

**AN ANALYSIS OF THE ABILITY OF THE FIRST YEAR STUDENTS  
OF SMP IT AZIZIYYAH PEKANBARU IN WRITING  
DERSCRIPTIVE TEXTS**

**Resmi Roza, Fadly Azhar, Erni**

email: resmiroza55@gmail.com , fadlyazhar57@gmail.com, erni.rosda@yahoo.co.id  
contact : 082383638876

*Students of English Study Program  
Language and Arts Department  
Faculty of Teachers Training and Education  
Universitas Riau*

**Abstract :** *This research was aimed to find out the ability level of the first year students of SMP IT Aziziyyah Pekanbaru in writing descriptive texts. The data were collected in February. The population of this research is the first year students of SMP IT Aziziyyah Pekanbaru. The number of sample 31 students who are chosen by using cluster random sampling technique. This research is a descriptive research where the researcher explained the result of research by describing the data gained .The data are collected using a writing test in form of a picture, that was a picture animal. The result of the data analysis showed that the mean score of the students' ability in writing descriptive text is 61.29. It can be that the ability of the first year students of SMP IT Aziziyyah Pekanbaru in writing descriptive texts is poor. Based on the result of the students' ability in each writing aspect, the lowest score in grammar aspect and the highest score in vocabulary aspect*

**Keywords:** *Analysis, Writing Ability, Descriptive Text.*

# **ANALISIS KEMAMPUAN SISWA KELAS SATU SMP IT AZIZIYYAH PEKANBARU DALAM MENULIS TEKS DESKRIPTIF**

**Resmi Roza, Fadly Azhar, Erni**

email: resmiroza55@gmail.com , fadlyazhar57@gmail.com, erni.rosda@yahoo.co.id  
contact : 082383638876

Mahasiswa Program Studi Bahasa Inggris  
Jurusan Bahasa dan Seni  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Riau

**Abstrak** : Penelitian ini bertujuan untuk mengetahui tingkat kemampuan siswa kelas 1 SMP IT Aziziyyah Pekanbaru dalam menulis teks deskriptif. Data dikumpulkan pada bulan Februari. Populasi penelitian ini adalah mahasiswa tahun pertama SMP IT Aziziyyah Pekanbaru. Jumlah sampel 31 siswa yang dipilih dengan menggunakan teknik cluster random sampling. Penelitian ini merupakan penelitian deskriptif dimana peneliti memaparkan hasil penelitian dengan mendeskripsikan data yang diperoleh. Data dikumpulkan menggunakan tes tulis berupa gambar, yaitu gambar binatang. Hasil analisis data menunjukkan bahwa nilai rata-rata kemampuan siswa dalam menulis teks deskriptif adalah 61,29. Bisa jadi kemampuan siswa tahun pertama SMP IT Aziziyyah Pekanbaru dalam menulis teks deskriptif adalah miskin. Berdasarkan hasil kemampuan siswa dalam setiap aspek menulis, nilai terendah dalam aspek tata bahasa dan skor tertinggi dalam aspek kosa kata

**Kata Kunci:** Analisis, Kemampuan Menulis, Teks Deskriptif.

## INTRODACTION

English is one of the international languages that are used by many people in the world. Therefore, using English is the simple way to communicate with many people from other countries about many aspects in human life such as economy, technology, social, etc.

In Junior High School in Indonesia, the skill of writing is taught by using genre based approach. Students are introduced to some genres and taught through the model of reading texts where they are explicitly taught about the social function, the generic structures, and the language features of the genres

In this research, the researcher will focus on writing skill in descriptive text.

Writing is one of the English skills that must be mastered by student, and it is usually regarded as the most difficult skill to learn not only because of the needs to master many skill of English such as Reading, Speaking and Listening, but also because of the difference between the learners native language rules and that of the language being learned.

Mansoor (2011) states that writing is an important experience through which the students are able to share ideas, to arise feelings, and to persuade and convince the readers. Most people agree to say that writing is a difficult task to do because of its complexity. Such assumption appears to be true because it really requires many efforts, spend much time, and great attention of the writer himself towards the process of writing.

Langan (2001) said that “writing is a process of discovery that involves a series of steps, and those steps are very often a zigzag journey.”

Harmer (2004) that writing (as one of the four skills of listening, speaking, reading, writing) has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purpose, ranging from being merely a “ back up” for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.

Writing involves some language components (spelling, grammar, vocabulary, and punctuation). Students will learn many aspects in language components. There are many kinds way to organize the sentences or paragraph in a piece of students writing. One of them is descriptive text. Descriptive text is a text that describes the features of someone, some things, or a certain place. Its purpose is to describe and explain a particular person, place, or thing. And it is described in present tense. Researcher interested in analyzing and focus on students’ in writing descriptive text in the way they developing their ideas, organizing ideas, grammar, mechanics and using vocabulary appropriately. There are generic structures of descriptive writing: identification, description, and conclusion. Identification is a part of text where the students could identify the phenomenon while description is the part where the students are able to describe parts, qualities and characteristics. The conclusion paragraphs signal the end of the text in descriptive text.

Based on the explanation above the researcher is interested in doing a research entitling “An Analysis of the Ability of the First Year Students of SMP IT Aziziyyah Pekanbaru in Writing Descriptive Texts”

## METHODOLOGY

The type of the research is Descriptive research. Noor (2012) explains that descriptive research describes an event, a phenomenon happening now. It means that descriptive research is related to the condition that occurs at that time, uses one variable or more and investigates the facts. This research was designed to find out the students' ability of the first year students of SMP IT Aziziyyah Pekanbaru in writing descriptive texts.

In collecting the data The students were test by asking them to write a descriptive text by distributing a picture about animal The students have 60 minutes to write it. They must write a good paragraph which has appropriate generic structure and language features. The populations of this research are the first year students of SMP IT Aziziyyah Pekanbaru The total number of the first year students are 88 students that are divided into 3 classes

**Table 1 The Distribution of the Population**

| No    | Classes | Number of students (population) |
|-------|---------|---------------------------------|
| 1     | VIII1   | 31                              |
| 2     | VII2    | 29                              |
| 3     | VII3    | 28                              |
| Total |         | 88 students                     |

## RESULTS AND DISSCUSIONS

After getting the score of the students from each rater, the writer classified the students' score based on each rater, as follows:

**Table 2 The percentage of the students' scores in each aspect of writing according to the first rater**

| The score range | The aspects of writing evaluate |      |         |       |         |       |           |       |            |       |
|-----------------|---------------------------------|------|---------|-------|---------|-------|-----------|-------|------------|-------|
|                 | Organization                    |      | Content |       | Grammar |       | Mechanics |       | Vocabulary |       |
|                 | F                               | %    | f       | %     | f       | %     | f         | %     | F          | %     |
| 4               | 0                               | 0    | 0       | 0     | 0       | 0     | 0         | 0     | 0          | 0     |
| 3               | 2                               | 6,5  | 4       | 12,9  | 1       | 3,22  | 0         | 0     | 3          | 9,67  |
| 2               | 15                              | 48,3 | 17      | 54,83 | 6       | 19,35 | 10        | 32,25 | 26         | 83,87 |
| 1               | 14                              | 45,1 | 10      | 32,25 | 26      | 83,87 | 21        | 67,74 | 2          | 6,45  |

Table 2 shows the percentages of the students' score in each aspect of writing according to the first rater that can be seen among 31 students. In terms of Organization, 2 students get 3, 15 students get 2 and 14 students get 1. Then, in terms of content 4 students get 3, 17 students get 2, and 10 students get 1. Moreover, in terms of grammar, 1 student get 3, 6 students get 2, and 26 students get 1. Furthermore, in terms of mechanics, 10 students get 2, and 21 students get 1. And the last, in terms of vocabulary, 3 students get 3, 26 students get 2, and 2 students get 1.

**Table 3 The percentage of the students' scores in each aspect of writing according to the second rater**

| The score range | The aspects of writing evaluate |       |         |       |         |       |           |       |            |       |
|-----------------|---------------------------------|-------|---------|-------|---------|-------|-----------|-------|------------|-------|
|                 | Organization                    |       | Content |       | Grammar |       | Mechanics |       | Vocabulary |       |
|                 | F                               | %     | f       | %     | F       | %     | f         | %     | F          | %     |
| 4               | 0                               | 0     | 0       | 0     | 0       | 0     | 0         | 0     | 0          | 0     |
| 3               | 2                               | 6,45  | 1       | 3,22  | 3       | 9,67  | 4         | 12,9  | 1          | 3,22  |
| 2               | 15                              | 48,38 | 11      | 35,48 | 3       | 9,67  | 7         | 22,58 | 20         | 64,51 |
| 1               | 14                              | 45,16 | 19      | 61,29 | 25      | 80,64 | 20        | 64,51 | 10         | 32,2  |

Table 3 shows the percentages of the students' score in each aspect of writing according to the first rater that can be seen among 31 students. In terms of Organization, 2 students get 3, 15 students get 2 and 14 students get 1. Then, in terms of content 1 student get 3, 11 students get 2, and 19 students get 1. Moreover, in terms of grammar, 3 student get 3, 3 students get 2, and 25 students get 1. Furthermore, in terms of mechanics, 4 students get 3, 7 students get 2, and 20 students get 1. And the last, in terms of vocabulary, 1 student get 3, 20 students get 2, and 10 students get 1

**Table 4 The percentage of the students' scores in each aspect of writing according to the third rater**

| The score range | The aspects of writing evaluate |       |         |       |         |       |           |       |            |       |
|-----------------|---------------------------------|-------|---------|-------|---------|-------|-----------|-------|------------|-------|
|                 | Organization                    |       | Content |       | Grammar |       | Mechanics |       | Vocabulary |       |
|                 | F                               | %     | f       | %     | F       | %     | f         | %     | F          | %     |
| 4               | 0                               | 0     | 0       | 0     | 0       | 0     | 0         | 0     | 0          | 0     |
| 3               | 1                               | 3,22  | 1       | 3,22  | 4       | 12,9  | 1         | 3,22  | 4          | 12,9  |
| 2               | 13                              | 41,93 | 15      | 48,38 | 0       | 0     | 14        | 45,16 | 17         | 54,83 |
| 1               | 17                              | 54,83 | 15      | 48,38 | 27      | 87,09 | 16        | 51,61 | 10         | 32,2  |

Table 4 shows the percentages of the students' score in each aspect of writing according to the first rater that can be seen among 31 students. In terms of Organization, 1 student get 3, 13 students get 2 and 17 students get 1. Then, in terms of content 1 student get 3, 15 students get 2, and 15 students get 1. Moreover, in terms of grammar, 4 student get 3, and 27 students get 1. Furthermore, in terms of mechanics, 1 student get 3, 14 students get 2, and 16 students get 1. And the last, in terms of vocabulary, 4 student get 3, 17 students get 2, and 10 students get 1.

**Table 5. The percentage of the students' ability according to the three raters**

| No.   | Classification |                  | Frequency   | %      |
|-------|----------------|------------------|-------------|--------|
|       | Range          | Level of ability |             |        |
| 1     | 81 – 100       | Excellent        | -           | -      |
| 2     | 61 – 80        | Good             | -           | -      |
| 3     | 41 – 60        | Mediocre         | 12          | 38,7%  |
| 4     | 21 – 40        | Poor             | 19          | 61,29% |
| 5     | 0 – 20         | Very Poor        | -           | -      |
| Total |                |                  | 31 students | 100 %  |

The percentage table of the students' ability shows that from 31 students who took the writing test, 12 students are in mediocre level which the percentage is 38,7 %. 19 students are in poor level which the percentage is 61.29 %, and no one in Excellent, Good, and very poor. It can be inferred that the first year students of SMP IT AZIZIYYAH have dissatisfied ability in writing descriptive texts.

## DISCUSSION

Based on the description and analysis above, the writer interpreted that the students' score that were gained in this research showed that the first year students' ability in writing descriptive texts was in poor level with the mean score 38,92. It also means that writing a descriptive text was too difficult for the first year students.

In this study the students' mean score in terms grammar the lowest score. Base on the result in terms of grammar, some students still made mistake in writing

In terms of vocabulary some of students were good but still in mediocre level, some of them already know about vocabulary for descriptive text but some of the still don't know and use not suitable vocabulary.

Based on the data obtained the students' means score in mechanics is the lowest score after grammar. In fact almost students did not know about this aspect still made mistake. And the last aspect is organization and content have same score and this aspect the highest from the all aspect, in fact almost students know about this aspect and them in mediocre level, but some of them still made mistake.

The result showed that mean score of the ability of the students the higher score in aspect vocabulary (57) and next aspects organization and content (49), aspect mechanics (43) and the lowest score in aspect grammar (37)

The results in tables show that the lowest score that the students gained were in grammar and mechanics. It can be inferred that the students still confused in using to be, the ending “s” and still have problem in correct spelling, punctuation and capitalization. Therefore, the students should be more careful in writing to avoid misinterpretation. From the result of the research, the writer admitted that in the process of writing, the writer saw that there were some students, who tend to look at the text book, looked at a dictionary, but the students still difficult to write.

## **CONCLUSIONS AND RECOMMENDATION**

### **Conclusion**

Based on the data analysis, it can be concluded that the level of ability of the first year students of SMAN 1 Pangkalan Lesung in writing Descriptive texts is in Poor level. It can be seen from the students’ mean score which is 61.29. Moreover, the students’ mean score in writing descriptive texts in terms of grammar is 39, in terms of vocabulary is 57, in terms of mechanic is 43, in terms of content is 49, and in terms of organization is 49.

Based on the students’ mean score for each writing aspects, it can be seen that the highest students’ mean score is in terms of vocabulary, while the lowest score is in terms of grammar. It might be caused by the lack of students’ writing practice and they don’t know about the grammar of descriptive text

### **Recommendation**

The findings showed that the lowest score of writing that students gained were in grammar and mechanics. So, in this case, the writer wants to give some suggestions

First for the English teacher is suggested to give the students more practice in writing in order to improve the students’ writing ability. The teacher should be more creative in teaching, and using media when she teaching. The teacher also should teach about the theory of writing process in order that the students will be able to produce a good writing.

Second for the Students is the student need to improve their ability in grammar, mechanic, and vocabulary and always try to improve their abilities, especially in writing skill by starting to write. Students may write everything, it may be short stories. Students should also read books, magazines or anything else. After reading, they should write down the new vocabularies they have found, then develop them into sentences, and paragraphs. Or when the teacher has given the students the theory of writing process, they should use it in order to make a good writing.

Finally, for the next researchers the result of this research can be used as additional reference for the research. They are able to conduct other research relating to the students’ ability in writing descriptive texts in order that the students’ ability in writing descriptive text can be improved. Further, they also able to apply certain

teaching techniques, media in teaching writing, or teaching methods in order to know the effectiveness in the process of the teaching learning in writing skill.

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