptive text is a text which lists the characteristic of something or is a text which tell about what a person or a thing is like. Its purpose is describe and reveal a particular person, place, or thing. Usually descriptive text used the simple present text. The descriptive text provide details about how something is, or how something happened. So, a descriptive text is aimed at describing an

object, phenomenon, or event. The aim of the descriptive text is to provide a vivid picture of a person, location, object, event, or debate (see: <http://www.wikipedia.com.html>).

According to Oshima and Hogue (1991:40) there are several words and phrases to show spatial arrangement.

Descriptive text present ideas by providing details about characteristic of people, places, and things. The details are intended to appeal the reader's sense and to help the readers create a mental picture.

2.2.2 Generic Structure of the Descriptive Text

According to Purwati & Marta (2005), generic structure of structure of descriptive text has two parts: the identification and the description.

a. Identification

The identification identifies the phenomenon to be described.

b. Description

The description describes part, qualities, and the characteristic of the person, place, or thing to be described.

Based on the statement above, the writer concluded that the generic structures of descriptive text are: firstly

is an identification. The writer is able to identify the text, the secondly is description. The writer are to describe a picture, place, or thing and the other.

2.2.3 Language Feature of the Descriptive Text

According to Sudarwati & Grace (2007) there are several language features used in the descriptive text:

1. Using simple present tense
Simple present tense is the activity happen in daily life, and the habitual activity.
2. Use the linking verb, example: eat, run, sleep, etc.
3. Use of the adjective and compound adjectives
4. Use of degree of comparison

2.2.4 Social Function of Descriptive Text

Social function of descriptive text is to explain in detail about the person, place, or thing. It is intended that the reader know in detail about the object described. In addition, descriptive text also serves to explain in detail about the object are discussed.

2.2.5 Example of the Descriptive

Text about Person

Below will be described an example of descriptive text that describes the person with the title Debby Putti of a model of Surabaya. In the example of the description text is explained in detail what was Debby Putti ranging from physical characteristics to the work that they do.

CHAPTER III

RESEARCH METHOD

3.1 Design of the Research

The design of this research is a descriptive quantitative research. This is based on the idea from Gay and Airasian (2000:11) who state that quantitative descriptive or survey research involves collecting data in order to answer questions about the current status of the subject or topic of study. He also adds that quantitative descriptive studies are carried out to obtain information about the preferences, attitude, practice, concern, or interest of some group of people. Bobby (2004:01) defines that a descriptive study reports the way things are. Related to the characteristics of descriptive quantitative above, the researcher used descriptive quantitative research to describe the ability of the

second year students of Junior High School 1 Lembah Gumanti in academic year 2013/2014 to write descriptive text.

3.2 Population and Sample

The population of this research was the second year students of Junior High School 1 Lembah Gumanti in the academic year 2013/2014. The total number of population was 150 students. The distribution of the members of population of this research can be seen in the following Table.

Table 3.1 The Distribution of Members of Population by Class

No	Class	Population
1.	VIII 1	25
2.	VIII 2	25
3.	VIII 3	25
4.	VIII 4	25
5.	VIII 5	25
6.	VIII 6	25
Jumlah		150

The sample of this research was selected by cluster random sampling technique. Cluster sampling techniques was used because the members of population are distributed in groups or classes. Random sampling was used because the members of population have the same characteristics. According to Gay (2009:105) random sampling is the

process of selecting sample in such way that all individuals in the defined population have an equal and independent chance of being selected for the sample.

Arikunto (2006:120) states that if the population is less than 100 it is better to take all so that the research is use total sampling. Instead, if the total of population is more than 100 it can be taken between 10%-15% or 20%-25%. For this research, the researcher took 20% of the population.

To select the sample of this study, the researcher followed certain procedures. First the researcher wrote the names of each class on small page of paper, and put them in a box. After mixing it up, he took one paper. The class which its name was written on the selected paper because the class sample, and all numbers of the class sample because the sample of this study.

3.3 Instrumentation

In this research the researcher used the writing test as the instrument. In this test the students were asked to write a descriptive text about description of a person. The teacher gave the students 60 minutes to write their descriptive text.

To calculate the correlation coefficient of the two scores to see the reliability, the researcher used Pearson Product Moment Formula (Arikunto, 2012:87).

3.4 Techniques of Data Collection

The data of this study were students' score on writing descriptive text at the second grade of SMPN 1 Lembah Gumanti. The researcher asked the students to write a descriptive text on person.

3.5 Techniques of Data Analysis

After the data have been collected, the researcher analyzed them using the procedure as Arikunto (2012:299).

CHAPTER IV FINDING AND DISCUSSION

In this chapter, the researcher presented findings and discussions on the students' ability to write descriptive text.

4.1 Findings

In this part the writer presented the findings of the study on students' ability to write descriptive text.

4.1.1 Students' Ability to Write a Descriptive Text

The result of data analysis showed that the highest score based on students' answer sheet was 91.5 and the lowest score was 45 (see appendix 5). The researcher got that mean was 73,06 and standard deviation was 12,56 (see appendix 5). The result of data analysis showed that 3 students (10%) had high ability, and 21 students (70%) had moderate ability and 6 students (20%) had low ability (see appendix 7). To make sure see Table 4.1 below:

Table 4.1 Percentage of Students' in Writing Descriptive Text

Quality	Number of Students	Percentage
High	3	10%
Moderate	21	70%
Low	6	20%
Total	30	100%

4.1.2 Students' Ability in Writing Identification

The result of data analysis demonstrated that the highest score of students' ability in writing description of

descriptive text was 4 and the lowest score was 17 students (see appendix 11). Having calculated the score, he got that the mean was 20,55 and standard deviation was 4,59 (see appendix 9). The result of data analysis showed that 4 students (13,3%) had high ability, and 9 students (30%) had moderate ability and 17 students (56,7%) had low ability (see appendix 9). To make sure see Table 4.2 below:

Table 4.2 Percentage of Students' in Writing Descriptive Text

Quality	Number of Students	Percentage
High	4	13,3%
Moderate	9	30%
Low	17	56,7%
Total	30	100%

4.1.3 Students' Ability in Writing Description

The result of data analysis demonstrated that the highest score of students' ability in writing description of descriptive text was 25 and the lowest score was 10 (see appendix 13). Having

calculated mean was 18,73 and standard deviation was 3,95 (see appendix 13). The result of data analysis showed that 4 students (13,3%) had high ability, and 22 students (73,4%) had moderate ability and 4 students (13,3%) had low ability (see appendix 15). To make sure see Table 4.3 below:

Table 4.3 Percentage of Students' in Writing Descriptive Text

Quality	Number of Students	Percentage
High	4	13,3%
Moderate	22	73,4%
Low	4	13,3%
Total	30	100%

4.1.4 Students' Ability in Using Language Features

The result of data analysis demonstrated that the highest score of students' ability in using language features of descriptive text was 22,5 and the lowest score was 10 (see appendix 17). Having calculated the score, it was found that mean was 16,63 and standard deviation was 3,0 (see appendix 17). The

result of data analysis showed that 8 students (26,67%) had high ability, and 15 students (50%) had moderate ability and 7 students (23,33%) had low ability (see appendix 19). To make sure see Table 4.4 below:

Table 4.4 Percentage of Students' in Using Language Features

Quality	Number of Students	Percentage
High	8	26,67%
Moderate	15	50%
Low	7	23,33%
Total	30	100%

4.1.5 Students' Ability in using Vocabulary

The result of data analysis demonstrated that the highest score of students' ability in using vocabulary of descriptive text was 25 and the lowest score was 10 (see appendix 22). The mean was 16,47 and standard deviation was 3,78 (see appendix 22). The result of data analysis showed that 2 students (6,67%) had high ability, and 22 students

(73,33%) had moderate ability and 6 students (20%) had low ability (see appendix 23). To make sure see Table 4.5 below:

Table 4.5 Percentage of Students' by Their Ability in Using Vocabulary

Quality	Number of Students	Percentage
High	2	6,67%
Moderate	22	73,33%
Low	6	20%
Total	30	100%

4.2 Discussions

In this part the researcher presented the discussion about the result of the students' ability in writing descriptive text.

4.2.1 Students' Ability to Write Descriptive Text

The first finding of this study was that most of students had moderate ability in writing descriptive text; it was proved by the fact that 70% students had moderate ability. It means that the

students still did not understand how to write description, identification, use language features, and use vocabulary

4.2.2 Students' Ability to Write Identification

As already discussed, another finding of this research was that the ability of most students in writing identification was low. Based on students' writing about descriptive text showed the students ability is clear enough in description phenomenon to be describes (place, thing, or people). This sample is low identification. The students are poor vocabulary.

In writing a descriptive text the students should know about structure, how to use to be, tense, adjective, and verb. They should know tense, simple present tense, past tense, and present continuous tense.

4.2.3 Students' Ability to Write Description

The next finding of the research was this ability of most students in writing description was moderate. Based on students writing about descriptive text showed the students ability is clear enough in description phenomenon to be

describes (place, thing, or people). The students do not able develop and organize their ideas because they still poor in vocabulary and using the tenses.

4.2.4 Students' Ability in Using Language Features

The other finding of this study was that the student's ability in using language features was moderate. Based on answer sheet the students have rather effective but still simple construction and simple mistakes.

4.2.5 Students' Ability in Writing Vocabulary

Based on the data of the assessments students they lack of vocabulary in developing phare and sentences to become a topic so the students can not develop the paragraph of supporting sentence

CHAPTER V CONCLUSIONS AND SUGGESTIONS

1.1 Conclusions

Based on the findings and discussions, it can be conclud that the ability of the second year students SMPN 1 Lembah Gumanti Solok

Regency to Write Descriptive Texts was moderate. It is supported by the fact 21 students (70%) had moderate ability.

1. The ability of the second year students SMPN 1 Lembah Gumanti Solok Regency in writing identification of descriptive texts was low. It was showed from the data state that there were 17 students (56,7%) had low ability.
2. The ability of the second year students SMPN 1 Lembah Gumanti Solok Regency in writing description of descriptive texts was moderate. It was showed from the data that there were 22 students (73,4%) had moderate ability.
3. The ability of the second year students SMPN 1 Lembah Gumanti Solok Regency in using language features of descriptive texts was moderate. It was showed from the data that there were 15 students (50%) had moderate ability.
4. The ability of the second year students SMPN 1 Lembah Gumanti Solok Regency in using vocabulary of descriptive texts was moderate. It was showed

from the data that there were 22 students (73,3%) had moderate ability.

1.2 Suggestions

Based on conclusions above, the researcher gave suggestions as follows:

1. It is suggested to the students to have a lot of practice writing a descriptive text. Then, they should pay attention to vocabulary, generic structure and language features of the text completely.
2. For the English teacher in SMPN 1 Lembah Gumanti Solok Regency, they should give more explanation about how to write a descriptive text and give more exercises to the students.

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