

**AN ANALYSIS ON THE ELEVENTH-GRADE STUDENTS' ABILITY
TO WRITE DESCRIPTIVE TEXT AT SMAN 7 SAROLANGUN
JAMBI**

THESIS



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PADANG
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*Submitted to Fulfill a Partial Requirement for Getting an S-1 Degree at the English
Department of the Faculty of Teacher Training and Education Bung Hatta University*



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
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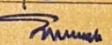
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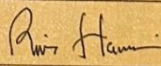
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Padang, March 2024

The Researcher

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ABSTRACT

Putri, U.W. 2024. *An Analysis on the Eleventh-Grade Students' Ability to Write Descriptive Text at SMAN 7 Sarolangun, Jambi.*

Advisor: Dra. Lisa Tavriyanti, M. Pd.

The purpose of this research was to describe the eleventh-grade students' ability to write descriptive text at SMAN 7 Sarolangun. The researcher used the descriptive research method for this research. The population of this research was the eleventh-grade students' at SMAN 7 Sarolangun. The researcher used proportional random sampling to select the sample, and the number of samples was 32 students. The instrument for collecting the data in this research was a writing test. The researcher also used the inter-rater technique to determine the reliability of the test. The reliability coefficient of the test is 0.93.

The result of this research in general showed that the eleventh-grade students' ability to write descriptive text at SMAN 7 Sarolangun was high. It was proved that 22 students (68.75%) had high ability in writing descriptive text. In detail, 25 students (78.1%) had the high ability in writing the content, 18 students (56.25%) had low ability in writing the identification, 24 students (75%) had high ability in writing the description, 18 students (56.25%) had high ability to use the language features, 23 students (71.9%) had high ability to use the appropriate vocabulary, and 26 students (81.25%) had low ability to use the correct mechanics.

Based on the result of this research, it can be concluded that the eleventh-grade students' ability to write descriptive text at SMAN 7 Sarolangun was high. Since students' ability in writing content, description, language features, and vocabulary was high. The researcher suggests that teachers must give more exercise in two low aspects of students in writing identification and in using correct mechanics. Teachers are also advised to review and explain the descriptive text, especially for students with low ability to write descriptive text. For students who had high ability, the researcher suggests that they can maintain their ability to write descriptive text. Students with low abilities, are expected to learn more about descriptive text and should pay attention to the teacher's explanations to improve their abilities. The researcher suggests that future researchers find other problems with students' difficulties in writing descriptive text and investigate how the difference can happen in writing descriptive text.

Keywords: writing, ability, descriptive text.

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CHAPTER I

INTRODUCTION

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

1.1 Background of the Problem

English is an international language that students must learn because it has an important role in the improvement of technology and literature. To master English well, there are four skills to be mastered; listening, speaking, reading, and writing (Lubis, 2023). Writing is one of the four language skills which is very important to learn.

Writing is considered one of the productive skills in English. According to Husni (2019), writing holds significant importance as a productive activity for second language learners, especially when it comes to academic purposes. Productive refers to the ability to produce or generate something, often in large quantities. Writing involves sharing information and communicating through written messages. Among the various English language skills, writing holds great significance for individuals learning English, as it allows them to enhance their proficiency in other areas. Writing encompasses three interconnected skills: reading, as students can comprehend written texts; speaking, as they can practice by reading aloud; and listening, as they can hear what they speak.

Writing functions as one medium of communication that can help us to have good socialization, can express our ideas, feelings, and our opinions so that we can have a good interaction with our society. According to Fitriana (2018), writing reinforces the grammatical structures and vocabulary that students have learned. Additionally, the process of writing aids students in thinking critically and carefully selecting appropriate words and sentences to construct well-written texts. Not all individuals can convey their thoughts orally and quickly. Through writing, students have the opportunity to reflect on what they have learned and produce language in a slower way, allowing for deeper thinking and understanding.

Writing is taught at SMAN 7 Sarolangun. In this skill, students learned various text types, such as descriptive text, recount text, narrative text, report text, news item text, spoof text, and procedure text (English syllabus at SMAN 7 Sarolangun). According to Azhar (2022), the descriptive text aims to provide a detail of a person, place, animal, or thing. Its primary objective is to describe and depict the characteristics.

On May 2023 the researcher did the interview with an English teacher at SMAN 7 Sarolangun. Based on the interview, it was found that a significant number of eleventh-grade students struggle with writing descriptive text. The student did not know the right generic structure of descriptive text. They had difficulties in applying grammar rules correctly. Additionally, students had difficulty getting an idea to begin a story and they did not know what thing they had to write.

The researches on descriptive text has been done by previous researchers. The first was conducted by Wulandari & Ardayati (2023). The title is “An Analysis of Students’ Ability In Writing Descriptive Text at The Eleventh Grade Student of SMA Negeri 5 Lubuklinggau”. The result shows that student's ability to write descriptive text is still not very good in terms of grammar and vocabulary. Another research is “An Analysis of Students’ Writing Skill on English Descriptive Text” done by Purnamasari et al., (2021). The result shows that students cannot develop their ideas, they have insufficient knowledge about the subject that will be described and have difficulties in using a simple present tense.

Based on the explanation above, the researcher is interested in conducting research entitled "An analysis of the eleventh-grade students' ability to write descriptive text at SMAN 7 Sarolangun". This research aims to analyze and evaluate the writing skills of students specifically in descriptive text. Hopefully, the results of this research will give meaningful benefits to education.

1.2 Identification of the Problem

The descriptive text has several types. It describes a people, place, or things. In describing a person, the students can describe his/her face, the color of hair, clothes, skin, body shape, etc. According to Vanesa & Setiawati (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 place, the description needs to present a clear description of that location to the reader. To describe an object accurately is done by providing the physical object’s characteristics such as color, form, shape, and so on.

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 a person, animal, place, or thing (Khoiriyah, 2021).

Based on the background of the problem above, there are probably some problems in writing descriptive text. First, students did not understand how to write the content of the descriptive text. Second, they often feel confused about using the correct grammar. Third, they did not understand how to use a 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. Fourth, they did not understand the language features of the descriptive text. Language features cover the use of simple present tense, adjectives, and action verbs. Fifth, they did not understand how to use appropriate vocabulary. Sixth, they did not understand how to use the correct mechanics that cover the use of spelling, punctuation, and capitalization.

1.3 Limitation of the Problem

The researcher limited this research to students' ability to write descriptive text that focus on content, identification, description, language features,

appropriate vocabulary, and also in applying mechanics in the eleventh-grade students at SMAN 7 Sarolangun.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the formulation of the research problem is "How is the eleventh-grade students` ability to write descriptive text at SMAN 7 Sarolangun, Jambi?"

1.5 Research Questions

Based on the limitation of the problem above, the research questions of the problems are:

1. How is the eleventh-grade students` ability in writing content of descriptive text at SMAN 7 Sarolangun?
2. How is the eleventh-grade students` ability in writing identification of descriptive text at SMAN 7 Sarolangun?
3. How is the eleventh-grade students` ability in writing description of descriptive text at SMAN 7 Sarolangun?
4. How is the eleventh-grade students` ability in using language features of descriptive text at SMAN 7 Sarolangun?
5. How is the eleventh-grade students` ability in using appropriate vocabulary of descriptive text at SMAN 7 Sarolangun?
6. How is the eleventh-grade students` ability in using the correct mechanics of descriptive text at SMAN 7 Sarolangun?

1.6 Purposes of the Research

In relation to the problem above, the main objective of the research is to describe the eleventh-grade students' ability to write descriptive text. The specific purpose of the research:

1. To find out the eleventh-grade students' ability in writing content of descriptive text at SMAN 7 Sarolangun.
2. To find out the eleventh-grade students' ability in writing identification of descriptive text at SMAN 7 Sarolangun.
3. To find out the eleventh-grade students' ability in writing description of descriptive text at SMAN 7 Sarolangun.
4. To find out the eleventh-grade students' ability in using language features of descriptive text at SMAN 7 Sarolangun.
5. To find out the eleventh-grade students' ability in using appropriate vocabulary of descriptive text at SMAN 7 Sarolangun.
6. To find out the eleventh-grade students' ability in using correct mechanics of descriptive text at SMAN 7 Sarolangun.

1.7 Significance of the Research

This research is expected to contribute information to teachers, students, and future research. For the teachers, they get information about the students' ability to write descriptive text. It is also expected that the results of this research can be considered as input for English teachers in teaching students to write descriptive text. For students, they get the opportunity to identify their strengths and weaknesses in writing descriptive text, allowing them to address their

weaknesses and enhance their strengths. For further research, the research findings are anticipated to provide valuable insights into the writing process of descriptive text, serving as a source of inspiration for future researchers in this field. These findings can guide them in conducting more effective research.

1.8 Definition of Key Terms

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

1. Writing ability refers to the eleventh-grade students' ability to write descriptive text at SMAN 7 Sarolangun.
2. Descriptive text is a kind of text to describe a person, place, or thing.
3. Identification is to introduce and identifying an object to be described.
4. Description is to describe detailed information about an object, by providing a description of characteristics, appearances, personality, habits, or qualities.
5. Language features are linguistic elements contained in the text. They are simple present tense, adjective, noun, and action verb.
6. Mechanics are the conventions governing the technical aspects of writing, including spelling, punctuation, and capitalization.