# THE SECOND GRADE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT ABOUT AN AUTOMOTIVE OBJECT PICTURE AT SMKN 1 PARIAMAN

**THESIS**


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## ABSTRACT

Amalia, K. 2023. *The Second Grade Students' Ability in Writing Descriptive Text about an Automotive Object Picture at SMKN 1 Pariaman*

Advisor: Dr. Lely Refnita, M.Pd.

The purpose of this research was to describe the second grade students' ability in writing descriptive text about an automotive object picture at SMKN 1 Pariaman. The researcher used descriptive research method for this research. The population of this research was the second grade students at SMKN 1 Pariaman. The researcher used purposive and convenience sampling technique to select the sample, and the number of sample was 23 students. The instrument for collecting the data in this research was a writing test in the form of writing a descriptive text. To make the test reliable the researcher used inter-rater method. The result of analysis showed that the test was reliable. It was supported by the fact that the coefficient correlation was 0.853. It was bigger than the value of the *r table* at df 21 and alpha .05 (0.413). Then the test was valid because it had covered the material that the students had learnt.

Mostly, the students had low ability in writing descriptive text (to organize a descriptive text, express the content, apply grammar, apply mechanics, and use vocabulary). It was supported by the data analysis that 8 students (34.78%) had high ability and 15 students (65,22%) had low ability in writing descriptive text about an automotive object picture. In detail, 11 students (47.83%) had high ability and 12 students (52.17%) had low ability to organize a descriptive text, 8 students (34.78%) had high ability and 15 students (65.22%) had low ability to express content in writing a descriptive text about an automotive object picture, 11 students (47.83%) had high ability and 12 students (52.17%) had low ability to apply grammar in writing a descriptive text about an automotive object picture, 4 students (17.39%) had high ability and 19 students (82.61%) had low ability to apply mechanics in writing a descriptive text about an automotive object picture, and 17 students (73.91%) had high ability and 6 students (26.09%) had low ability to use vocabulary in writing a descriptive text about an automotive object picture.

Considering that the students had low ability in writing a descriptive text about an automotive object picture, the researcher gives some suggestions to English teachers, students, and future researchers. English teachers are suggested to explain more about how to organize a descriptive text, express the content, apply correct grammar, and apply correct mechanics in writing descriptive text. The students should study more about a descriptive text, pay attention when the teacher explains the material, and do more exercises to improve their ability in writing. The future researchers are suggested to study more about descriptive text and find out other problems with students' ability in writing a descriptive text.

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# CHAPTER I

# INTRODUCTION

In this chapter, the researcher discusses about the introduction. The introduction consists of the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research questions, the purposes of the research, the significance of the research, and the definition of the key terms.

## 1.1 The Background of the Problem

English is an international language used by all countries; almost all people in the world use the English language for communication. English language skills are related to the progress of the country, so it is important to understand English language. It means English language is useful for human life. English has four skills that are studied and mastered if we want to understand English well. They are speaking, listening, writing, and reading (Yoandita, 2019).

Writing is one of four skills that students learn. It is quite difficult among the four skills in learning English. In fact, some students think that writing is the most difficult skill in English. The students are difficult to find the ideas when they write. Most of them write incorrect sentences. Some students also could not finish their writing at the end of the time set because of a lack of ideas and vocabulary (Yoandita, 2019). However, writing can help students to express and write their experiences in the form of text. The success of a student in learning English can also be seen in their writing. Writing is a useful skill that helps

students develop their ability to express their feelings and thoughts (Ismayanti & Kholiq, 2020).

At SMKN 1 Pariaman, English subject is one of the vocational subjects, and the teachers teach English by linking it to their major. For writing skills, the students learned about many kinds of text in the second grade. The texts that they learned were narrative text, descriptive text, procedure text, and exposition text.

Descriptive text is one type of the texts that tells about something, either person, object, place, or event. By writing a descriptive text students will think more critically and creatively in developing very specific ideas. Then, in this learning, students focus more on the object because it is related to their major. But in this case, many of the students still had difficulties in writing descriptive text even though it is related to their major. The problems that the researcher found were students found it difficult to develop ideas because of the limited vocabulary that they had, students found it difficult to find the topic to be described, and the students didn't understand the generic structure of a descriptive text. They were confused about when and how to use the structure of a descriptive text.

In addition, there are several studies that have been conducted by other researchers related to students' ability in writing a descriptive text. First is the previous research done by Soehela (2017) with the title "An Analysis of the Tenth Grade Students' Ability to Write Personal Descriptive Text Using Pictures at SMKN 1 Padang", the ability of the students was high. She found 23 students with high ability and 8 students with low ability. However, there were still many mistakes in writing descriptive text according to the generic structure. In terms of

generic structure, 38.7% of students had high ability and 61.2% of students had low ability. Another research was done by Wahyuni (2014) entitled “An Analysis of the First Grade Students’ Ability in Writing Descriptive Text Using Single Picture at SMAN 2 Sungai Limau”. She found that the overall ability of the students in writing descriptive text using a single picture was moderate. There were 18.75% students who had high ability, 65.62% students who had moderate ability, and 15.62% students who had low ability.

Based on the previous research above and the researcher’s experience during practice teaching, it was found that the average students’ ability was at the middle and lower levels in writing image-based text. Because no one has done previous research dealing with students' ability to write a descriptive text about an automotive object picture, the researcher was interested in doing research on this topic.

**1.2 The Identification of the Problem**

There are some problems with writing skill especially in writing a descriptive text. The researcher found some problems based on the researcher's experiences during teaching practice at SMKN 1 Pariaman and interviews with several second grade students at SMKN 1 Pariaman. The first problem in students’ ability in writing is developing ideas. So, students were difficult to find the topic and express the content. One of the factors was the lack of vocabulary owned by students. The second problem is the students did not write a descriptive text that follows its generic structure. Nurhayati et al. (2022) state that, in general, students had difficulties when they wanted to write a descriptive text because they

were not able to write using the generic structure correctly, they were also unable to organize ideas, so the contents of the writing were very confusing.

The other problem that arose for students when they wrote a descriptive text was unability in constructing sentences. This was due to students' lack of understanding of grammar, especially about tenses. So, students found it difficult to arrange sentences into perfect paragraphs. Then, based on previous research done by Murni (2023) with the title "An Analysis of The First Grade Students' Errors to Use Simple Present Tense in Writing a Descriptive Text at SMKN 4 Padang", students were unable to use mechanics correctly.

The descriptive text has several types. It describes a place, object, and person. First, the researcher will explain a place. This type of descriptive text explains something related to a place. The form of information that can be conveyed through this type of descriptive text is for example the location of a place. Besides that, it can also contain information about things that can be found in a place, characteristics that distinguish it from other places, and so on. The next is a descriptive text about an object. For example, a description of size, color, function, advantages possessed, and so on. Finally, the type of descriptive text is describing a person. According to Vanesa (2021), if students are writing descriptions of a person, they gather informative details about that person and then ask themselves what these details add up to. In describing a person, the students can describe his/her face, the color of hair, clothes, skin, body shape, etc. In describing a person, however, students are not obliged to give every single detail

about the person's appearance. Students can focus on one or two striking features that convey something about the person's character.

The structure of the descriptive text is identification and description. The identification section in descriptive text is located in the first paragraph. The purpose of this section is to identify the specific object that the students want to describe. This section is also very important to introduce the object to the reader to strengthen the acceptance of the description in the next section. Furthermore, the description is the second paragraph that explains in detail the topic being told, one of which is about characteristics. Then, the social function of a descriptive text is to describe person, animal, place, and thing (Khoiriyah, 2021: 11).

Types of media can be used when teaching to write a descriptive text, for example: poster, instagram, and picture. The first is the poster. According to Sari et al., (2019) in Jannah et al., (2022), poster is an effective approach to swiftly inform students of their progress while also allowing for the exchange of ideas between them. Students can use this poster as a fun method to convey their thoughts and feelings about the subject being discussed.

The next is instagram. Instagram is one of the media that is useful to help students in writing English subjects, especially in writing descriptive text**.** Handayani, (2016) in Hilman (2019) explains some activities that can be reflected in writing. It's called "captions it." Instagram has the potential to be an inspiration fairy that students can use as writing prompts. Students and teachers can participate in this activity by uploading an interesting picture to a post and adding a descriptive caption to the comments.

The last is picture. Marianne and Sharon (1998:93) in Hilman (2019) state that picture is a type of visual instruction material that can be used more effectively to develop and defend ideas and can generate positive attitudes toward English and for teaching or strengthening language skills. Picture can also be used in various configurations to enhance learning and practice. In addition, picture is also a noun from a drawing, a painting, or a photograph (Nguyen, 2018). Then, Elkins & Naef (2011) state that picture is also a real work of art and has an objective existence.

**1.3 The Limitation of the Problem**

Concerning the explanation of the identification of the problem above, the researcher limited her research. The research focuses more on students' ability in writing descriptive text. In a descriptive text, students learn to describe a person, place, and object. The researcher identified students' ability in writing an automotive object because it's related to their major. Then, the researcher assessed how students organize ideas, express content (ideas) and how they use grammar, mechanics, and vocabulary. Finally, of the many media used in teaching descriptive texts, the researcher chooses an automotive object picture as a medium to test students' ability to write a descriptive text.

**1.4 Formulation of the Problem**

Based on the limitation of the problem above, the researcher formulated the research problem as follows: How is the second grade students' ability in writing a descriptive text about an automotive object picture at SMKN 1 Pariaman?

## 1.5 Research Questions

1. How is the second grade students' ability at SMKN 1 Pariaman to organize a descriptive text based on a picture?
2. How is the second grade students' ability at SMKN 1 Pariaman to express the content (ideas) of a descriptive text based on a picture?
3. How is the second grade students' ability at SMKN 1 Pariaman to use correct grammar in writing a descriptive text based on a picture?
4. How is the second grade students' ability at SMKN 1 Pariaman to use mechanics in writing a descriptive text based on a picture?
5. How is the second grade students' ability at SMKN 1 Pariaman to use appropriate vocabulary in writing a descriptive text based on a picture?

## 1.6 The Purpose of the Research

The purpose of this research was to describe the second grade students' ability in writing a descriptive text about an automotive object picture at SMKN 1 Pariaman. Specifically, the researcher wanted to describe the following:

1. The second grade students' ability at SMKN 1 Pariaman to organize a descriptive text based on a picture.
2. The second grade students' ability at SMKN 1 Pariaman to express the content (ideas) of a descriptive text based on a picture
3. The second grade students' ability at SMKN 1 Pariaman to use correct grammar in writing a descriptive text based on a picture.
4. The second grade students' ability at SMKN 1 Pariaman to use mechanics in writing a descriptive text based on a picture.

5. The second grade students' ability at SMKN 1 Pariaman to use appropriate vocabulary in writing a descriptive text based on a picture.

**1.7 Significance of the Research**

The researcher hopes this research can be useful for schools, especially for teachers who teach. It can make the teachers know the students' ability in writing descriptive text. Then, the technique or method of using picture can be taken into consideration in the learning process. The researcher also hopes this can be an evaluation of students' ability to write descriptive texts, especially about automotive objects related to their majors. Finally, this research will be a source of information and reference for future researchers.

**1.8 Definition of the Key Terms**

To avoid misunderstanding in this research, the researcher defines the key terms as follows:

1. Writing is producing something in written form to express their ideas and people can read, perform or use it.
2. Descriptive text is a kind of texts to describe a person, object or thing, place, and event. In this research the researcher uses object.
3. Generic structure is some of the components contained in the descriptive text. They are identification and description.
4. Language features are linguistic elements contained in the text. They are simple present tense, linking verbs, and adjectives.