

**A STUDY ON WRITING ABILITY BY FIRST GRADE
STUDENTS OF SMK METTA MAITREYA PEKANBARU
IN DESCRIPTIVE TEXT**

Tri Wahyuning Rahayu¹, Dahnilsyah, Rumiri Aruan³

E-mail: tri.wahyuning2782@student.unri.ac.id dahnilsyah@lecturer.unri.ac.id

rumiri.aruan@lecturer.unri.ac.id

Contact: +6282286277931

*English Education Study Program
Department of Language and Arts Education
Faculty of Teacher Training and Education
Riau University*

Abstract: *The purpose of this research is to study students' writing ability in descriptive text at first grade of SMK Metta Maitreya Pekanbaru. This study was descriptive quantitative research. The subject of this research was the first-grade students of SMK Metta Maitreya Pekanbaru while the object of this research was students' writing ability in descriptive text. The writing used cluster random sampling technique to take the sample. From 82 students of the total population which consisted of two majors, the writer selected 48 students' as the sample. In collecting the data the writer used test. The test was conducted to find out students' ability in writing descriptive text. Based on the data analysis, the writer found that the students were in very good level. It was based on students' mean and percentage of the students writing ability in descriptive text. The mean score of students' abilities in content was 15.63 as very good level, organization was 15.23 as very good level, vocabulary was 14.71 as good level, grammar was 14.79 as good level, and mechanic was 15.63 in very good level. From the five components of writing, the writer found that the students have very good level in content and mechanics aspects and weak in grammar and vocabulary aspects. The result of the data analysis was that the student ability in writing descriptive text at first grade of SMK Metta Maitreya Pekanbaru was categorized into very good level with the total mean score 75.98.*

Keywords: *Study, Ability, Writing, Descriptive Text*

STUDI KEMAMPUAN MENULIS SISWA KELAS SATU SMK METTA MAITREYA PEKANBARU

Tri Wahyuning Rahayu¹, Dahnilsyah², Rumiri Aruan³

E-mail: tri.wahyuning2782@student.unri.ac.id dahnilsyah@lecturer.unri.ac.id

rumiri.aruan@lecturer.unri.ac.id

No. Telp: +6282286277931

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

Abstrak : Tujuan dari penelitian ini adalah untuk mempelajari kemampuan menulis siswa dalam teks deskriptif di kelas satu SMK Metta Maitreya Pekanbaru. Penelitian ini merupakan penelitian deskriptif kuantitatif. Subjek penelitian ini adalah siswa kelas satu SMK Metta Maitreya Pekanbaru sedangkan objek penelitian ini adalah kemampuan menulis siswa dalam teks deskriptif. Penulisan ini menggunakan teknik cluster random sampling untuk mengambil sampel. Dari 82 siswa dari total populasi yang terdiri dari dua jurusan, penulis memilih 48 siswa sebagai sampel. Dalam mengumpulkan data penulis menggunakan tes. Tes dilakukan untuk mengetahui kemampuan siswa dalam menulis teks deskriptif. Berdasarkan analisis data, penulis menemukan bahwa siswa berada pada tingkat sangat baik. Hal ini didasarkan pada rata-rata siswa dan persentase kemampuan siswa menulis dalam teks deskriptif. Nilai rata-rata kemampuan siswa dalam bidang isi adalah 15,63 dengan tingkat sangat baik, pengorganisasian 15,23 dengan tingkat sangat baik, kosakata 14,71 dengan tingkat baik, tata bahasa 14,79 dengan tingkat baik, dan mekanik 15,63 dengan tingkat sangat baik. Dari lima komponen penulisan, penulis menemukan bahwa siswa memiliki tingkat yang sangat baik dalam aspek isi dan mekanika dan lemah dalam aspek tata bahasa dan kosa kata. Hasil analisis data menunjukkan bahwa kemampuan siswa dalam menulis teks deskriptif kelas I SMK Metta Maitreya Pekanbaru termasuk dalam kategori sangat baik dengan total skor rata-rata 75.98.

Kata Kunci: Belajar, Kemampuan, Menulis, Teks Deskriptif

INTRODUCTION

At the present, English has become one of the bridges to communicate with each other and has been used by people all over the world. Therefore, English is known as an international language. In Indonesia, English has been part of the education curriculum since 1945 and declared as the first foreign language taught at school. English is taught from the elementary level to university level students. Writing ability helps the learners gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these abilities, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it. The purpose of teaching English for senior high school is to reach an informational literacy level which is the level where students are expected to be able to use language to access knowledge; the skill in understanding and creating various texts and monologues particularly in the form of procedure, descriptive, recount, and etc. It means that the four language skills (listening, speaking, reading, and writing) are likely to be integrated taught.

According to Rass in Ismail (2018) “Writing is a difficult skill for native speakers and non-native speakers; because writers must be able to write it in multiple issues, such as content, organization, purpose, audience, vocabulary and mechanics as well as punctuation, spelling, and capitalization”. In expressing ideas, it should consider many aspects that will support writing, such as, the relationship between topic, idea and context, correct grammar, good spelling, mechanics, and vocabulary (Husna, 2013). (Nunan, 2003) describes writing as the mental work of finding ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Meanwhile, Writing is a good support for the other skills and also the activity that can be usefully be prepared for by work (Hastuti, 2020). Based on the explanation, writing is needed as a process and writers must master many aspects in writing.

In Vocational High Schools, students are introduced to a diverse range of text genres, comprising a total of twelve categories. These encompass narrative text, recount text, report text, procedure text, and several others. The primary aim of instructing students in these various text genres is to equip them with the skills necessary to effectively convey their thoughts and ideas through written communication, spanning from functional text to more elaborate essays. This broad knowledge serves them well in their daily lives, enabling them to navigate the demands of the written word effectively. The specific focus of the writer’s study lies in the realm of descriptive text, a genre that is typically introduced during the second year of a student's Vocational High School education. This instructional approach centers on exposing students to model descriptive texts with the hope that they will become adept at producing this type of writing. To achieve this, students are expected to master constructing sentences in the simple present tense and to expand upon their ideas in the form of descriptive texts. A crucial aspect of their learning process involves developing a deep understanding of the characteristics of the objects they are describing, as this knowledge facilitates the construction of descriptive texts. By honing these skills and delving into the specifics of descriptive writing, students can better express themselves in writing and be better prepared for real-world applications where clear, descriptive communication is essential.

SMK Metta Maitreya Pekanbaru is a formal educational institution situated in Pekanbaru. This school used the 2013 curriculum, which is well-known for its student-centric approach to teaching and learning. In essence, the curriculum places a strong emphasis on making students active and creative participants in their own education. One of the distinctive features of this school is its provision of English language education. English is a subject that

holds a significant place in the curriculum. It is taught by dedicated teachers, with students engaging in English classes twice a week, each class session lasting 45 minutes. The teaching of English at SMK Metta Maitreya Pekanbaru aligns with the broader objectives of the 2013 curriculum, which encourages students to take an active role in their education and be more creative in their learning process. In the realm of English language education, students are required to develop proficiency in four essential language skills: listening, reading, speaking, and writing. Each of these skills is crucial for effective communication in English. However, special emphasis is placed on honing their writing skills. Mastery of writing is particularly essential because it not only involves the ability to construct grammatically correct sentences and paragraphs but also to convey one's ideas and thoughts coherently and effectively in the written form. This emphasis on writing aligns with the overall goals of preparing students for practical, real-world communication, where the ability to express oneself in writing can be a valuable asset.

According to discussions between writer and English Teachers at SMK Metta Maitreya Pekanbaru identified the problems in the teaching and learning process is the students writing result was categorized as poor and the mean score was 60. This issue is associated with the students' writing ability especially in descriptive text. Besides that, in the curriculum phase E there were designing various descriptive texts, writing through the writing process with focused on the purpose of writing and readers' interests within the scope of teenagers' interests and students producing descriptive text, writing on the topic of outstanding athletes with context, writing purpose. Therefore, the writer carried out a research title "A Study on Writing Ability by First Grade Students of SMK Metta Maitreya Pekanbaru in Descriptive Text".

METHOD

The research was done at SMK Metta Maitreya Pekanbaru, that was located in Jalan Tuanku Tambusai, Puri Nangka Sari Complex, Tangkerang Barat, Marpoyan Damai, Pekanbaru. The research was done from Mei 2023 up to finish. This research was categorized into quantitative research. The population of this research was the first grade students of SMK Metta Maitreya Pekanbaru. The writer used cluster random sampling technique. As Airasian & Gay (2000) noted, cluster sampling involves random selection of groups rather than individuals to form the target group. It means that the sample of this research was 48 students of the population. The data was collected from students writing descriptive test. The writer asked the students to write a text in descriptive based on topic they chose. The aspects of writing descriptive text are 1) Content, 2) Organization, 3) Vocabulary, 4) Grammar, and 5) Mechanic. The writer used writing test with some topics. To make it sure, the writer consulted to the English teachers of SMK Metta Maitreya Pekanbaru. And in this research, the writer was helped by the English teachers of SMK Metta Maitreya Pekanbaru to give the score on students writing in descriptive text. The data collected analyzed by quantitatively method. The writer found the students' score by using combined scoring rubric writing by Brown (2003) and Harris (1993) and indicators of English descriptive text. Furthermore, the writer calculated the students' score by combining scores from both scorers.

FINDING AND DISCUSSION

RESEARCH FINDING

Table 1.
The Result of The Test

Name	Aspects of Writing					Total	Category
	C(20)	O(20)	V(20)	G(20)	M(20)		
S-1	13	12	11	11	12	59	Good
S-2	15	14	14	12	16	71	Very Good
S-3	15	16	13	14	17	75	Very Good
S-4	15	14	10	14	16	69	Very Good
S-5	14	13	11	12	14	64	Good
S-6	14	13	10	11	12	60	Good
S-7	16	15	13	14	17	75	Very Good
S-8	15	12	13	12	14	66	Very Good
S-9	12	10	10	10	13	55	Fair
S-10	15	14	13	14	17	73	Very Good
S-11	15	14	13	11	12	65	Good
S-12	15	12	12	14	15	68	Very Good
S-13	15	15	13	12	14	69	Very Good
S-14	13	12	10	10	12	57	Good
S-15	16	14	12	13	15	70	Very Good
S-16	16	15	17	17	16	81	Excellent
S-17	12	10	10	11	12	55	Fair
S-18	16	15	15	15	15	76	Very Good
S-19	16	14	13	12	15	70	Very Good
S-20	15	14	12	11	15	67	Very Good
S-21	14	12	10	10	13	59	Good
S-22	16	16	16	17	17	82	Excellent
S-23	16	17	17	15	18	83	Excellent
S-24	17	17	16	16	16	82	Excellent
S-25	17	18	16	17	16	84	Excellent
S-26	18	18	17	17	18	88	Excellent
S-27	17	17	16	15	15	80	Excellent
S-28	14	14	16	16	16	76	Very Good
S-29	17	18	17	18	18	88	Excellent
S-30	17	18	18	18	18	89	Excellent
S-31	14	14	12	12	11	63	Very Good
S-32	18	19	18	18	18	91	Excellent
S-33	18	19	18	18	18	91	Excellent
S-34	17	18	16	17	17	85	Excellent

S-35	18	18	17	16	16	85	Excellent
S-36	17	17	17	18	16	85	Excellent
S-37	11	13	14	15	13	66	Very Good
S-38	19	16	18	18	18	89	Excellent
S-39	18	17	19	18	17	89	Excellent
S-40	19	18	18	19	19	93	Excellent
S-41	19	16	18	17	14	84	Excellent
S-42	19	15	18	18	17	87	Excellent
S-43	13	16	15	15	17	76	Very Good
S-44	12	15	15	16	15	73	Very Good
S-45	14	16	16	15	16	77	Very Good
S-46	15	17	17	17	18	84	Excellent
S-47	17	17	18	17	18	87	Excellent
S-48	16	17	18	17	18	86	Excellent

Table 2.
Result of Descriptive Analysis

	Content	Organization	Vocabulary	Grammar	Mechanics	Total
Mean	15,63	15,23	14,71	14,79	15,63	75,98
Maximum	19	19	19	19	19	93
Minimum	11	10	10	10	11	55
St. Dev	2,0172	2,2900	2,8281	2,7051	2,0897	10,8618
Variance	4,0691	5,2442	7,9982	7,3174	4,3670	117,97828
Median	16	15	15,5	15	16	76

Tabel 3.
Descriptive Analysis

		Min	Max	Mean	Std. Deviation
Writing	48	55	93	75.98	10.861

The test results indicated that the writer obtained descriptive quantitative data. The mean score for the study was 75.98, with a highest score (H) of 99, a lowest score (L) of 55, a median (Me) of 76, a standard deviation (SD) of 10.861, and a variance (SD²) of 117.978. The mean score represented the average performance of students in writing descriptive text, which in this case, is 75.98.

a. Percentaging

Table 4.
Percentaging Results

No	Classification	Score	Frequency	Percentage
1	Excellent	80-100	22	46%
2	Very Good	66-79	17	35%
3	Good	56-65	7	15%
4	Fair	46-55	2	4%
5	Poor	Less than 50	-	0%
Total			48	100%

The table showed the frequency and percentage of the students' writing of 48 students. As clearly shown, 22 students (46%) classified in excellent classification. Meanwhile, some of the students; there were 17 students (35%) got very good, 7 students (15%) at good level, and only 4% or 2 students were in fair level. Furthermore, none of the students had poor writing ability. The majority of students classified into the "excellent" and "very good" categories, indicating a high degree of proficiency in their writing.

b. Categorizing

Table 5.
Categorizing Results

Classification	Score	Aspect									
		C		O		V		G		M	
		f	%	f	%	f	%	f	%	f	%
Excellent	20	0	0%	0	0%	0	0%	0	0%	0	0%
Very Good	15-19	35	73%	28	58%	27	56%	28	58%	35	73%
Good	11-14	13	27%	18	38%	15	31%	17	35%	13	27%
Fair	6-10	0	0%	2	4%	6	13%	3	6%	0	0%
Poor	<5	0	0%	0	0%	0	0%	0	0%	0	0%

Students' Writing Skill in Write the Content of the Descriptive text

The data in table could be seen that 35 or 73% of students obtained a very good level, they got very good level their main ideas state good and accurately, and change of opinion relatively clear. 13 or 27% of students obtained a good level, the students got good level they were the main idea some clear or accurate; change of opinion statement some good. In calculating of the data, the mean score of the students' ability to describe the text of content is 15.63. It mean the students' ability to describe the text or content is at a very good level.

Students' Writing Skill in Write the Organization of the Descriptive text

The data in table could be seen that are 28 or 58% of students obtained very good level, they got very good level where the main idea stated good and accurately, change of opinion relatively clear. 18 or 38% of students obtained a good level, the students got good level they were the main idea some clear or accurate; change of opinion statement some good 2 or 4% of students obtained a fair level, the students got fair level they were some errors like grammar; fair control of the structure. In calculating the data, the mean score of the student's ability to the descriptive text of organization is 15.23. It means the students' ability to describe the text of organization is very good level.

Students' Writing Skill in Write the Vocabulary of the Descriptive text

The data in the table could be seen that are 27 or 56% of students obtained a very good level, they got very good level where the main ideas stated good and accurately, change of the opinion relatively clear. 15 or 31% of students obtained a good level, the students got good level they were the main idea some clear or accurate; change of opinion statement some good. 6 or 13% of students obtained a fair level, the students got fair level they were some errors like grammar, fair control of the structure. In calculating the data, the mean score of the students' ability to descriptive text of vocabulary is 14.71. It means the students' ability to describe the text of vocabulary is at a good level.

Students' Writing Skill in Write the Grammar of the Descriptive text

The data in table could be seen that 28 or 58% of students obtained a very good level, they got a very good level where the main idea was stated good and accurately, and change of opinion was relatively clear. 17 or 35% of students obtained a good level, the students got good level they were the main idea some clear or accurate; change of opinion statement some good. 3 or 6 % of students got a fair level, the students got fair they were limited range; fair knowledge of word and word forms. In calculating the data, the mean score of the student's ability to describe text of grammar is 14.79. It means the students' ability to describe the text of grammar is at a good level.

Students' Writing Skill in Write the Mechanics of the Descriptive text

The data in table could be seen that are 35 or 73% of students obtained a very good level, they got very good level where the main idea stated good and accurately, change of opinion relatively clear. 13 or 27% of students obtained a good level, the students got good level they were the main idea some clear or accurate; change of opinion statement some good. In calculating the data, the mean score of the student's ability to the descriptive text of mechanics is 15.63. It means the students' ability to describe the text of mechanism is very good level.

DISCUSSION

In this research, the writer conducted a writing test using descriptive text as the instrument. Students were asked to write a descriptive text on a predetermined topic (Teacher/Father/Friend) with a minimum word count of 100 words for two paragraphs. The test was administered by the English teacher, and data collection took over two weeks. Raters were then employed to score the students' answers. The research aimed to answer the question: "How good are the first-grade students of SMK Metta Maitreya Pekanbaru at writing descriptive text?" The results showed that the students' mean score was 75.98, indicating a very good level of ability. Most students scored in the excellent range, with 46% scoring between 80-100 and 35% scoring in interval 66-79.

The content aspect of their writing was very good, with an average score of 15.63, demonstrating a strong ability to craft meaningful and well-structured content. Effective organization was another strong suit, with an average score of 15.23, indicating a very good level of organization skills. The students excelled in structuring and arranging their descriptive texts logically. However, in terms of vocabulary, the students' ability was rated as good to fair, with an average score of 14.79. While more than 50% demonstrated very good vocabulary skills, some students struggled with choosing appropriate words for their writing, leading to confusion and misunderstandings. Grammar ability was also rated as good, with an average score of 14.79. Some students faced challenges related to tense usage, singular and plural forms, and the use of verbs and adjectives in sentences. Mechanics, including grammar, punctuation, spelling, and sentence structure, received a very good rating, with an average score of 15.63. The majority of students exhibited proficiency in this area, contributing to clear, error-free writing.

Overall, the students exhibit a high level of proficiency in crafting descriptive paragraphs, with strengths in content, organization, and mechanics. While vocabulary and grammar show good performance, there is room for improvement in certain areas. And the research suggests that the first-

grade students at SMK Metta Maitreya Pekanbaru excel in content organization and mechanics but may benefit from further improvement in vocabulary and grammar skills.

CONCLUSION AND RECOMMENDATION

Conclusion

The analysis of five aspects of writing descriptive text, including content, organization, vocabulary, lexicon-grammatical features, and mechanics, leads to the conclusion that the first-grade students at SMK Metta Maitreya excel in their descriptive writing abilities. The overall mean score for students' writing was 75.98, signifying a very good performance. Specifically, their content and organization skills were classified as very good, with mean scores of 15.63 and 15.23, respectively. Vocabulary was rated at a good level with a mean score of 14.71, while grammar also achieved a good rating with a mean score of 14.79. Mechanics, which encompasses aspects like grammar, punctuation, spelling, and sentence structure, scored very well, with a mean of 15.63.

Recommendations

Based on the research results, there are some recommendations for teachers and students. It recommended that students are improving their writing especially in using the appropriate vocabulary and grammar. The students also should find ways to learn vocabulary and grammar. Meanwhile, for the teacher, the writer recommended that the teacher make students more interested in writing with an interesting strategy in teaching to improve the students' writing ability, especially in the way to teach vocabulary and grammar. For further researcher, related to this research, the other researcher can investigate the best strategy in teaching writing, for improving students' writing ability in grammar and vocabulary.

REFERENCES

- Airasian, P., & Gay, L. R. (2000). Educational Research: Competence for Analysis and Application. *Boston: Prentice-Hall*.
- Douglas, B. (2013). Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition. *New York: Addison Wisley Longman, Inc*, 184.
- Harris, J. (1993). Introducing Writing. *England: Penguin Group*.
- Hastuti, P. D. (2020). Influence of Reading Ability and Vocabulary Mastery on Writing Skills Descriptive Text. , 11(1), 48–57. *Anglo-Saxon: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*.
- Husna, L. (2013). Analysis of Students Writing Skill in Descriptive Text at Grade XI IPA 1 of MAN 2 Padang. *Jurnal Ilmiah Pendidikan Scholastic*.
- Ismail, A. H. (2018). *An Analysis of Students' Ability in Writing Descriptive Text: A Case Study of the Eight Grade Students of SMPN 2 Selong In the Academic Year 2017-2018*.
- Nunan, D. (2003). Practical English Language Teaching. *New York : Mc Graw Hill*.