A STUDY ON THE ABILITY OF THE SECOND GRADE STUDENTS OF SMPN 6 TAMBUSAI IN WRITING DESCRIPTIVE TEXTS

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Abstract: *The purpose of this study is to find out the ability of the second grade students of SMPN 6 Tambusai in writing descriptive texts. In this research, the data was obtained from students' writing scores. The test is in the form of an essay, because the test required the respondents to give the answer in the form of written descriptive text. There are five components of writing: grammar, organizing ideas, vocabulary, fluency, and mechanics (Harris : 1974). The writer analyzed the ability of the second year students based on five category: excellent, good, mediocre, poor, and very poor. The participants in this study are 30 students from VIII A of SMPN 6 Tambusai. The result of this study described that a number of students faced a problem in Grammar. Organization is the highest average score. Based on these findings, it can be concluded that the ability of the second year students of SMPN 6 Tambusai is in mediocre level and the students faced some difficulties in writing descriptive texts.*

Key Words*: Writing Ability, Descriptive Text*

SEBUAH PENELITIAN MENGENAI KEMAMPUAN SISWA KELAS 2 SMPN 6 TAMBUSAI DALAM MENULIS TEKS DESKRIPTIF

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Abstrak: Tujuan dari penelitian ini adalah untuk menganalisa kemampuan siswa kelas 2 SMPN 6 Tambusai dalam menulis teks deskriptif. Dalam penelitian ini, data diperoleh dari nilai menulis siswa. Tes yang diberikan dalam bentuk sebuah essay, karena tes yang digunakan memerlukan jawaban peserta dalam bentuk karangan teks deskriptif. Tes akan mengukur kemampuan siswa kelas 2 SMPN 6 Tambusai dalam menulis teks deskriptif melalui 5 aspek penilaian menulis: tata bahasa, pengorganisiran ide, kosakata, kelancaran dalam isi, dan tanda baca (Harris, 1974). Penulis mengalisis kemampuan siswa kelas 2 SMPN 6 Tambusai berdasarkan 5 kategori: sangat baik, baik, cukup, kurang, dan sangat kurang. Subjek dalam penelitian ini adalah 30 0rang siswa kelas 2 SMPN 6 Tambusai. Hasil penelitian ini menggambarkan bahwa beberapa siswa menghadapi masalah dalam tanda baca. Nilai rata – rata tata bahasa adalah aspek yang terendah diantara aspek lainnya. Berdasarkan hasil penelitian ini, dapat diambil kesimpulan bahwa kemampuan siswa kelas 2 SMPN 6 Tambusai dalam menulis teks deskriptif berada pada level sedang dan siswa mengalami beberapa masalah dalam menulis teks deskriptif.

Kata Kunci: Kemampuan Menulis, Teks Deskriptif

INTRODUCTION

Writing skill is one of the most important skill in learning English. This skill is important to communicate, to share, to express ideas, purpose and thought through writing. According to Brown (2001) writing is not only a process but also a product because the students need time and practice to have a good writing. However, Henry (2008) categorized writing as a productive and expressive language skill. It is used to communicate information directly and indirectly. In other words, writing is a productive skill used to communicate some ideas to be shared, expressed in written form to the readers.

Based on the 2013 Curriculum, the second grade students must acquire oral and written form of language. Next, at 2013 Curriculum ask the students to master in writing functional text: narrative text, descriptive text and procedure text. But, the researcher focuses at descriptive text which is text describes persons, things, and places. The reason for choosing descriptive text is needed more concrete and detail idea in writing. It also consists of generic structure and language features. When the students see the object directly, they will have ideas and explore it into paragraph easily. However, the students must have background knowledge or experience about the object even understand the generic structure and language features.

Based on the researcher's interview, the teacher determined that the ability of the second grade students' at SMPN 6 Tambusai in writing descriptive text is average to good level. She assumed that descriptive text is not too difficult for students. Then, she also has applied various kinds of teaching methods to improve their writing skills, for example peer tutoring, contextual teaching and learning (CTL), and so on.

METHODOLOGY

Research Design

This research is descriptive quantitative research. The purpose of the research is to gain information about phenomena in order to describe existed condition in the field. Gay (2005:208) states that descriptive quantitative research involves collecting numerical data to test hypotheses or answer questions concerning current status conducted either through self-reports collected through questionnaires or interviews or through observation. The participants of this research were the second grade students of SMPN P 6 Tambusai. For this purpose, class VIII A became the subject of the research which consists of 30 students.

Instruments Technique and Analysis

In this research, the data will be obtained from the students' writing scores. The test is in the form of an essay because the test required the respondents to give the answer in the form of written descriptive text. The test will measure the second grade students' ability in writing a descriptive text using 5 aspects of writing: mechanics, grammar, fluency, vocabulary and organization.

To analyze the level of students' writing ability, the raters uses the following formula:

$$RS = S+G+V+M+F1+F2$$

Where :   S = Students' score
           G = Students' ability in Grammar
           V = Students' ability in Vocabulary
           M = Students' ability in Mechanics
           F1 = Students' ability in Form or organization
           F2 = Students' ability in Fluent

The researcher will analyze the data in order to know the ability of the second grade students at SMPN 6 Tambusai in writing descriptive text after the test are given. To know the students score in answering the test, the following formula is used:

$$RS = \frac{TS}{25} \ X \ 100$$

Where :   RS= Real score of each individual
           TS= Total score of the aspect of writing

In scoring the students' writing, the researcher uses a scale. It ranges from 1 to 5. The scales are hierarchical so that (5) is better than (3) and so on. If the students get the score 5 for each aspect of writing, the score will be multiplied by the number of all aspects of writing (20 X 5=100). It is still a raw score. The real scores can be calculated by the following formula:

$$RS = \frac{25}{25} \ X \ 100$$

= 100, it is the highest score

However, when the students get the different score for each aspect of writing for example: score 3 for grammar, score 5 for content or fluency, score 5 for mechanics, score 3for of organization and score 4 for vocabulary, then all the scores will be added: 3+5+5+3+4=20. By using the formula, the real score can be obtained.

$$RS = \frac{20}{25} \ X \ 100$$

= 80

To find out the Mean score, the writer calculates the score by using formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where : $\bar{X}$ = The mean
$\sum X$ = The summation of the score
N = The number of the students

(Hatch and Farhady, 1982)

In order to know the classification of students' score the writer uses the following scales:

Table 1. The Classification of Students' Score

No.	Scores	Category
1.	81 – 100	Excellent
2.	61 – 80	Good
3.	41 – 60	Mediocre
4.	21 – 40	Poor
5.	0 – 20	Very Poor

(Adopted Harris,1986)

To find out the percentage of the classification of the students' ability in writing descriptive texts, the writer will use the following formula:

$$P = \frac{f}{R} \text{x } 100$$

Where: P = Percentage
f = Number of frequency
R= Number of respondents

(Hatch and Farhady, 1982)

RESEARCH FINDING

In this study, the writer presents the test result of the ability of the second grade students of SMPN 6 Tambusai in writing descriptive texts. There are 30 students who took the test. The students' writing was scored by using Hughes' writing assessment (1995) to find out the students' ability in all writing aspects. The students' scores start from 1 up to 5 for each aspect of writing. The score of 1 is the lowest and score of 5 is the highest one. The score 1 is categorized into very poor level, the score 2 is categorized into poor level, the score 3 is categorized into mediocre level, the score 4 is categorized into good level, the score 5 is categorized into excellent level. The writing

aspects which were evaluated in this study are : grammar, organizing idea, vocabulary, fluency and mechanics (Hughes,1995).

1. The Description of the Students' Scores in Writing Descriptive Texts

Table 2. The Percentage of Students Score in Writing Descriptive Texts

No	Classification		Frequency	Percentage
	Range	Level Of Ability		
1	81-100	Excellent	-	-
2	61-80	Good	12	40%
3	41-60	Mediocre	18	60%
4	21-40	Poor	-	-
5	0-20	Very Poor	-	-
	Total		30 Students	100%

2. The Presentation of the Students' Ability for Each Aspect of Writing

After obtaining the students' ability in writing descriptive texts, it is important to know their ability in each aspects of writing. The writer presents the classification of the students' ability for each aspect of writing as follows:

a. The Students' Ability in Terms of Organization

The students' score in terms of organization can be seen in this following table:

Table 3. The Students' Score and Level Ability in Organization

No.	Scores	Frequency (N)	Percentage (%)	Level Ability
1	81 – 100	0	0%	Excellent
2	61 – 80	0	0%	Good
3	41 – 60	30	100%	Mediocre
4	21 – 40	0	0%	Poor
5	0-20	0	0%	Very Poor
	Total	30	100%	

Table 3 indicates that the students' ability in organizationwas categorized into some levels ability, percentages, and frequency. The levels ability, percentages, and frequency can be determined into figure. The figure of the students' ability in grammar can be seen in this following:

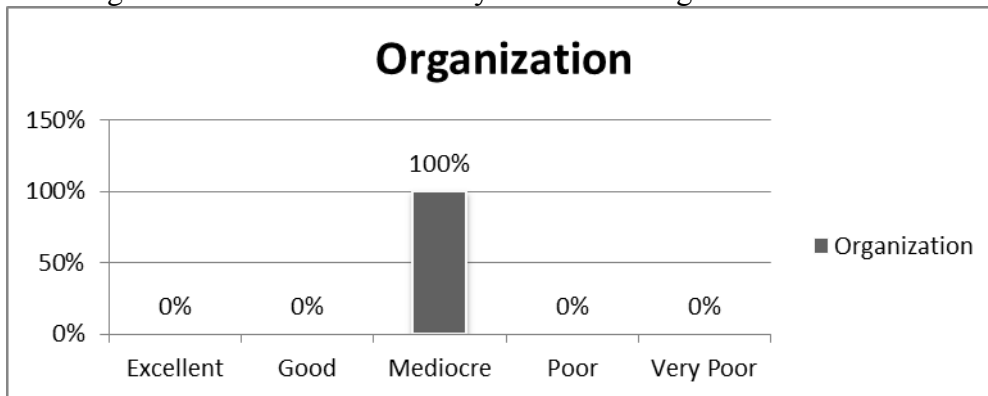Figure 1. The Students' Ability in Term of Organization

Figure 1 shows that in terms of organization 30 students (100%) were in mediocre level. None of the students was classified into excellent, good, poor and very poor levels (0%). It can be inferred that based on the average score their writing ability in terms of Organization was in mediocre level (56.44). Furthermore, for the score list of each student in terms of grammar in this study can be seen in appendix.

b. The Students' Ability in Terms of Content/Fluency

The students' score in terms of content/fluency can be seen in this following table:

Table 4. The Students' Score and Level Ability in Content/Fluency

No.	Scores	Frequency (N)	Percentage (%)	Level Ability
1	81 – 100	10	0%	Excellent
2	61 – 80	15	13%	Good
3	41 – 60	1	87%	Mediocre
4	21 – 40	0	0%	Poor
5	0-20	0	0%	Very Poor
	Total	30	100%	

Table 4 indicates that the students' ability in content/fluency was categorized into some levels ability, percentages, and frequency. The levels ability, percentages, and frequency can be determined into figure. The figure of the students' ability in content/fluency can be seen in this following:

Figure 2. The Students' Ability in Terms of Content/Fluency
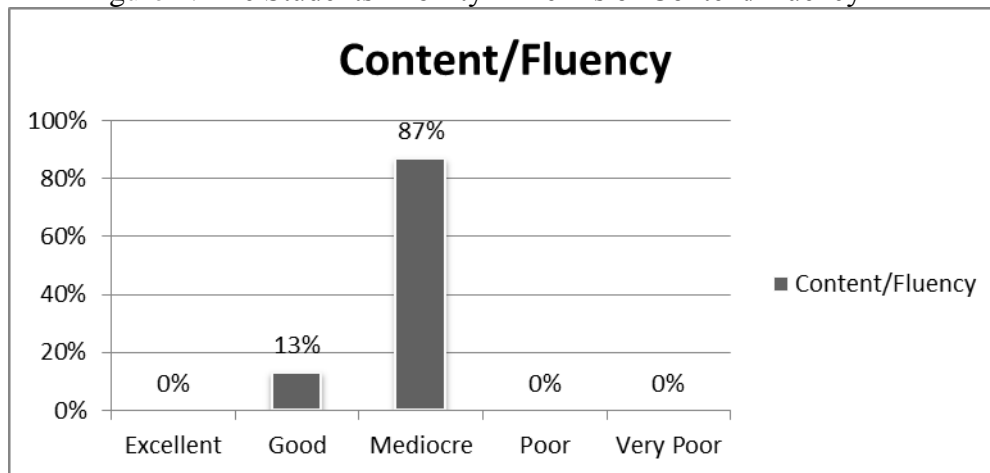

Figure 2 shows that terms of content/fluency none of students was in excellent level, 4 students (13%) were in good level, 26 students (87%) were in mediocre level, and none of the students was classified in to poor and very poor levels (0%). It can be inferred that based on the average score their writing ability in terms of content/fluency was in mediocre level (59.11). Furthermore, for the score list of each student in this study can be seen in appendix

c. **The Sudents' Ability in Terms of Grammar**

The students' score in terms of grammar can be seen in this following table:

Table 5. The Students' Score and Level Ability in Grammar

No.	Scores	Frequency (N)	Percentage (%)	Level Ability
1	81 – 100	10	%	Excellent
2	61 – 80	1	3%	Good
3	41 – 60	23	77%	Mediocre
4	21 – 40	6	20%	Poor
5	0-20	0	0%	Very Poor
	Total	30	100%	

Table 5 indicates that the students' ability in grammarwas categorized into some levels ability, percentages, and frequency. The levels ability, percentages, and frequency can be determined into figure. The figure of the students' ability in grammar can be seen in this following:
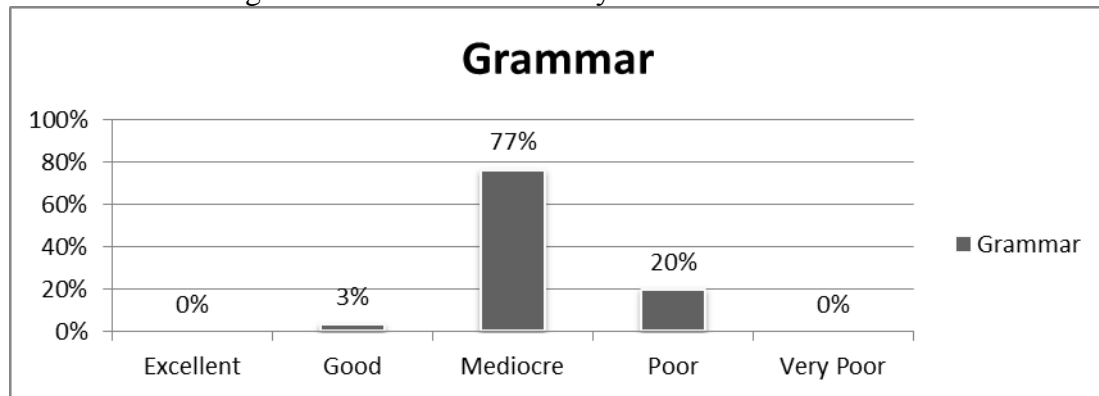
Figure 3. The Sudents' Ability in Terms of Grammar

Figure 3 shows that none of students (0%) was in excellent level, 1 students (3%) was in good level, 23 students (77%) were in mediocre level, 6 students were in poor level (20%)and none of the students was classified into very poor levels (0%). Based on the average they were in good level (70,53). Furthermore, for the score list of each student in this study can be seen in appendix

d. The Students' Ability in Terms of Mechanics

The students' score in terms of mechanics can be seen in this following table:

Table 6. The Students' Score and Level Ability in Mechanics

No.	Scores	Frequency (N)	Percentage (%)	Level Ability
1	81 – 100	10	0%	Excellent
2	61 – 80	3	10%	Good
3	41 – 60	27	90%	Mediocre
4	21 – 40	0	0%	Poor
5	0-20	0	0%	Very Poor
	Total	30	100%	

Table 6 indicates that the students' ability in mechanicswas categorized into some levels ability, percentages, and frequency. The levels ability, percentages, and frequency can be determined into figure. The figure of the students' ability in mechanics can be seen in this following:

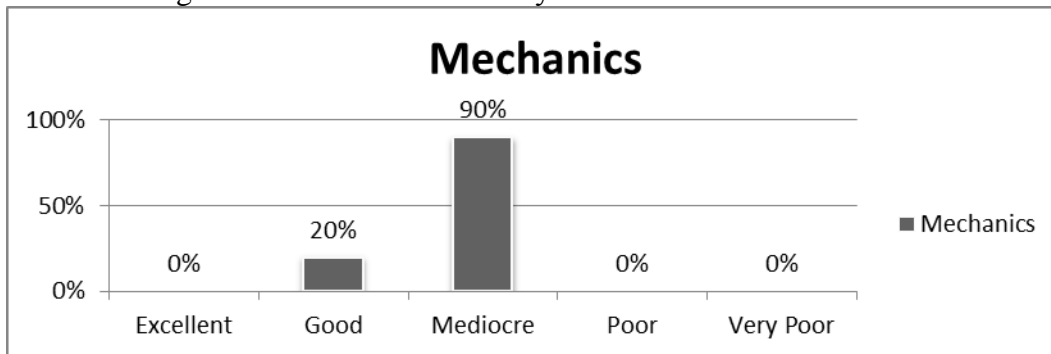Figure 4. The Students' Ability in Terms of Mechanics

Figure 4 shows that in terms of mechanics none of students (0%) was in excellent level, 3 students (10%) were in good level, 27 student (90%) were in mediocre level, and none of the students was classified into poor and very poor level (0%). It can be inferred that based on the average score, their writing ability in terms of mechanicswas in good level (56.88). Furthermore, the score list of each student in terms of mechanics in this study can be seen in appendix.

e. The Students' Ability in Terms of Vocabulary

The students' score in terms of vocabulary can be seen in this following table:

Table 7 The Students' Score and Level Ability in Vocabulary

No.	Scores	Frequency (N)	Percentage (%)	Level Ability
1	81 – 100	10	0%	Excellent
2	61 – 80	7	23%	Good
3	41 – 60	23	77%	Mediocre
4	21 – 40	0	0%	Poor
5	0-20	0	0%	Very Poor
	Total	30	100%	

Table 7 indicates that the students' ability in vocabularywas categorized into some levels ability, percentages, and frequency. The levels ability, percentages, and frequency can be determined into figure. The figure of the students' ability in vocabulary can be seen in this following:

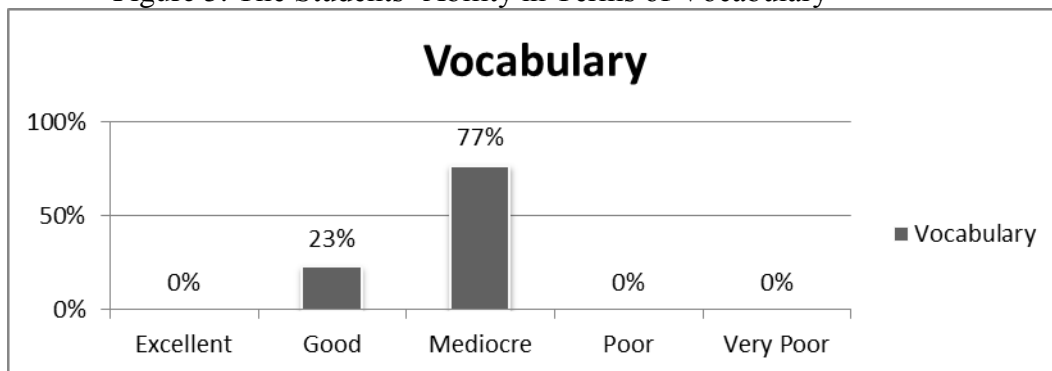Figure 5. The Students' Ability in Terms of Vocabulary

Figure 5 shows that in terms of vocabulary none of students (0%) was in excellent level, 7 students (23%) were in good level, 23 students (77%) were in mediocre students, and none of the students was classified into poor and very poor levels (0%). It can be inferred that the students' writing ability in terms of mechanic is in mediocre level (58.22). Furthermore, for the score list of each student in this study can be seen in appendix

CONCLUSIONS ANS RECOMMENDATIONS

Conclusions

Having analyzed the data presented in previous chapter, the writer drawn the conclusion as follows :Firstly, the average score of the test result of the students' ability in writing descriptive texts was 57.02, which is consider as mediocre level.Second, the writer found out that the lowest score of the students was in grammar. It can be seen still confused in using to be and the ending "s", and simple present tense. The fact, the students' ability in reality is different from the researcher interview with the teacher. The teacher said, the students' ability is in good level. But, the fact, the students' ability is in mediocre level.

Recommendations

Based on the result obtained and the conclusion in this study, the writer would like to propose some recommendations related to the students' writing ability in descriptive texts. First, for the students :The students need to improve their ability in grammar and vocabulary and always try to improve their abilities, especially in writing skills by starting to write everything. It may be short story. The second , for the other researcher :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 texts can be improved.

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