

THE ANALYSIS OF THE FINANCE & BANKING STUDENTS'S SKILL IN WRITING DESCRIPTIVE TEXT OF PBI MURNI SADAR

Nora Januarti Panjaitan
Keuangan & Perbankan, Politeknik Bisnis Indonesia
Email : nvanzaithan@gmail.com

ABSTRACT

This study deals to find out how far the skill of finance & banking students in writing descriptive text. This research was designed as descriptive quantitative research and it was conducted at Indonesian Business Polytechnic which is located in Sriwijaya Street. The number of sample in this research was 25 students which were taken from finance and banking students grade two. In this research, the researcher used writing test as the instrumentation of the research where the students were asked to write a descriptive text based on the topics given to them. In analyzing the students' writing score, the researcher found that there were 3 students got score in range 85-100 and it can be classified into the excellent level (12%). Then, the researcher found that there were 12 students got score in range 70-84 and it can be classified into the good level (48%). The researcher also found that there were 5 students got score in range 55-69 and it can be classified into the fair level (20 %). Then, the researcher found that there were 3 student got score in range 50-54 and it can be classified into the poor level (12%). Then the last, there are 2 students got score on range 0-49 and it can be classified into the very poor level (18%). The average score for students' writing skill in descriptive text in this research was 69.52 and it can be categorized as Fair level. So, it can be concluded that the students writing skill in descriptive text at second grade of finance & banking students Indonesian Business Polytechnic Murni Sadar was in fair level.

Keywords: Analysis, Writing Skill, Descriptive Text

1. INTRODUCTION

English has been taught in Indonesia. It is from elementary schools to university level. Besides, it is also taught in informal education. The main purpose of teaching English is to enable students to communicate both oral and written forms, and to understand English text. The students can learn all language skills and language components (grammar, pronunciation and vocabulary) integratedly.

There are four language skills that should be mastered by the students in learning English. There are speaking, reading, listening and writing. Communication through the written word needs real proficiency from the writer in order to be effective. In addition, writing is one of the language skills that should be mastered by students. In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. It is an

important skill because it will be applied in many aspect of life. Through writing, people are supposed to be able to express their ideas in writing form.

There are many ways to express writing and one of them is through a text. Furthermore, writing differs from other skills. It is unique. Harmer (2004:31) states " Writing encourage students to focus on accurate language use and because they think as they write, it will provoke language development as they resolve problems which the writing puts into their minds". Then these elements have to be present in learning activities. From definition above it can be concluded that writing is a way to produce language that comes from our thought.

In fact, most Indonesian students face some difficulties in writing including developing ideas, unenthusiastic student's attitude to the lesson, and difficulty in grammar. In writing English text, they have to consider the grammar

to make their writing understandable. Therefore, some of English text requires different tense, so students have to know some tense according to the text they are going to write. The curriculum in Indonesia requires students to be able to write some kind of text like recount, report, discussion, explanation, exposition, new item anecdote, narrative, procedure, description, and review.

In Indonesian Business Polytechnic Murni Sadar, one of the texts taught for the second grade students is descriptive text. According to Hyland (2002:78) writing is learned, rather than taught, and the teacher's best method are flexibility and support.

Based on the pre-observation conducted, it was noticed that the problems faced by the students were related to writing skill. One of the most obvious problems is the students' low writing skill. In writing a descriptive text, the second grade students in Indonesian Business Polytechnic Murni Sadar sometimes found some difficulties although they have been guided by their teachers to write it.

During writing the descriptive paragraph, students face some difficulties. First problem is students get difficulty in exploring ideas. Some students wrote many main ideas in one paragraph; the idea of the paragraph was still ambiguous. Sometimes, it is also found that some paragraphs were written in one sentence only. The idea of the paragraph was still not clear.

The second is the problem in organizing the ideas to write a descriptive text. A paragraph needs more than a unified point; it needs a reasonable organization or sequence. The students have to organize their ideas into good paragraphs; the students have to make their writing readable. To write a descriptive paragraph, the students can organize their ideas by identifying the topic and give the descriptions about the topic.

Third, the students found difficulties in grammar. Grammar difficulties will influence certain patterns of how words are put together to form the correct sentences. It will make the ideas do develop well. Fourth, when students proceed writing something, many problems

could be found. Some students are lack of vocabularies and they also have difficulties in developing their ideas related to their topic.

Some students were still in doubt with choosing the correct words while composing descriptive text. Lack of vocabularies made the students confused in developing their ideas. In this case the students have to choose correct words that they need.

The fifth difficulty was students' related with spelling, punctuation and capitalization. Based on this phenomenon, it can be concluded that students made some mistakes in mechanic aspect. Spelling, punctuation and capitalization difficulties can also affect the meaning of the sentences in a paragraph; they made the reader confused on the contiguity meaning of the sentences even of the paragraph.

Unfortunately, many students were not interested in writing about something, even though it is about their life. They prefer reading and speaking to writing. As stated before, writing is more difficult than others skill since it needs more aspects. It involves many different elements such as grammar, vocabulary, organization of ideas, spelling, and punctuation marks.

Based on the problem faced by the students above, the researcher is interested in doing a research which is purposed to measure students' writing skill entitled "The analysis of the finance & banking students' skill in writing descriptive text of Indonesian Business Polytechnic Murni Sadar.

The Purpose of the Research

Based on the problem above, the purpose of the research is to find out how far the finance & banking students' writing skill in descriptive text at the second grade of Indonesian Business Polytechnic Murni Sadar.

II. REVIEW OF THE LITERATURE

2.1 Writing

According to Janet Emig there are very

important reasons for writing helps the students learn. First, writing reinforces the grammatical structures, idioms, and vocabulary that the teachers have been teaching their students. Second, when the students write, they also have a chance to be adventurous to go beyond what they have just learned to say and to take risk. The last, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning. Harmer states that writing is a process and that one's writing is often heavily influenced by constraints of genres, then these elements have to be present in learning activities.

2.2 The Nature of Writing

Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking, and reading (Nation, 2009:113). This preparation can make it possible for words that have been used to come into productive use, instance, in English for academic purpose program. It means, writing is useful for other skill such as reading, listening, and speaking.

Writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of "writing things down". It is one of the four basic skills that are very complex and difficult to learn. Writing belongs to the productive skill that should be mastered by the students in order to communicate their ideas and feelings with others in written form. In line with this statement, Raimes (1983:76) states "Writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand." In addition, Tarigan (1987:7) states "Writing is a language skill that is used for indirect communication. Specifically, writing is one kind of expression in language which is created by particular set of symbol, having conventional values for representing the

wordings of particular language which is drawn up visually.

Based on the explanation of theory above, some experts proposed the nature of writing in different ways. Although the idea refers to the same concept, some of them explain that writing skill is important to be mastered in English. Additionally writing is a useful activity that can be prepared for by work in the other skill such as listening, speaking, and reading. So that, writing can be said as the representation of speaking.

According to Brown (2001): "writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give the structure and coherent organization". Hugley et al (1983:3) explain that "writing is a communicative act. It depends upon the awareness of the social expectation". This means as communicative act, writing can develop social relationship and social expectation because writing is one of the tools in communication.

Writing becomes the most difficult skill when it is learned by the foreign language learners. "Writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization" (Rass, 2001:30).

2.3 Descriptive Text

Gerot and Wignell (1995:208) define descriptive text is kind of text which is aimed to describe a particular person, place or things. It can be conclude that descriptive text is a text for describe person, place or a thing by visual experience. It is used to create a visual image of people, place, even of time days or season. It may also be used to describe the outwards appearance people. It may tell about their traits of character and personality. The researcher chooses descriptive text because it describes a piece of a person, place, thing, or idea using concrete and also vivid details. Meanwhile Pardiyo (2007:33-34) states that description is a type of written text which has the specific

function to give description about an object (human or non human).

Furthermore, Kane (2005:352) states "description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but description also deals with other kinds of perception."

The generic structure of descriptive text consists of identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject.

According to Alice Oshima (2007), there are some important points to be understood in descriptive writing. Some important points are:

1. A description is a word picture. It tells the reader how something looks, feels, tastes and sounds.

a. Use spatial order to organize a description. A spatial order is the arrangement of items in order by space: back to front, left to right, top to bottom, far to near and so on.

b. Use spatial order expressions to show the order: The examples of the spatial order are on the dashboard, in front of the sofa.

2. Unity is an important element of a good paragraph. Unity means that paragraph discussed, only one, main idea.

3. Supporting details are the meat of paragraph. They prove the truth of your topic sentence, and they make your writing rich and interesting.

4. For yet and nor are three additional coordinating conjunctions that you can use to make compound sentences.

5. One way to make your writing more interesting is to vary your sentence openings. Occasionally move a prepositional phrase to the beginning of a sentence. (you cannot move any prepositional phrase, however).

6. Clustering is another prewriting teaching you use to get idea.

This theory is appeared in this study to support the teaching of writing theory. Besides that, in order we know that there are six important points have to be understood in descriptive writing.

In conclusion, from all theories of

descriptive text the writer make conclusion that descriptive text is a text to retell about person, thing, and place.

III. METHODOLOGY OF RESEARCH

3.1 Research Design

This research consists of one variable and used descriptive qualitative method. Moleong (2007 : 6) who explains that " Qualitative research is research that is used to understand the phenomenon of what is experienced by research subjects holistically in a descriptive way in the form of words and language in a context , in particular the natural by utilizing various natural methods ". Qualitative design attempts to describe what is going on and what data shows. Therefore, in order to understand the phenomena, the writer elaborated the study, make a list and present it descriptively.

In this problem, a descriptive research was used to analyze the students' writing skill in descriptive text made by the second grade students of Indonesian Business Polytechnic Murni Sadar.

3.2 Technique of Collecting Data

The test was conducted at Indonesian Business Polytechnic Murni Sadar in October 2018. The total respondent of the students of grade two was 25 students. They were asked to write descriptive text in a piece of paper. The procedures to conduct the research are as in the following:

1. The researcher explained about the rules of writing a descriptive text.
2. The researcher also suggests them notice the grammar used in writing descriptive text.
3. The researcher asked students to write based on their idea, no cheating with another student.
4. The researcher asked students to write descriptive text in following generic structure of descriptive text. The students have 60 minutes for doing their work.

3.3 Technique of Analyzing the Data

In scoring each part of the descriptive paragraph, the writer used the score procedure as follow based on the Kurikulum Tingkat Satuan Pendidikan (KTSP) 2007:

**Table 1:
Scoring Rubric of Writing**

No	Criteria Score	Score
1	Correct grammar, correct vocabulary, and correct spelling.	5
2	Correct grammar, correct vocabulary, but misspelling.	4
3	Incorrect grammar, correct vocabulary, and correct spelling.	3
4	Incorrect grammar, correct vocabulary, but incorrect spelling.	2
5	Incorrect grammar, incorrect vocabulary and correct spelling.	1
6	Every unanswered item.	0

Adapted from Depdiknas (KTSP:2007)

From scoring rubric above the total score for all correct criteria was five. It consists of:

- o Correct grammar = 2
- o Correct vocabulary = 2
- o Correct spelling = 1

After doing the treatment, the result of test was evaluated. The writer analyzed the result of the test statistically. The researcher analyzed the students' skill in writing descriptive text by using the formula from (Permai: 2007).

$$M = \frac{\sum X}{N} \times 100$$

Notes:

M = each students score

X = Total of Correct answer

N = Total of items

Then researcher changed the students score into percentage by using the formula from (Sudijono, 2009:43).

$$P = \frac{F}{N} \times 100\%$$

Notes:

P= Percentage of students

F= Number percentage of each letter case

N= Number of the students

Beside the formulas above, here is indicator table of students' writing score.

**Table 2:
Indicators of The Students' Writing Score**

NO	Range Score	Quality	Frequency	Percentage	Level
1	85-100	A	3	12 %	Excellent
2	70-84	B	12	48 %	
3	55-69	C	5	20 %	Fair
4	50-54	D	3	12 %	Poor
5	0-49	E	2	8 %	Very Poor
Total		25		100%	

IV. FINDING AND DISCUSSION

According to the research conducted to the second grade students of Indonesian Business Polytechnic Murni Sadar, the researcher' purpose was to find out their ability in writing descriptive text only without giving any treatment or technique. The research was conducted in October, 2018 and the sample who was taken for this research was 25 students. It means the researcher used total sampling method in taking the sample of the research. In doing the test, the researcher gave a writing test

as their instrument. The researcher gave three topics of writing and asked them to write one of them.

In analyzing the students' writing score, the researcher found that there were 3 students got score in range 85-100 and it can be classified into the excellent level. Then, the researcher found that there were 12 students got score in range 70-84 and it can be classified into the good level. The researcher also found that there were 5 students got score in range 55-69 and it can be classified into the fair level. Then, the researcher found that there were 3 student got score in range 50-54 and it can be classified into the poor level. Then the last, there are 2 students got score on range 0-49 and it can be classified into the very poor level. So, after getting the students score entirely, the researcher then calculate the average of all scores by accumulated them and then divided it into the number of the samples, so the average score for students' writing skill in descriptive text in this research was 69.52 and it can be categorized as Fair level.

The findings of this research were related to the previous research which was taken to find out the students' skill in writing descriptive text. For example the research from Markhamah(2012) which took students' writing text as one of her variable of the research and the use of real technique as the tool to improve it. Its finding showed that the highest aspect of writing was increased was content and the lowest aspect of writing found was grammar. Although this research did not use any techniques or strategy to improve students' writing skill in descriptive text, the result of students' score in every aspect of writing was varied.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

The result of the research is the students of second grade at of Indonesian Business Polytechnic Murni Sadar had understand in writing content of descriptive text included orientation, complication, and resolution. On the other hand, they had

difficulties in grammar. Based on the explanation on the previous chapter, the researcher can take a conclusion that this research is designed as a descriptive qualitative research. Time and location of this research were on October, 2018 at Indonesian Business Polytechnic Murni Sadar. In descriptive text writing test, the researcher asked the students to write a descriptive text based on the certain topics given by the researcher. In scoring the students' writing, the researcher was helped by three raters, the score given by the raters then calculated and accumulated by the researcher. The final findings of this research were the students' skill in writing descriptive text was still in the fair level. It is caused by their average score in writing was only 69.52 and it can be categorized in the Fair Level.

5.2 Suggestion

Based on the conclusion above, the writer would like to give suggestions for the improvement of the quality of teaching English.

1. The students should be given more exercises in writing by using simple present tense. In order that, they can write descriptive text correctly.
2. The teacher should apply an appropriate technique which makes students understand the material given.
3. The last, the teacher should actively encourage and attract the students' motivation in the class in order to make them interested and motivated in learning English.

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