Analyzing of Students' Ability in Writing Descriptive Text at SMA Negeri 1 Pangkalan Kuras

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ABSTRACT

The purpose of this descriptive study was to evaluate the students' descriptive writing skills. Thirty-five pupils from SMA Negeri 1 Pangkalan Kuras' XIC class served as the research samples. Using cluster sampling, it was completed. The writer employed writing tests to gather data. According to the study's findings, only six students (17.14%) achieved the "good" level, with no students achieving the "excellent" level. Next, 16 pupils (45.71%) were at the "poor" level, while 13 students (37.14%) had reached the "average" level. Grammar ranked highest among the five characteristics of writing, with content coming in second. The ability level was mediocre overall (50.71). Based on those findings, it was recommended that in order to help students improve their writing skills, they should practice more. Additionally, teachers should identify the best approach, method, technique, and strategy to use when instructing students in order to provide an effective teaching and learning process.

Keyword: *Students Writing Ability, Descriptive Text*

INTRODUCTION

Students develop language skills as part of the teaching and learning process in the educational system. Speaking, listening, reading, and writing are the four skills that students should master (Brown, 2007). The curriculum has enhanced these skills, which pupils must master in order to acquire language proficiency. English is required to be learned by pupils from elementary school through university, according to the national curriculum. Of the four language skills, writing is arguably the most complex and challenging in the English language arts. According to Sa'diyah (2012), writing is the hardest skill to master. It requires specific knowledge, which includes the capacity to communicate the writer's ideas succinctly and clearly.

One of the language skills is writing, which aims to help pupils produce sentences with the proper structure and meaning. Writing proficiency is important for learning since it helps with effective communication. Students' training and experience in the teaching process are the means by which they might acquire competencies and skills in the learning process. By using the language as often as they can, students can get better at writing. This indicates that one of the productive and active language abilities is writing.

Combining a variety of different parts, writing elements that should be learned include content, form, grammar,

style, and mechanics (Harris, 1974). Put differently, pupils must be able to formulate concepts, arrange textual material using suitable grammatical forms, lexical items, and structures, as well as demonstrate accurate spelling and punctuation.

Writing is an essential talent that students should acquire since it requires them to think carefully and critically in order to produce writing of a high caliber. Writing is a fundamental talent in our culture, a vital component of education, and a form of assistance. Pupils who take writing classes will learn how to write well, express themselves clearly, and interact with others through written communication. Oftentimes, writing has no time constraint, unlike debate. It relates to (Hossain, 2015), who clarified that writing is an excellent method to practice grammatical structures and pick up new vocabulary.

According to (Pintrich, 2014), there are two types of motivation: internal motivation and extrinsic motivation. Being driven by outside forces and viewing an activity as a method of achieving a goal are referred to as extrinsic motivation. Extrinsically motivated students engage in activities because they think they will result in positive things like prizes, recognition from their teachers, or staying out of trouble. Extrinsic motivation, in Santrock's view, drives people to take actions in order to achieve other goals. Put differently, it refers to a type of motivation that is fuelled by outside incentives such as rewards and penalties.

Conversely, intrinsic motivation entails doing things just for their own sake. Intrinsic motivation is described by (Pintrich, 2014) as motivation originating from the fulfilment of one's own desires and delight in the task at hand. Because they have an innate desire to succeed,

students with intrinsic motivation work hard and enjoy the teaching and learning process. They don't rely on outside incentives; instead, they engage in activities motivated by their own internal benefits. Since many students lack extrinsic incentive in the classroom, intrinsic motivation is critical to students' language teaching (Harmer, 2012).

According to the school's issues, students lacked ambition to study English, despite the teacher's best efforts. The instructor used a variety of teaching techniques to teach writing, including project-based learning, group writing, the roundtable method, and others. However, the kids' drive and writing prowess fall short of expectations. The pupils should ideally be proficient writers. Unfortunately, nothing really changed for the better.

METHOD

This study uses quantitative descriptive research methods. Descriptive research, according to Williams (2007), is a type of research strategy that looks at a situation where characteristics of a certain event are identified through observation. The study was carried out between October and November. SMA Negeri 1 Pangkalan Kuras was the venue. The eleventh grade students at SMA Negeri 1 Pangkalan Kuras comprise the study's population. There are seven classes in this area: XIA, XIB, XIC, XID, XIE, XIF, and XIG. There are 210 pupils enrolled in the eleventh grade overall. 15% of the population was chosen as the sample since the students in this study share similar features and the population is fairly vast and homogeneous.

In this study, the author employed the cluster sampling technique. Instead of using a single population element as the sampling unit, cluster sampling,

according to Ahmed (2009), uses a collection of population elements. Furthermore, cluster sampling, according to Sudjana (2005), involves randomly choosing a group. The writer could have chosen any one of the seven classes—using XIC as an example or selecting a class with thirty students—because the students' course-taking levels are uniform.

The writer employed a written assessment to ascertain the pupils' writing proficiency; the teacher instructed the students to complete the test in accordance with the instructions they were given. The author requested that the students compose a descriptive essay about their unforgettable encounter. Finding out how well the pupils could write descriptive paragraphs was the main goal. Three raters evaluated the test findings; the writer requested that they use the following scoring system to examine the data and make the test results more objective.

The data were analyzed by using statistical analysis in order to know the results of students' written test. The following is the table of writing aspect:

Table 1. the aspects of writing

No	The Aspect of Writing	The Score Range
1	G: Grammar	5 : 4 : 3 : 2 : 1
2	V: VocabularyY	5 : 4 : 3 : 2 : 1
3	M: Mechanic	5 : 4 : 3 : 2 : 1
4	O: Organization/ Form	5 : 4 : 3 : 2 : 1
5	F: Fluency	5 : 4 : 3 : 2 : 1

The classification of students' scores by Harris (1974) was used to score students' work and classify students' scores.

Table 2. the Classification of Students' Score

Test Score	Level of Ability
81 - 100	Excellent
61 - 80	Good
41 - 60	Mediocre
21 - 40	Poor
0 - 20	Very Poor

Source: Adopted from Harris (1974)

RESULTS AND DISCUSSION

The purpose of the study was to ascertain the students' proficiency in producing descriptive writing. Students were given written tests to complete in order to gather data. Each pupil was expected to compose a descriptive text on a separate piece of paper. The researcher presents the exam results to demonstrate the pupils' proficiency in each area of writing. The five areas in which the pupils' writing was evaluated were grammar, content, mechanics, vocabulary, and organization.

In order to make the data more unbiased, legitimate, and trustworthy, the research presented its findings using the information that it had collected from the three raters. Purwanti, S.Pd., an English teacher at SMP Negeri 7 Pangkalan Kuras, was the first rater. The second and third were English instructors at the Vocational High School in Pekanbaru, Riski Mardhatilah, M.Pd., and Nanda Parentsa Hopi, M.Pd. They were all English Department graduates.

After the assessment from the three raters collected and calculated, it was found that the average score of the students' writing ability in test was 59.04. The details could be seen in the following table:

Table 3. the Level of Students' Ability

Test Score	Level of Ability	Frequency	Percentage
85 – 100	Excellent	0	0 %
70 – 84	Good	6	17.14 %
55 – 69	Average	13	37.14 %
40 – 54	Poor	16	45.71 %
0 – 39	Very poor	0	0 %
TOTAL			**100 %**

Table 3 shows that no student received a "excellent" rating; instead, six students (17.14%) received a "good" rating. Then, no student was at the "very poor" level, 16 students (45.71%) were at the "poor" level, and 13 students (37.14%) had reached the "average" level. The data of students average achievment on the five aspects of writing is shown in table 1.4 :

Table 4. Students' Ability in Each Aspect of Writing

No	Aspects of Writing	Average (R1+R2+R3)	Ability Level
1	Grammar	42.38	Poor
2	Content	62.14	Average
3	Organization	55.00	Average
4	Vocabulary	47.62	Poor
5	Mechanic	46.43	Poor
	Total	**253.57**	
	Average	**50.71**	**Average**

According to Table 4, the average score for the "grammar" category was 42.38. 'Content' was 62.14 at the time. Vocabulary scored 47.62, mechanics scored 46.43, and organization scored 55.00. According to the preceding description, "Grammar" received the lowest score out of the five writing qualities, while "Content" received the most. The ability level was mediocre overall (50.71).

The correlation between grammar mastery and writing ability has been consistently demonstrated (Istiqomah, 2014). However, the assessment of writing ability is complex, with different scoring systems showing varying levels of reliability (Schipolowski, 2016). Linguistic features such as syntactic complexity, lexical diversity, and word frequency have been found to be predictive of writing quality (McNamara, 2010). Despite the importance of grammar, it is often the lowest-scoring category in writing assessments (Mendale, 2019).

CONCLUSION

The writer observed a specific class at SMA Negeri 1 Pangkalan Kuras in order to assess the writing proficiency of the pupils. After making the observation, the author came to the conclusion that pupils' writing skills were still lacking. The results of their got average score serve as proof of this.

Certain inferences based on the research can be made after the data analysis. As a result of the students' average scores on the assessment, the researcher recommends that teachers choose the best strategy, technique, approach, and method to use when instructing their pupils in order to

facilitate effective learning. The second one is Due to the lowest scores in grammar and organization aspects, it is recommended that the teacher must also concern on the students' understanding of punctuation, spelling, coherence and cohesion.

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