An Analysis Of Students Ability In Writing Descriptive Texts At The Ninth Grade Of Smpit Sabbihisma Padang

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Abstrak

The research was conducted aiming to an analysis of students' ability in writing descriptive texts at the ninth grade of SMPIT Sabbihisma Padang. The method used in this research is the qualitative method. The subjects of this study were the 32 students of the IX-1 class. The research investigated the descriptive writing text which had been done by the ninth-grade students of SMPIT Sabbihisma Padang. The researcher analyzed the students' writing results referring to the five aspects. They were organization ideas, developed ideas, grammar, vocabulary, and mechanics. After analyzing the texts written by the student, the researcher categorizes them into four categories, namely excellent, good, fair, and poor. The result is 1 student or 3, 13%, there are 6 students or 18, 75%, there are 3 students or 9, 37%, and there are 22 students or 68, 75%. The average students' capability in writing descriptive text is poor. The problems faced are (1) the students have problems with the limited number of vocabulary, (2) developing the idea in a descriptive text, (3) grammar mastery. Grammar mastery is the most problem faced by the students. The causes of the problem are (1) students' low motivation, (2) Understanding.

Keyword: writing, descriptive text, students' capability

Abstract

Penelitian ini dilakukan dengan tujuan untuk menganalisis kemampuan siswa dalam menulis teks deskriptif kelas IX SMPIT Sabbihisma Padang. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Subjek penelitian ini adalah 32 siswa kelas IX-1. Penelitian ini menyelidiki teks menulis deskriptif yang telah dilakukan oleh siswa kelas IX SMPIT Sabbihisma Padang. Peneliti menganalisis hasil tulisan siswa yang mengacu pada kelima aspek tersebut. Mereka adalah ide organisasi, ide yang dikembangkan, tata bahasa, kosa kata, dan mekanik. Setelah menganalisis teks yang ditulis oleh siswa, peneliti mengkategorikan mereka ke dalam empat kategori, yaitu sangat baik, baik, cukup, dan buruk. Hasilnya 1 siswa atau 3,13%, ada 6 siswa atau 18,75%, ada 3 siswa atau 9,37%, dan ada 22 siswa atau 68,75%. Rata-rata kemampuan siswa dalam menulis teks deskriptif tergolong rendah. Masalah yang dihadapi adalah (1) siswa memiliki masalah dengan jumlah kosakata yang terbatas, (2) mengembangkan ide dalam teks deskriptif, (3) penguasaan tata bahasa. Penguasaan tata bahasa merupakan masalah yang paling banyak dihadapi oleh siswa. Penyebab masalah tersebut adalah (1) rendahnya motivasi siswa, (2) pemahaman.

Kata kunci: menulis, teks deskriptif, kemampuan siswa

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 then 1945 and declared as the first foreign language taught at school.

English is taught from the elementary level to university level students. The purpose of teaching writing is that students can write what is in their thinking creatively. Students can interact with academic writing, especially descriptive texts. In descriptive writing, students can master the generic structure, language features, vocabulary, and mechanics. Students are able to understand the function of writing.

There are two skills that students should master in English, they are receptive skills which are listening and reading, and productive skills which are speaking and writing. Due to the fact that English in Indonesia is taught and learned as a foreign language, writing is one of the difficult skills faced by students in this country. According to Akhadaiah in Ariffudin (2007:167) "writing is a complicated skill to be assessed". Learners might have a good ability in speaking, but it is not a guarantee that they are able to write English well. Learners were often found to get difficulty in writing. Furthermore, Rass (2001:30) stated, "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". When writing, the students need to know and understand some aspects in order to produce good writing, such as grammar, vocabulary, and mechanics. In the learning process, the teacher plays an important role to support the ability of students to be able to write well. According to Brown (2001): "writing is a thinking process because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization."

Referring to the Junior High School Competency-Based Curriculum, every student is required to be able to communicate in English through spoken and written form. In a written form, the students are expected to be able to write narrative text, recount text, procedure text, and descriptive text, and so on. To be specific, in descriptive text, the students are taught to write the genre of descriptive text with the right order of the generic structure and use the language features correctly. Furthermore, based on the national curriculum in Indonesia, being able to write a descriptive text is one of the requirements in learning English especially for the students who are in the eighth grade of junior high school. Sudarwati and Eudia (2007:113-137) stated that "the targets of teaching writing the descriptive text for the first-year students of Junior High School are (1) the students are able to describe animals and people, (2) the students are able to describe their school, (3) the students are able to describe places. From the statement above, the researcher assumed that the students had background knowledge in writing a descriptive text when they were learning this text as second-year students.

Based on the background study above, the problem statements are as follows: 1) how is the students' capability in writing descriptive text at the ninth grade of SMPIT Sabbihisma in writing the descriptive text?, 2) what are the problems faced by the ninth-grade students of SMPIT Sabbihisma in writing the descriptive text?, and 3) what are the causes of the problems faced by the ninth-grade students of SMPIT Sabbihisma in writing the descriptive text?

These research aims are to describe: 1) the student's capability in writing descriptive text by the ninth-grade students of SMPIT Sabbihisma in writing descriptive text, the problems faced by the ninth-grade students of SMPIT Sabbihisma in writing descriptive text, and 3) the causes of the problems faced by the ninth-grade students of SMPIT Sabbihisma in writing descriptive text.

This research has broad scopes for both the subject and the object. Due to the fact, the researcher will limit both of them to; the subject of this research will only be the ninth-grade students of SMPIT Sabbihisma, while the object of this research is students' capability in writing descriptive text and the problems faced by the ninth-grade students of SMPIT Sabbihisma.

Writing is a way to express feelings, ideas, arguments, willingness, and thoughts in written form. Wikipedia (2010: 1) stated that writing is a medium of human communication that involves the representation of a language with written symbols. Then, a paragraph is a group of words put together to form a group that is usually longer than a sentence.

Paragraphs are made up of several sentences. There are usually between three and eight sentences (Wikipedia, 2010:1). In addition, Zoel and Jhon (2020:8) a paragraph consists of a topic sentence, support point, and concluding sentence. He adds that there are three most common purposes of writing are to inform (to give information about the subject), to persuade (to convince the reader to agree with the author's point of view a subject), and to entertain (to give the reader's senses and imagination (2020:10).

According to Graham and Perin in Nurhasanah and Siti (2012: 4) along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy. The purposes of writing are to express oneself, provide information for her readers, persuade the readers to do something as proposed in the writing and create a literary work.

From the statement above, the researcher comes to the conclusion that writing is to express ideas, feelings, and information. The principle of teaching writing can be used to guide the teacher on teaching writing. According to Fauziati, (2010:46), studies in the teaching of writing have identified there are at least three paradigms of teaching writing: the product approach, the process approach, and the genre-based approach.

1. The Product Approach

   A product approach is a traditional approach of teaching writing in which students typically are provided with a model and encouraged to imitate it in order to produce a similar product (Nunan, 1999). The main purpose of the learner's writing activity is "to catch grammar, spelling, and punctuation errors" Leki in Fauziati (2010:46).

2. The Process Approach

   According to Walsh in Fauziati (2010: 48-49), the procedures of process writing help the learners develop more effective ways of conveying meaning and better comprehend the content that they want to express. In the process approach, students are taught strategies that should help them to finally reach a decent product but of course "the product is still an important goal, but the writing class is more exploratory, less punitive, less demoralizing: and the student writer is less alone" Leki in Fauziati (2010:49).

   In teaching writing as a process, consequently, the students may produce several drafts or versions of their writing with the emphasis on the process of writing and on getting feedback from classmates. Multiple drafts, therefore, are the norm.

3. The Genre-based Approach

   Genre-based Approach or Genre Approach is a "framework for language instruction based on the example of a particular genre" Byram in Fauziati (2010:53). Genre-based teaching is concerned with what learners do when they write. It allows writing teachers to identify the kinds of texts that students will have to write in their target context (occupational, academic, or social) and to organize their courses to meet these needs (Hyland, 2005:5)

   The genre Approach is similar to a Process Approach to teaching writing. However, the Genre Approach also resembles the product approach in that a model text is analyzed on the basis of grammatical and text features then is followed by guided writing in a joint construction stage before a final, free writing stage Badger and White in Fauziati (2010:53).

Moreover, descriptive text is a part of factual genres which to describe a particular thing, place, or person. A descriptive paragraph uses a simple present because it's fact or truth about something or someone. Generally, simple present tense is a tense used in daily life interaction Taslim (2015:147). There are four basic description checklists: unity, support, coherence, and sentence skills Zoel and Jhon (2020:194). So that, writing a descriptive paragraph has to be clear and concrete. In writing descriptive, students are using vivid nouns, verbs, adjectives, and adverbs. Watson (2005:4) in this research, writing descriptive paragraphs was a medium in the teaching and learning process for the third-year students of English state Islamic University, Imam Bonjol Padang. Many students felt difficulties in writing descriptive paragraphs and do not understand well about the simple present tense. Then, Lailatul Husna (2017), she was found that the students faced some difficulties in organizing

ideas and developing ideas. Some of the students were unable to develop the ideas well. It was also found in their second writing, there were no improvements in the developing ideas.

RESEARCH METHOD

The researcher uses descriptive qualitative research for this research, qualitative research uses words as data research. The subject of research is the ninth-grade students of SMPIT Sabbihisma in the 2020/2021 academic year that consists of 32 students. The object of this research is limited to the analysis of descriptive text written by the ninth-grade students of SMPIT Sabbihisma Padang in the 2020/2021 academic year.

In this research, the data sources are taken from an English teacher and documents. The data of this research are the ninth-grade students of SMPIT Sabbihisma Padang in the 2020/2021 academic year worksheet in form of descriptive text that consists of 32 students. In this research, the researcher collected the data about analysis of descriptive text written by the ninth-grade students of SMPIT Sabbihisma Padang in the 2020/2021 academic year are document and interview.

To answer the analysis of descriptive text written by the ninth-grade students of SMPIT Sabbihisma Padang in the 2020/2021 academic year, the researcher analyzed the data by testing to get students' scores. The steps are; the researcher asking the students to make descriptive text and then the researcher analyzed the data. To analyze the researcher used five criteria to correct their result of descriptive text. John Anderson (1968:100) in Hughes states that "method of scoring which requires a separate score for each of a number of aspects of a task is said to be analytic". The researcher used the scoring theory of John Anderson; there are grammar, vocabulary, organization content, and mechanic.

RESEARCH FINDING AND DISCUSSION
Student's Capability

The researcher analyzed the data based on the 5 criteria, namely content, organization, vocabulary, grammar, and mechanic. The first characteristic is the content of the paragraph in writing descriptive text by the ninth grade students' of SMPIT Sabbihisma Padang in 2020/2021 academic Year. The following is the analysis of the data taken from the observation. The content discusses the generic structure of descriptive text knowledge of text, and topic development.

Data 1 NM
My Cat

Identification	I have bear doll
Description	My doll have black and white color.wear neck.large bodies, stocky legs, a long snout, shaggy hair, paws with claws. and a short tail

This student's writing has poor content because of the limited knowledge. The student cannot develop the paragraph and make simple sentence, for example "My doll have white collor..." The student cannot describe characteristic of his doll. All content is very simple to descriptive text.

The second criterias the form or organization of the paragraph. Organization discusses fluent expression, logical sequencing, adjective verb, main idea of text, and action verb.

Data 1 M.Z.K

Identification	Sister is something that is very precious because
Description	My sister named Rina full name is Rina Agustia. She has short hair. She is a sister who is very spoiled. Sometimes she often

	makes me angry. Even though, I am very fond of her. She is Study at SMA 1 Padang. She has a dream to

The student's writing shows their capability in idea organization. The student's organization of idea is good. He develops his idea sequentially. The student uses descriptive adjective to describe his sister, "My sister named Rina full name is Rina Agustia…" The student's writing organize his sister profile. "Even though, I am very fond of her. …". Grammar usually becomes the general problem of the writer in writing a descriptive text.

Data 1 RN My calligraphy

Identification	She has new pencil. She to buy in school's cooperation
Description	She has pencil green color. he that often she useful for writing, drawing, and colors. So that her pen also to

This writing shows that the student's grammar is still poor. The student still uses wrong pronoun in the subject pronoun. The student's mistake in using pronoun "he "to the subject pronoun "pencil". So if the subject is pencil actually it done use "it", because pencil is a noun. Actually the generic structure or language use in a descriptive text is present tense.

The other problem observed from the students is vocabulary. Vocabulary is the capability of the writer using effective idiom/word and choice of the word.

Data 1 A.K My Mother

Identification	My mother born in Padang 09 november 1945. November tomorrow my mother seventy five years
Description	My mother have 2 son that is me and brother. My mother Have short hair like me. She have fat body. My mother job teacher bahasa indonesia in SDN. 13 Padang. She always help me do my homework. My mother kind, she never angry and always give me money.

There are many mistakes of the vocabulary on this text. The student writes the sentence: "January tomorrow my mother seventy five years". It has incorrect vocabulary. The student conveys that his mother was seventy five years on last November. So he should write "my mother was seventy five years old …" The student also writes "My mother job …" The vocabulary is wrong, in this case, he uses "is" in sentence. The student should write "my mother job is Indonesian teacher in SDN 13 Padang". The student have some mistakes in structure of sentence, for example is "She have fat body" , and it should write " she has a fat body"

The mechanic analyzes the capitalization, spelling, paragraphing, and punctuation. Some examples of students writing.

The Problems Faced by Students

To find the problems faced by the ninth grade students of SMPIT Sabbihisma Padang in writing descriptive text in 2020/2021 academic year, the researcher conducted interviews both to the English teacher and students. The researcher chooses subjects from students to get information. To describe the problem that they face in writing descriptive, the researcher determined randomly the subject in each grade category.
a. Limited Number of Vocabulary
The problem of the students in writing descriptive text is limited number of vocabulary. In the interview section, the researcher found that there are five students who have the same problems in writing descriptive text.

b. Developing Idea

The other problem faced by the student ninth grade students of SMPIT Sabbihisma Padang in 2020/2021 academic year is developing idea in descriptive text. The researcher found most all of the students agree with this problem. Many students said that they difficulty to express and develop the ideas. Almost of them find idea in descriptive text but, they cannot develop their idea to support the topic sentence.

c. Grammar Mastery

The most problem faced by ninth grade students of SMPIT Sabbihisma in 2020/2021 academic year in writing descriptive text is the low grammar mastery. It can be known in students' text in which they make mistake when choosing "pronoun" and "to be".

The Causes of Problem Faced by Students

After knowing the problems faced by the ninth grade Students of SMPIT Sabbihisma in writing Descriptive Text in 2020/2021 academic year, the researcher also identified the cause of problem faced by the ninth grade students of SMPIT Sabbihisma in writing descriptive text in 2020/2021 academic year.

Based on the interview with teacher and students, the researcher found the causes of the problem faced by the ninth grade students of SMPIT Sabbihisma in writing descriptive text in 2020/2021 academic year. The causes are: (1) students' motivation, and (2) understanding.

The most problem faced by the ninth grade of SMPIT Sabbihisma is students' motivation in English lesson. This factor is the reason why the students feel that writing descriptive text is difficult. It makes the students difficult to develop their capability in writing descriptive text. The writer concludes that English is difficult and gives effect on their motivation in learning English language.

The factor that causes of problem faced by the ninth grade of SMPIT Sabbihisma understands of English lessons by the teacher. When the teacher explained about descriptive text, some students did not understand about descriptive text. The students said that they are still confused about generic structure and linguistic feature descriptive text. The second is the students felt difficult when the teacher delivered the material, because the materials from the teacher is too difficult and the teacher conveyed descriptive text is too fast, so it makes the students confused and did not understand.

Discussion

The researcher analyzed the students' text based on the criteria's that cover content, organization, grammar, vocabulary, and mechanic. The students' capability grades are excellence, good, fair, and poor.

Based from the observation, from 32 students, there is 1 student who have excellent grade (in the percentage 3, 13%). There are 6 students who have good grade (the percentage 18, 75%). There are 3 students who have fair (in percentage 9, 37%). There are 22 students who have poor grade (in percentage 68, 75%). The average the students' capability in writing descriptive text is poor grade. From the researcher analysis, actually the students should improve their capability in writing descriptive text.

The researcher also found the problem faced by the ninth grade of SMP IT Sabbihisma Padang in writing descriptive text by the students. The problems faced are (1) the students have problem with limited number of vocabulary, (2) developing the idea in a descriptive text, and (3) grammar mastery. With grammar mastery is the most problem by the students. The causes of the problem faced by the ninth grade of SMPIT Sabbihisma in writing descriptive text by the students are (1) students 'motivating, (2) Understanding.

CONCLUSION

In this part, the researcher draws the conclusion based on the analysis of descriptive text written by the ninth-grade students of SMPIT Sabbihisma in the 2020/2021 academic year. The researcher concludes this research as follows:

1. The students who have an excellent grade in writing descriptive text are 1 student, 3, and 13%. The students who have a good grade in writing are 6 students, 18, 75%. The students who have fair grades in writing descriptive text are 3 students, 9, 37%. The students who have poor grades are 22 students, 68, 75%. So, the average of the students' capability in writing descriptive text is poor.
2. The problems faced by students are the students have problems with a limited vocabulary, developing the idea in a descriptive text, and low grammar mastery.
3. The causes are students' motivations, the students are not interested in learning the English language, and understanding, the students get problems with conveying the descriptive text by the teacher.

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