

## AN ANALYSIS OF THE SECOND GRADE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT AT SMPN 2 PADANG

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### Abstract

**This research was aimed to find out whether there is an analysis of the second grade students' ability in writing descriptive text at SMPN 2 Padang. The population of this research was the second grade students at SMPN 2 Padang. The members of the population were 248 students. The researcher took 37 students as the sample. In selecting sample, the researcher used cluster random sampling technique. To collect the data the researcher used writing test. The result of data analysis showed that the analysis of the second grade students' ability in writing descriptive text at SMPN 2 Padang was moderate. Based on the conclusions, it is suggested to the English teacher to develop material in writing descriptive text (in term of content, in term of organization, vocabulary, grammar and mechanics). Besides that, are suggested the students should improve their motivation if they want to have a good mastery in writing, and for further researcher to add the other variables which related to the students' English writing in writing descriptive text.**

**Key words: Ability, writing, descriptive text, vocabulary, mechanics.**

### A. Introduction

English is news. The language continues to make news daily in many countries. Language is very important part in human life. We can not imagine if there is no language as a communication tool. By using language, people can express their feeling, idea, and everything in their mind. In learning English, the students must consider the four skills that should be mastered, there are; listening, speaking,

reading, and writing skill. Writing is one of the four language skills needed by students. Often, when given a writing text, students sit for long periods "thinking", but not producing much.

As one of the four language skills, writing has always occupied a place in most English language course. Jozsef (2001 : 5) Writing is among the most complex human activities. It involves the development of a design idea, the capture

of mental representations of knowledge, and of experience with subjects.

According to “Kurikulum Tingkat Satuan Pendidikan (KTSP)” 2006, English subject is taught through genre based text approach. There are several kinds of writing text. There are; narrative, descriptive, procedure, recount, anecdote, etc.

Many students find difficulties when they write in English. They cannot write their ideas in English well in classroom activities. For example, the students write descriptive text. Vocabulary is one of the most problem that they have, they have limit vocabulary to write. Grammar also cannot be mastered by the students, and the last mechanics. These aspects are important ones in writing because these are basic components in order that the writing is understood by reader. Students of second grade at SMPN 2 Padang has studied some kinds of text.

Descriptive text describes a process or a sequence of events or the characteristics or structure of something. In descriptive text, there are three items that can be described, namely; person, place, and thing. Describing person is when describing a person you should give the reader and overall picture of his/her physical appearance, bear in mind that you

should give details in the following order: height, build, age, facial feature, hair, clothes, moving from the most general adjectives to the most specific ones. Describing places is when describing a place or a building you should give the reader a good idea of the location as well as surrounding attractions.

## **B. Research Method**

The design of this research was descriptive design or descriptive quantitative research. Gay and Airasian (2009 :11) state that quantitative descriptive or survey research involve 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. In this research, the researcher described the students' ability of the second grade students in writing descriptive text at SMPN 2 Padang.

The population of this research was the second grade students of SMPN 2 Padang. The number of members was 248 students. They were distributed into eight classes : VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6, VIII 7, and VIII 8.

The researcher chooses cluster random sampling technique. According to Gay (1987 : 110) say that cluster sampling is sampling technique in which the sample is in group not individual. 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. Gay (1987 : 114) says that for descriptive research, a sample of 10% of the population is considered minimum. It meant that more than 10% is better.

The researcher took 26% of the population. The selected classes was VIII2 and VIII6. The number of the students was 63 students, but when the researcher did the research, there were 26 students who were absent. Because of that, the number of the sample members was 37 students.

The instrument used in this research was writing test. The researcher asked the students to wrote a descriptive text based on the topic given.

To find out the reliability of the test, the researcher used inter – rater technique by using two scorers. . It means there are two scorers (scorer 1 and 2), in order to see a test consistency of scoring and evaluates more than one aspect in describing place. To calculate the

coefficient correlation of two scores, the researcher used Pearson Product Momen formula in Arikunto (2010: 87) as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

$r_{xy}$  : the coefficient correlation between variable x and y.

N : the number of the students.

$\sum X$  : the scores from the first scorer

$\sum Y$  : the scores from the second scorer

$\sum XY$  : the total scores of cross product xy.

Arikunto (2010: 89) stated that general coefficient correlation of the test is categorized as follows:

.81 – 1.00 = very high correlation

.61 - .80 = high correlation

.41 - .60 = moderate correlation

.21 - .40 = low correlation

.0 - ..20 = very low correlation

According to Gay (1987), the high correlation index indicate that the test is reliable. The researcher got that the coefficient correlations of writing descriptive text was 0.73. It means the reliability of the test was reliable.

In analyzing the data, the writer used the descriptive analyzing technique. The step of analyzing data as follows:

1. The researcher presented the raw score for each sample by using the following formula

$$\text{Student's score} = \frac{\text{score from scorer 1} + \text{score from scorer 2}}{2}$$

2. The researcher calculated the ability Mean (M) and Standar Deviation (SD) by using this formula (Arikunto, 2012: 289):

$$M = \frac{\sum x}{N}$$

Where:

M = mean

$\sum x$  = the total scores

N = number of samples

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

SD = Standard Deviation

N = Number of students

$\sum x$  = the total scores

$\sum x^2$  = the total scores squared

3. To classify the students' ability the researcher used the criteria as follow (Arikunto, 2012: 299):

$>M + SD$  → High

$M - SD \rightarrow M + SD$  → Moderate

$< M - SD$  → Low

4. Find the percentage of students who has high ability, moderate ability, and low ability by using the following formula:

$$P = \frac{R}{T} \times 100 \%$$

Where :

P = percentage of the students' ability

R = the number of the students who get high, moderate, or low ability

T = the sum of the students.

## C. Findings and Discussion

### Findings

The data consisted of the results of the writing test in describe place given to 37 students of 248 students as the sample of the study. The lowest score was 15,2 and the highest score was 21,52.

The Mean score was 18,36. The number of students who got grade above and equal to average (M) were 16 students (43,24 %) and the students who got less than average were 21 students (56,76 %). Based on data analysis, the students' grade can be classified into three criteria. The range of the students' score were as follows:  $\geq 21,52$  was high,  $> 15,2 \rightarrow \leq 21,52$  was moderate, and  $\leq 15,2$  was low. From the data percentage of students on each level is observable. There were eight students (21,62%) classified as high, twenty four students (64,84 %) classified

as moderate, and five students (13,51 %) classified as low. So the highest percentage was 64,84% (moderate).

In terms of content in describe place, there was six student (16,21 %) who got high, twenty students (54,05 %) who got moderate, eleven students (29,73 %) who got low.

The students' ability in terms of organization can be described as follows, there was five of student (13,51 %) who got high, twenty nine students (78,38 %) who got moderate, three students (8,10 %) who got low.

The students' ability in using appropriate vocabulary can be described as follows, there was nine of student (24,32 %) who got high, twenty seven students (72,98 %) who got moderate, one students (2,70 %) who got low.

In use grammar, there was eight student (21,62 %) who got high, twenty seven students (72,98 %) who got moderate, and two students (5,41 %) who got low.

The students' ability in using mechanics can be described as follows, there were ten of students (27,03%) who got high, nineteen students (51,35 %) who

got moderate, and eight students (21,62 %) who got low.

### **Discussion**

Based on the result of data analysis, generally the ability of the second grade students at SMPN 2 Padang in writing descriptive text was moderate. The researcher found that the students' ability was moderate since there were 64,84 % of them classified as moderate ability. It means that most of the students still confuse in writing descriptive text about place. It was indicated that the majority of students had moderate ability and only a few students had high and low ability.

In more details, the researcher described as follows:

1. The students' ability in terms of content in writing decriptive text about place was moderate because 54.05 % of them classified as moderate ability. Most of them had been classified as moderate criteria in writing descriptive text about place. It means that the students were unable write well because they have some problems in terms of content in writing, such as they didn't tell about the characteristic of writing descriptive text is identification and description. Most of them have

- understood well, they can make the text to what she/he write. Although there were number of students who classified as high (16,21%)
2. The students' ability in terms of organization was moderate because 78,38 % of them classified as moderate ability. They have some problem in terms of organization, they did not consistent about his or her write. It means that they should have a clear begining, middle, and the end about his or her write. Most of them have understood in writing their test. Although there were 13,51 % of students classified as high ability.
  3. The students' ability in using appropriate vocabulary was moderate because 72,98 % of them classified as moderate ability. They have problem in using appropriate vocabulary in writing descriptive text about place. Most of them using appropriate vocabulary is well. It means that they have mastered vocabulary well that relate to write the text descriptive about place and there were 24,32% of them classified as high ability.
  4. The students' ability in using appropriate grammar in writing descriptive text about place was moderate because 72,98 % of them classified as moderate ability because

they have some problem in using appropriate grammar in writing, they did not use simple present tense in writing descriptive text about place. Most of them have understood how to use appropriate grammar in writing descriptive text about place. It means that in writing text about place the students can considered the grammar well. Grammar that they use was simple present tense. Although there were 21,62% of students classified as high ability.

5. The students' ability in applying mechanics was moderate because 51,35 % of the students classified as moderate ability. The students cannot applying good spelling, punctuation and capitalization in writing descriptive text about place. And errors in punctuation, capitalization and spelling are frequent and very hard to understand when we read. But there were 27,03% of students classified as high ability.

## **D. Conclusions and Suggestions**

### **Conclusion**

Having the result of the data analysis, the researcher concludes that:

1. In general the ability of the second grade students at SMPN 2 Padang in writing descriptive text about place was moderate, because 64,84 % of the students were able to write the text.
2. The ability of the second grade students of SMPN 2 Padang in writing descriptive text about place by considering the terms of content was moderate. It was proved by the data that 20 students (54.05%) classified as moderate.
3. The ability of the second grade students at SMPN 2 Padang in writing descriptive text in terms of organization was moderate. It was proved by the data that 29 students (78,38%) classified as moderate.
4. The ability of the second grade students at SMPN 2 Padang in writing descriptive text about place in using appropriate vocabulary was moderate. It was proved by the data that 27 students (72,98%) classified as moderate.
5. The ability of the second grade students at SMPN 2 Padang in writing descriptive text about place in using grammar was moderate. It was proved by the data that 27 students (72,98%) classified as moderate.
6. The ability of the second grade students at SMPN 2 Padang in writing descriptive text about place in using mechanics was good. It was proved by the data that 19 students (51,35 %) classified as moderate.

### **Suggestion**

Based on finding of the reasearch, the researcher proposes some suggestions as follows:

1. The researcher suggest to English teacher to develop material in English writing to improve the students' ability in term of content in writing descriptive text, because based on the result the most students classified as moderate. In terms of content in descriptive text, the students should include in three aspect such as, details, specific, and believable. So, the teacher must teach their students about what in term of content. To the students, the researcher suggest in writing descriptive text, they must explain the main idea with details and also with the fact. And the students must convince the reader about his or her writing.
2. The researcher suggest to English teacher to develop material in

- English writing to improve the students' ability in term of organization. In organization, each idea should be grouped into a paragraph in an orderly fashion. So, the teacher must teach the students what is organization and what is term of organization. To the students, the researcher suggest to the students should be consistent about his or her writing. it means that the students should have a clear begining, middle, and the end about his or her writing.
3. The researcher suggested to English teacher to develop material in English writing to improve the students' ability to choose appropriate vocabulary. The English teacher can make the students to be more active to give the test in memoriezed word to improve their good vocabulary. To the students are suggested to enrich their vocabulary.
  4. The researcher suggest to English teacher to develop material in English writing to improve the students' ability to use grammar in writing descriptive text. Grammar is one of important component in writing. The researcher suggest to the students to remembering about the verb that is used in simple present tense in writing descriptive text.
  5. The researcher suggest to English teacher to develop material in English writing to improve the students' ability to use mechanics in writing descriptive text. Mechanics is the term that we use to describe the technical aspects of writing, such as spelling, capitalization, and punctuation. To the students, the researcher sugggest to the students should do more know about spelling, punctuation, capitalization.
  6. The researcher hoped and suggested to any further researcher to conduct the reasearch with another topic of writing text in measuring students' ability in writing descriptive text.

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