

A STUDY ON THE ABILITY IN WRITING DESCRIPTIVE TEXT BY THE SECOND YEAR STUDENTS OF MA DARUL QUR`AN

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Abstract: *This descriptive research aimed to find out the ability level of the second year students of MA Darul Quran in writing descriptive texts. The subjects of this study were the second year students of MA Darul Quran who were selected by using the cluster random sampling technique. 32 students employed in this study was used the Writing Test adapted by Brown in 2003. The results of the data analysis showed that the mean score of the students` ability in writing the descriptive text was 56. It can be stated that the ability of the second year students of MA Darul Quran in writing descriptive texts was average. Based on the result of the students` ability in each writing aspect, the lowest score was in the grammar aspect and the highest score is in the content aspect.*

Key Words: *Study, Writing Ability, Descriptive Text*

SEBUAH KAJIAN TENTANG KEMAMPUAN MENULIS TEKS DESKRIPTIF OLEH SISWA TAHUN KEDUA MA DARUL QURAN

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Abstrak: Penelitian deskriptif ini bertujuan untuk mengetahui kemampuan siswa tahun kedua MA Darul Quran dalam menulis teks deskriptif. Subjek penelitian ini adalah siswa tahun kedua MA Darul Quran yang terpilih dengan menggunakan teknik sampel acak kelompok. 32 siswa yang dipekerjakan dalam penelitian ini menggunakan writing Test yang dibuat oleh Brown pada tahun 2003. Hasil analisis data menunjukkan bahwa nilai rata-rata kemampuan siswa dalam menulis teks deskriptif adalah 56. Ini dapat disimpulkan bahwa kemampuan siswa tahun kedua MA Darul Qur'an dikategorikan menengah. Berdasarkan hasil dari kemampuan siswa dalam setiap aspek menulis, nilai yang paling rendah yaitu struktur kata dan nilai yang paling tinggi yaitu isi.

Kata Kunci: Penelitian, Kemampuan Menulis, Teks Deskriptif

INTRODUCTION

Writing is one of four language skills. Students need to have a strong ability in learning English. Writing involves some language components such as spelling, grammar, vocabulary, and punctuation. Like the other three skills, writing is just as important. Writing is an operation of communication. It builds upon awareness of the social expectations (Hugley et al, 1983:3). This means as a communicative act, writing can develop social relationships and social expectations because writing is one of the tools in communication. By writing, students can express their ideas in their own words. According to Harris (1997:38), the students can use writing to express their ideas, opinions, realities, and point of view. Writing is a process. According to Harmer (2004), there are four steps in writing. They are planning, drafting, editing, and final version.

Based on the Senior High School Competency Based Curriculum (K13), the students are expected to be able to communicate in English both in oral and written form. After understanding theory, students are expected to be able to write correctly even text, essay, or paragraph. For students in Indonesia, the skill of writing is taught by using genre based on the texts. In MA Darul Qur'an, one of the texts taught is the descriptive text in the first year. They write about something that relate to their life. As Gerot and Wignell (1994: 208) states, "descriptive text is a text that describes a particular person, place, or thing." The students required to be able to organize descriptive text by oral and written and carefully with the social function, the generic structure, and the language features of the genres.

The researcher has some reasons why the writer is interested in doing this research about the students' ability in writing descriptive text. The first reason is that descriptive text is useful for life, it can be used to interact and communicate with others. The second is the Second year students have already taught and studied the descriptive text in the first year class but unfortunately, many students are not interested in writing about something, even though it is about their life. Based on the explanation, the writer was interested in conducting the research which is proposed to measure students' Writing skills entitled "A Study on the Ability in Writing Descriptive Text by the Second Year Students of Ma Darul Qur'an".

METHODOLOGY

The type of this research was descriptive research. It was only one variable that is students' ability in writing descriptive text. According to Moleong, Lexy (1989: 6) descriptive research was a kind of research that contains words, pictures, and does not include the number of calculations. Thus, to carry out the object of this research, the writer used this method to acquire a description of the research students' ability of the Second year students at MA Darul Qur'an in writing descriptive text.

In the process of collecting the data, the researcher used guided writing by Brown 2003 to provide tests to students. The researcher used question-and-answer guided writing to stimulate students' ideas in writing descriptive text. The students have 60 minutes to finish the test. they expected to write a good descriptive text which has appropriate generic structure and language features. The population of this research is the second

year students of MA Darul Quran. The total number of second-year students is 62 students that are divided into 2 classes.

Table 1. Distribution Of The Population

No.	Class	Population
1	XI A	30
2	XI B	32
Total		62 Students

The writer took the sample by using the cluster random sampling technique. According to Sugiyono (2012), cluster sampling is the sampling method where different groups within a population are used as a sample. Cluster random is the selection of groups, or clusters of subjects rather than individuals (Fraenkel, 2000). In other words, the total population divided into groups (clusters) and a random sample of groups selected. By using a lottery, the researcher wrote the names of the classes (XI-A and XI-B) on pieces of paper and put them into a box. Then, the researcher shook them and picked one of them for the sample of this research. Finally, The researcher got XI B as the sample of this research.

Table 2. Classification of the Students' Score Skill Level

NO	Test Scores	Level of Ability
1.	80-100	Excellent
2.	60-79	Good
3.	50-59	Average
4.	0-49	Poor

Adapted from Haris, (1969)

FINDINGS

After the data were analyzed by the researcher, the result shows that the students' ability in writing descriptive text is in *average* category level with the range score of 50-59. The percentage of the students' ability in writing descriptive text can be seen in the following table:

Table 3. The Percentage of the Students' Ability Level in Writing Descriptive Text

No	Classification		F	P
	Score	Category		
1	80 - 100	Excellent	0	0%
2	60 - 79	Good	11	34%
3	50 - 59	Average	21	66%
4	0 - 49	Poor	0	0%
Total			32	100%

The table displays that most students (66%) are in the *average* level. From 32 students, 21 students are in *average* category level and 11 students are in *good* category level for their ability in writing descriptive text. None of the students are in *neither excellent nor poor* category level. Then, the mean score of the students in *average* level is 56 with score range 50-59. It can be concluded that in general, the students can write descriptive text but they are still lacking and need to improve their ability.

Table 4. The percentage of the Students` Ability Level in Terms of Content

No	Classification		F	P
	Score	Category		
1	80 - 100	Excellent	0	0%
2	60 - 79	Good	26	81%
3	50 - 59	Average	6	19%
4	0 - 49	Poor	0	0%
Total			32	100%

The table presents that most students (81%) are at a *good level*. From 32 students, 26 students (81%) are at a *good* level and 6 students (19%) are at an *average* level. There is no student is neither *excellent* nor *poor* category level. Besides, the average score achieved by the students in terms of content is 74, which is in the range of 60-79. It means that generally, the students' ability content is *good*. The lowest score in terms of content is 58. The highest score is 75. In short, the students' ability in writing descriptive text in the content aspect is at a *good* level. The result of the students' ability in terms of content is better than the other four aspects. The students seem to have good knowledge about the topic in detail.

Table 5. The percentage of The Students` Ability Level in Terms of organization

No	Classification		F	P
	Score	Category		
1	80 - 100	Excellent	0	0%
2	60 - 79	Good	4	12,5%
3	50 - 59	Average	28	87,5%
4	0 - 49	Poor	0	0%
Total			32	100%

The table presents the students' ability in terms of organization. It can be seen that most students are at an *average* level. From 32 students, 4 students are at a *good* level. On an *average* level, there are 28 students. There is no student is neither *excellent* nor *poor* category level. Besides, the average score achieved by the students in terms of the organization is 51 which is in the range of 50-59. It means that generally, the students' ability in organization is *average*. The lowest score in organization is 50 while the highest score is 75. In short, the students' ability in writing descriptive text in organization aspect is in *average* level. The result of the students' ability in terms of

organization shows that the students need to improve their skill on how to organize their descriptive text better.

Table 6. The percentage of The Students` Ability Level in Terms of Grammar

No	Classification		F	P
	Score	Category		
1	80 - 100	Excellent	0	0%
2	60 - 79	Good	4	12,5%
3	50 - 59	Average	22	68,75%
4	0 - 49	Poor	6	18,75%
Total			32	100%

The table presents the students' ability in terms of grammar. It can be seen that most students are an *average* level. From 32 students, only 4 students are in *good* level. In *average* level, there are 22 students. There is no student in *excellent* category level while the rest 6 students are in *poor* level. Besides, the average score achieved by the students in terms of grammar is 50 which is in the range of 50-59. It means that generally, the students' ability in grammar is *average*. The lowest score in grammar is 33 and the highest score is 75. In short, the students' ability in writing descriptive text in the grammar aspect is an *average* level. The result of the students' ability in terms of grammar shows that the students need to improve their skills because some of the students have grammatical problems in writing descriptive text. Most of the students still made mistakes in using tenses. Ideally, the descriptive text should be used the simple present tense.

Table 7. The Students` Ability Level in Terms of Vocabulary

No	Classification		F	P
	Score	Category		
1	80 - 100	Excellent	1	3%
2	60 - 79	Good	8	25%
3	50 - 59	Average	23	72%
4	0 - 49	Poor	0	0%
Total			32	100%

The table presents the students' ability in writing descriptive text in terms of vocabulary. It can be seen that most students are in the *average* level. From 32 students, 23 students are in *average* level, 8 students (25%) are at a *good* level and 1 student (3%) is an excellent level. There is no student in the *poor* category level. Besides, the average score achieved by students in terms of vocabulary is 51, which is in the range of 50-59. It means that generally, the students' ability in the organization is *average*. The lowest score in terms of vocabulary is 50. The highest score is 83. In short the students' ability in writing descriptive text in vocabulary aspect is in *average* level. The result of the students' ability in terms of vocabulary shows that the students need to improve their vocabulary.

Table 8. The percentage of The Students' Ability Level in Terms of Mechanic

No	Classification		F	P
	Score	Category		
1	80 - 100	Excellent	0	0%
2	60 - 79	Good	9	28%
3	50 - 59	Average	23	72%
4	0 - 49	Poor	0	0%
Total			32	100%

The table shows the students' ability in terms of mechanics. It can be seen that most students are in *average* level. From 32 students, 23 students (72%) are in *average* level and 9 students (28%) are in *good* level. There is no student in neither *excellent* nor *poor* category level. Then, the average score achieved by the students in terms of mechanics is 52 which is in the range of 50-59. It means that generally, the students' ability in mechanics is *average*. The lowest score in mechanics is 50 and the highest score is 75. In short the of students' ability in writing descriptive text in the mechanical aspect is average level. The result of the students' ability in terms of mechanics shows that the students need to improve their understanding of mechanics in writing. Probably, most of the students did not pay much attention to the use of punctuation, spelling, and capitalization.

DISCUSSIONS

As it has been discussed in the previous chapter, the writer tried to find out the answer to the question related to the students' ability in writing descriptive text by the second year students of MA Darul Quran. The researcher found that the students' ability in writing descriptive text reaches the mean score of 56. Therefore, it is categorized into the *average* level of ability. It was also found out that the highest aspect achieved by the students is in the content with the means score of 74 and the lowest one is in the grammar with the mean score of 50.

The results of this study are almost similar to the research of Isrina Fitri, who conducted a study entitled *An Analysis of Students' Skills in Writing Descriptive Text at the Eighth Year of SMPN 7 Tambusai Utara in 2017*. In this study, grammar was found as the lowest aspect and content as the highest aspect. It's just different in the level of ability. The results of Isrina's research showed that the students' ability level in writing descriptive text was at the poor level with an average score of 51.87. Whereas in this study the students' ability was at the average level.

Furthermore, when compared to the research of Ridho Dwi Apriliansyah entitled *Students' Ability in Writing Descriptive Text of the Second Year Students' of SMKN 6 Surakarta in 2015/2016 Academic Year*, then these both studies have the *average* level ability, but the difference, in this research the lowest score is in the organization. The writer explains the problems in writing descriptive text faced by the tenth grade year students based on the interview with English teacher at school are arranging sentence structure correctly, choosing diction appropriately, and discussing material well.

In this research, the students are still lacking in each aspect of writing descriptive text. It seems that students have problems in writing skills. as it is known that writing is the most difficult skill because it covers many aspects. Writing is the most difficult skill for learners among four basic skills. Because applying all components of language including mechanics, paragraphs, and essay organizations makes writing become the most difficult skill even when speaking (Azhar, 2015:101). Most students were struggling to develop their topic, especially using their own words and did not input all the important details to support their descriptive text. Then, some students could not able on the mechanics and their descriptive text were not well-organized. It is probably because the students rarely practice writing and reading the academic and scientific material.

It is necessary to deepen more about grammar aspect that is considered the most difficult aspect for the students. Gerot and Wignell (1994) state that grammar is a theory of a language, of how language is put together and how it works. This part stands for the discussion of grammatical form and syntactic pattern. Although some students has been good in grammar, the aim of descriptive text is to describe a particular person, place, or thing by paying attention to language features which is the weakness of the students. To write a better descriptive text in the future, the students need to improve their ability for each aspect in which they are still lacking.

CONCLUSION AND RECOMMENDATION

Conclusions

After conducting the research entitled *A Study on the Ability in Writing Descriptive Text by the Second Year Students of MA Darul Quran*, the researcher can make some conclusions. Based on the result findings, among 32 students, 11 students (34%) are in *good* level and 21 students (66%) are at in the *average* level. None of the students are in *excellent* and *poor* levels. Hence, most of the students are in *average* level with a mean score of 56.

In terms of writing descriptive text aspects, the results are different for each aspect. The mean score that the students obtained in the content aspect is 74; it is the highest score among all the descriptive text writing aspects that were used to assess the students' descriptive text writing ability. Even some topic errors were still detected in their descriptive text writing, the students understood about topic in detailed and the complexity of the topic. On the other hand, the lowest score is in the grammar aspect with a mean score of 50. The students were struggling to make a good sentence and did not support their descriptive text with correct grammatical or agreement inaccuracies.

Although some students were able to make a good descriptive text, the mean score is in *average* level in the range score of 50-59. It is not a satisfactory result since the descriptive text is important for the students considering that in senior high school, being able to make a good descriptive text is needed. The students need more training to improve their ability in writing descriptive text, especially in the grammar aspect.

In short, this research reveals that the students have the *average* ability in writing descriptive text. The students were able to write a descriptive text based on the material given. Based on the researcher's experience in conducting this research, students are

lacking in grammar aspect because they wrote descriptive text unclearly and did not use present tense to build the sentence.

Recommendations

Based on the conclusions, the researcher would like to offer some recommendations related to this research.

Firstly, for other research, to focus more on efforts to increase students' grammar and vocab in writing descriptive text, based on the results of current research which show grammar and followed by vocab as the lowest score.

Secondly, the writer also recommends for the further researcher to use other research design such as experimental research or classroom action research which may get the different achievement and to improve the level of students' writing descriptive text skills, based on the students' current abilities are at the average level.

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