

AN ANALYSIS OF THE EIGHTH GRADE STUDENTS' ABILITY TO WRITE DESCRIPTIVE TEXT BASED ON PICTURE AT SMPN 1 LINGGO SARI BAGANTI, PESISIR SELATAN

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Abstract

The aim of this research was to find out the ability of the eighth grade students in writing by using picture at SMPN 1 Linggo Sari Baganti. The design of this research was descriptive research. The population members of this research was 129 students of eighth grade at SMPN 1 Linggo Sari Baganti. In selecting the sample the writer used stratified cluster random sampling. The total number of the sample was 31 students from VIII.1. From the result of analyzing the data, the writer found that the students' writing ability by using picture was moderate. It was proved by the fact that 20 students (64.51 %) classified as moderate ability, 6 students (19.35 %) classified as high ability, and 5 students (76.14 %) classified as low ability. Based on the data it is concluded that the students' writing ability using picture was moderate (64.51 %). Based on the conclusion the English teachers are suggested to consider the four components: content, grammar, vocabulary, and mechanics. The students are suggested to do more practice in writing English. First, the students are suggested to improve their comprehension about content and grammar. Second, students are suggested to enrich their vocabulary especially by using picture. Third, the students should improve their ability in mechanic when they write in English to make their writing better. The students should do more practice writing English, because most of them do incorrect writing some words.

Keyword: Analysis, Ability, Writing, Picture

Introduction

English during the last few years has become a really important tool in order to succeed in every kind of profession; it is the language for business, research, public relation and the internet. In modern life, we have to be able to communicate with foreign language, especially in English. On the other hand, as an international language, English is used to communicate information, mainly in science and technology, internet and also social media. Because of that,

English becomes an essential part in communication for many people around the world.

English is an important foreign language that we use in many aspects of our daily life, especially for students at school. Students can do communication or share their ideas with people. In addition, more schools or offices accept employees who are able to write English very well. People tend to assume that the successfulness of mastering foreign language is by writing the

language, in other words by writing it. Language learner is supposed to be able to write by using the language. They should be able to implement the knowledge of language into its real performance.

In learning English, students should master four language skills namely: listening, writing, reading, and writing. Beside that, there are vocabulary and grammar as language components which are important to support the language skill. Among the four skills above, writing is difficult one because our environment is not English. According to Orwig (1999) says that writing is a productive skill in written mode, Levy (1996), writing is an act of creative processes to construct a blank page to be a coherent structure by expressing the feelings, emotions, attitudes, prejudices, values and the full range of human experiences, Boardman and Frydenberg (2002:153) say that writing is a continuous process of thinking and organizing, rethinking and recognizing, Sokolik in Nunan (2003:87) mentions that writing is an activity of presenting words into an organization of statements and paragraphs that express the thought of writer to the readers.

Writing skill is very important to be mastered but the lack teachers' strategy to improve their students writing ability makes writing skill hard to be mastered. For example; the teachers usually use

inappropriate method or strategy in teaching and learning process. Beside that, many teachers use Indonesian language when they teach English in the classroom. Some teachers also teach writing only by reading some dialogues and asking their students to read and make some dialogues. Those methods can make the students are not accustomed to use English actively and assume that learning English is not interesting. What is emphasized in this study is the students' failure to communicate the language they learn in real-life conversation. Whereas, the main factors of the good writing ability is practice writing in daily life. That was what the writer saw when he was conducting his observation to students of the Eight at SMPN 1 Linggo Sari Baganti, the students were great at answering some questions, but when they had to use English in writing, they found themselves difficult to do so. Their structure was not good. Both their performance and motivation of writing were not satisfied. It is strengthened by the fact that the writer asked them about the quality of their writing with several questions; (1) "How is your writing ability honestly?". Based on the answers of the students, the researcher can get the point about quality of students' ability in writing. In fact, they can answer it, but they cannot write with good grammar and mechanic.

Raison *at. al* (2004:4) define writing, then, as an amazingly complex activity before the

writer is going to write the text, by which he or she thinks what to write, what coherence and cohesion of the text, words, spelling, grammar including punctuation, layout, tone and register, organization and selection of appropriate content for an intended audience.

According to Heaton (1988:135), there are five general components or main areas in good writing. They are:

1. Language use is the ability to write correct and appropriate sentences. It consist of tenses, word order, article, pronouns and preposition.
2. Mechanical skill is the ability to use correctly those conventions peculiar to the written language;
3. Treatment of content is the ability to think creatively and develop thoughts, excluding all irrelevant information;
4. Stylistic skill is the ability to manipulate sentences or paragraphs, and use language effectively;
5. Judgement skill is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organise, and order relevant information.

Byrne in Jefry (2012:9) also states that component of writing consisting of the following:

1. Content

Ideas are the most essential factors in writing. That is because nobody can write meaningful if he or she has not anything in mind yet. Content contains the way of the writer expresses, develops and explains the idea related to the topic. Ideas should logic, clarity, and originality.

2. Organization ideas

Organization ideas means the form of the writer's ideas that is organized into paragraphs, topic and support, and cohesion and unity.

3. Grammar

Grammar is a description of way that the language behaves. Without having knowledge about grammar, the writer cannot make his/her language to be communicative to a great variety of the readers from different situation and background.

4. Vocabulary

Vocabulary is important in writing. By having many vocabularies, the writer can explore his/her writing deeper. The use of idioms can add values to a composition.

5. Mechanics

Mechanics consists of spelling, punctuation, capitalization.

- a) Spelling

A good spelling makes a meaningful writing. The confusion of the meaning may

accord with a misspelling. So, if a word is misspelling, its meaning will change.

b) Punctuation

Punctuation plays as an important role to help the readers establish intonation. In other words, it is a command for the readers to raise their voice or drop their speech. It also can help the readers to understand the state of mind of the writer.

c) Capitalization

Capital letters have two principal in English writing. First, they may be used to mark the beginning of statements. Second, they may be used to distinguish between particular and general classes of persons, places, and things.

The main purpose of the research is to find out the students' writing ability in using picture at SMPN 1 Linggo Sari Baganti. And the specific purposes are:

- (1) To find out the eighth grade students' writing ability in expressing ideas (topic) by using picture.
- (2) To find out the eighth grade students' writing ability in using appropriate grammar by using picture
- (3) To find out the eighth grade students' writing ability to choose and use

appropriate vocabulary by using picture

- (4) To find out the eighth grade students' writing ability in mechanics by using picture

Research Method

This study aimed at describing the students' ability in writing by using picture. Relating to this, the researcher used descriptive research. According to Gravetter and Forzano (2012:364) descriptive research typically involved measuring a variable or set of variable as they exist naturally. In this research the researcher described the ability of the eight year students' writing ability by using picture at SMPN 1 Linggo Sari Baganti.

The population of this research is the second year students at SMPN 1 Linggo Sari Baganti. The researcher choose the second year students as the population because they have studied about narrative and descriptive text. In that topic the students study writing by using picture in some moment of meeting, so that the researcher wants to know the students' writing ability by using picture. the total number of population is 129 students. They are separated into four classes.

Because the number of population members was too large, the researcher took a sample. The sample is only a part of the population.

The researcher chose stratified cluster random sampling technique to take sample. Gay (1987:107) says that stratified cluster random sampling is the process of selecting a sample in such a way that identified subgroups in the population are represented in the sample in the same proportion that they exist in the population. The writer used stratified cluster random sampling technique because the population is divided into four classes.

The researcher took one (25%) one class is from VIII. 1. The researcher wrote the name of each class on them and then they were rolled and mixed up into box. Then, the writer chose one paper from box, with closed eyes. The sample was class VIII. 1 number of samples was 31 students, because one student was absent.

In this research, the researcher used writing test to collect data. The researcher used picture as media they are writing using picture. as the preparation, the researcher prepared three picture which are taken from internet. Then, researcher asked the students to choose alternative topics provided, as follows:

1. The school
2. The house
3. The bathroom

The researcher prepared the picture for each topic. The researcher gave 60 minutes to write. The test was evaluated on the four

components such as, content, grammar, vocabulary and mechanic.

A good test should be valid and reliable. It means that, a test is valid if it measures what is supposed to be measured. In order to see the validity of the test, the researcher use content validity. Arikunto (2002:67) states that one the characteristic of test validity is content validity. It means that, the test is valid if it fixes with the syllabus and teaching materials that have been given to the students.

Reliability is the degree to which a test consistently measures whatever it is measured (Gay, 1987:135). In order to get reliability of the test, researcher was used inter rater technique; the test was scored by two scorers. The first scorer is Darniati and the second scorer Elfira, S.Pd an English teacher SMPN 1 Linggo Sari Baganti. To find out the correlation index of two scorers, the researcher uses Pearson Product Moment Formula suggested by Arikunto (2012:87) 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 dan y
- x = the score from the first scorer
- y = The score from the second

scorer

n = The total number of the students who follow the test

$\sum xy$ = The total scores of cross product xy

Then researcher use degree of coefficient correlation of based on Arikunto's idea (2010: 75):

- 0.81 – 1.00 = very high correlation
- 0.61 – 0.80 = high correlation
- 0.41 – 0.60 = moderate correlation
- 0.21 – 0.40 = low correlation
- 0.0 – 0.20 = very low

Based on the result of data analysis, the coefficient correlation reliability index of this test between two scorers was 99. It was categories high correlation. So the test was reliable to collect the data. The data this research are students scores in writing to collect the data the researcher followed the next step;

1. The researcher gave some alternative topics to the students 60 minutes for writing
2. The researcher distributed three picture and the students write the text based on the picture
3. The researcher copied the students answer sheet and give to the second scorer.
4. The researcher and second scorer gave score based on the following criteria

In analyzing the data, the writer used the descriptive technique. The steps are as follows:

1. To get the raw score, the writer sums the score from each component and to obtain the final score.
2. Presenting the raw score for each sample by using the following formula

Student's score =

$$\frac{\text{score from scorer 1} + \text{score from scorer 2}}{2}$$

3. Calculating the average ability (M) by using this formula (Arikunto, 2012:289): $M = \frac{\sum x}{N}$

Where:

M = Mean

$\sum x$ = The total score of the Students

N = Number of Students

4. Calculating the Standard Deviation (SD) using formula below (Arikunto, 2012:289):

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

SD = Standard Deviation

$\sum x$ = The total score of the students

$\sum x^2$ = The total of x

N = Number of the students

5. To classify the students' ability into high, moderate, and low by using the criteria below:

$>M + 1 SD$ = High

$(M - 1SD) \rightarrow (M + 1SD)$ = Moderate

$<M - 1SD = \text{Low}$

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

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage of students' who have high, moderate and low ability

F = The sum of the students who get high, moderate, or low ability

N = The sum of the students

Findings

1. Data description

The data consisted of the results of the ability of the students by using picture series given to 31 students (one class) as the sample of the study. The highest possible score was 100, the lowest one was 40 and the lowest score was 52, the highest score was 91.

The mean score was 69,27. The number of students who got grade above and equal to average (M) 26 students (83,86%) and the students who got less than average were 5 students (46,14%). Based on data analysis, the students' grade can be classified into three categories. The range of the students' score were as follows: $>88,90$ was moderate

ability, 57,65 was low ability. There were 9 students (19,35%) classified as high ability, 20 students (64,51%) classified as moderate ability, and 5 students (16,14%) classified as low ability. So, the highest percentage was 64,51% (moderate ability). It can be seen in the following table:

Table 1

The percentage of students writing ability by using picture in general

Score	Classification of ability	Members of students	Percentage
80,90	High ability	9	19,35
57,65	Moderate ability	20	64,51
57,65	Low ability	5	16,14

Based on the result above, it indicated that the eight grade students' writing ability by using picture at SMPN 1 Linggo Sari Baganti in general was moderate, it was provided by the evidence that 64,51% of them can writing by using picture.

- a. The students' writing ability in (content) by using picture

The highest possible score was 30 and the lowest possible score was 15. The highest students got 27, and the lowest students go 5. In terms of (content) by using picture, there were 6 students (19,35%) who got high ability, 18 students (58,06%) who got moderate ability, 17 students (22,59%) who got low ability. It can be seen in the following table:

Classification of students' writing ability in expressing ideas (content) by using picture series

Classification of ability	Members of students	Percentage
High ability	6	19,35
Moderate ability	18	58,06
Low ability	7	22,59

This showed that the students' ability in expressing ideas (content) by using picture series was moderate, because after the writer classified all of the students percentage based on the criteria stated at the end of the chapter III, there were 58,66% of the students had been classified in moderate ability in expressing ideas (content) by using picture.

b. The students' writing ability in using appropriate grammar by using

The highest possible score was 30 and the lowest possible score was 15. The highest students got 27, and the lowest students got 15. The students' writing ability in using appropriate grammar can be described as follows, there were 6 students (19,35%) who got high ability, 20 students (64,51%) who got moderate ability, 5 students (16,13%) who got low ability. It can be seen in the following table:

Classification of students' writing ability in using appropriate grammar by using picture series

Classification of ability	Members of students	Percentage
High ability	6	19,35
Moderate ability	20	64,51
Low ability	5	16,13

This showed that the students' writing ability in using appropriate grammar by using picture series was moderate, because after the writer classified all of the students percentage based on the criteria stated at the end of the chapter III, there were 64,51% of the students had been classified in moderate ability in using appropriate grammar by using picture series.

c. The students' writing ability in using appropriate vocabulary by using picture

The highest possible score was 20 and the lowest possible score was 5. The highest students got 20, and the lowest students got 5. The students' writing ability in using appropriate vocabulary by using picture series as follows, there were 3 students (9,67%) who got high ability, 23 students (74,19%) who got moderate ability, 5 students (16,13%) who got low ability. It can be seen in the following table:

Classification of students' writing ability in appropriate by using picture series

Classification of ability	Members of students	Percentage
High ability	3	9,67
Moderate ability	23	74,19

Low ability	5	16,13
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This showed that the students' writing ability in using appropriate vocabulary by using picture series was moderate ability, because after the writer classified all of the students percentage based on the criteria stated at the end of the chapter III, there were 74,19% of the students had been classified in moderate ability in using appropriate vocabulary by using picture series.

d. The students' ability in mechanics using picture

The highest possible score 19 was and the lowest possible score was 5. In terms of fluency by using picture there were 7 students (22,58%) who got high ability, there were 19 students (41,94%) who got moderate ability and 5 students (16,13%) who got low ability. It can be seen in the following table:

Classification of students' ability in mechanics by using picture

Classification of ability	Members of students	Percentage
High ability	7	22,58%
Moderate ability	19	41,94%
Low ability	5	16,13%

This showed that the students mechanics by using picture was moderate because after the writer classified all of the students percentage based on criteria stated at the end of chapter III, there were 41,94% of the students had been

classified in moderate ability criteria in write by using picture.

Discussions

Based on findings, the writer found that the students' writing ability by using picture was moderate since there were 64,35% of them classified as moderate ability.

In more details, the writer described as follows:

1. The students' ability in expressing ideas (content) by using picture series was moderate (...) classified as moderate ability most of them had been classified as moderate ability by using picture series. It means that Students were not able to write well by considering the ideas (content) that they delivered. Example my school name SMPN 1 Linggo Sari Baganti it is located in Jl. Sudirman Correct
My school name SMPN 1 Linggo Sari Baganti it is located at Jl Rimbo Panjang Air Haji
From the example the students did not express the ideas related with picture provided
2. The students' ability in using appropriate grammar by using picture series was moderate because 64,51% of them classified as moderate ability. It means that 16,13% were not able to use grammar example: my house have

three bad rooms from the example above, the students did not master grammar well, the correct one is my house has three rooms

3. The students' ability in using appropriate vocabulary was moderate because 74,19% of them classified as moderate ability, and there are still 16,13% of the students classified as low ability because they have problem in using appropriate vocabulary by using picture.

Example:

My house comprise two floors

The correct

My house consist of two floors

4. The students' mechanic in writing by using picture series was moderate because 41,94% of them classified as moderate ability, there were 16,13% students have low ability in fluency. It they are not able to pronounce the word correctly

Example: my school has twowenty classroom's

The correct one is: my school has twenty class rooms

Conclusions

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

1. In general, the ability of the eight year students at SMPN 1 Linggo sari Baganti by using picture series was

moderate, because 64,51% of the students were able to speak by using picture series.

2. The ability of the eight year students at SMPN 1 Linggo sari Baganti by using picture in considering the ideas (content) which was delivered was moderate. It was proved by the fact that 18 students (58,06%) classified as moderate ability
3. The ability of the eight year students at SMPN 1 Linggo sari Baganti by using picture series in using appropriate grammar was moderate. It was proved by the fact that 20 students (64,51%) classified as moderate ability
4. The ability of the eight year students at SMPN 1 Linggo Sari Baganti by using picture series in using suitable vocabulary was moderate. It was proved by the fact that 23 students (74,19%) classified as moderate ability
5. The ability of the eight year students at SMPN 1 Linggo Sari Baganti by using picture series in terms of mechanic was moderate. It was proved by the fact that 19 students (61,94%) classified as moderate ability.

Suggestion

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

1. The English teachers are suggested to consider the four components: content, grammar, vocabulary, mechanic, when measuring students' writing ability by using picture and based on research, the researcher suggested to English teacher to develop material in English writing to improve the students' when they expressing ideas and grammar, because based on the result of the research most of students classified as low ability in comprehension about content and grammar. The English teacher can make the students to be more active in writing English to improve their comprehension about content and grammar.
2. The students are suggested to do more practice in writing English, first, the students are suggested to improve their comprehension about content and grammar, because based on result of the research there were 16,12% and 22,58% of the students have low ability. Second, to improve the ability of comprehending content and grammar, students are suggested to learn more about comprehending content and grammar. Third, students are suggested to enrich their vocabulary especially by using picture, they just do not know about

what happen in the picture, but also know about the name of place. Fourth, in part of mechanic, the students should improve their ability in mechanic when they writing in English to make their writing better.

The researcher hoped and suggested to any further researcher to conduct the research with another topic of monolog text in measuring students' writing ability.

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