# ABILITY TO WRITE SENTENCES USING ACRONYMS ON JUNIOR HIGH SCHOOL STUDENTS

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| Article Info | Abstract |
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| | A descriptive study of the ability to write using acronyms is an effort to improve and develop it as a written work using relevant and accountable scientific references. In this study, what was examined was the ability of students in writing sentences using acronyms based on a contextual approach. Frequency calculations are used by calculating the Mean, Mode, and Median and then converting the score into the final value. From the results of this study, it was obtained that the highest score of students in writing sentences using acronyms was 95 classified as very good criteria, the lowest score in writing sentences using the acronym 75 was classified as good criteria, and the average score of students in writing sentences using acronyms was 89, 06 is classified as very good criterion. Then we get a median of 90 and a mode of 90. |

## 1.  INTRODUCTION

In language we also recognize abbreviations. The abbreviation is often used when we communicate both orally and in writing. The abbreviation is divided into five types. The people generally don't know the five types of sentences, for example, the abbreviation for acronyms. We often read acronyms in newspapers and magazines so that these acronyms are widely used in daily communication without the user realizing that the abbreviations used in communicating are short for acronym types. Language is a communication tool, language is divided into two, namely spoken language and written language. Before humans recognized written language, the first recognized spoken language. [1]–[4]

In the past, there was no difference between spoken language and written language, therefore no one thought that spoken language was the basis of communication, while written language was only a recording of spoken language, writing skills were also included in language skills. Along with the general public's lack of understanding of abbreviations, the same problems are faced by students in school. In particular, the junior high school level is equivalent to using written and oral acronyms. Therefore the author tries to examine the abilities of students, who understand acronyms and use them into sentences. [5]–[11]

## 2.  METHOD

Because this study aims to describe the students' ability to write sentences using acronyms, the method used is descriptive method. This is in accordance with the opinion of Ali (1987: 20) who says: "The descriptive method is used to solve and answer problems faced in the current situation which is carried out by taking steps of collection, classification, analysis/processing, making a calm description of a situation objectively. in a descriptive ". [12], [13]

1. Variable Operational Definition This study concerns the students' ability to write sentences using acronyms, namely the ability of a person to express their thoughts in writing sentences using acronyms

based on the theories of the teacher in the form of doing assignments. Students' ability in writing sentences using acronyms is related to spelling, the effectiveness of the sentences and the meaning expressed in the essay test.

2. Research Instruments The instrument used in this study was a test. Based on the opinion of Arikunto (1998: 19) which says, "A test is a series of questions or exercises or other tools that are used for skills, knowledge, intelligence, abilities or talents possessed by individuals or groups. Before students write sentences using acronyms, the writer first explains about the abbreviations, especially the types of acronyms and things that need to be considered in sentences with acronyms. The test given by students is in the form of an essay.

3. Data Analysis Techniques This research was conducted to obtain data about the students' ability to write sentences using acronyms.

## 3. RESULT AND DISCUSSION
### 3.1  Result

This study entitled "The Ability to Write Sentences Using Acronyms in Students". By paying attention to the title, it means that this research only has one variable, while the variable in question is to determine the meaning of the student's ability to write sentences using acronyms in the form of a test in the form of an essay. After the data is obtained in relation to the assessment criteria, the student's highest score is 95 and the lowest score is 83. For more details, the following table of values is made in writing sentences using acronyms.

Table 1. Value of Research Subjects

| NO | STUDENT SERIAL NUMBER | SPELLING SCORE | EFFECTIVENESS SCORE | MEANING SCORE |
|---|---|---|---|---|
| | | **35** | **30** | **35** |
| **1** | 001 | 25 | 30 | 30 |
| **2** | 002 | 30 | 30 | 35 |
| **3** | 003 | 30 | 30 | 30 |
| **4** | 004 | 30 | 30 | 35 |
| **5** | 005 | 30 | 30 | 30 |
| **32** | 032 | 30 | 30 | 32 |
| **TOTAL** | | **925** | **918** | **1059** |
| **RERATE** | | **28,91** | **28,69** | **33,09** |

Table 3 Students' Values in Writing Sentences Using Student Acronyms

| No | Student's name | Spelling score | Effectiveness score | Meaning score | Score writing sentences using acronyms | Category |
|---|---|---|---|---|---|---|
| **[1]** | **[2]** | **[3]** | **[4]** | **[5]** | **[6]** | **[7]** |
| **1** | 001 | 25 | 30 | 30 | 85 | A |
| **2** | 002 | 30 | 30 | 35 | 95 | A |
| **3** | 003 | 30 | 30 | 30 | 90 | A |
| **4** | 004 | 30 | 30 | 35 | 95 | A |
| **32** | 032 | 30 | 30 | 32 | 92 | A |

| TOTAL | 925 | 918 | 1059 | 2902 | |
|--------|-----|-----|------|------|---|
| RERATE | 28,91 | 28,69 | 33,09 | 90,69 | A |

From the results of the writing test given to the sample, the lowest score was obtained by the students at 83 and the highest score for the students was 95. After the calculation, the average score of the Ability to Write Sentences Using Student Acronyms was obtained, amounting to 90.69, the mode score of 90, and a median of 90 (Appendix 1). We can see in table 4 below:

Table 4 The Frequency Distribution of the Sentence Writing Ability Score Using Acronyms, Students

| NO | KELAS INTERVAL | ABSOLUTE FREQUENCY | RELATIVE FREQUENCY ( % ) |
|----|----------------|--------------------|--------------------------|
| 1 | 95-97 | 10 | 31,25 |
| 2 | 92-94 | 2 | 6,25 |
| 3 | 89-91 | 14 | 43,75 |
| 4 | 86-88 | 0 | 0,00 |
| 5 | 83-85 | 6 | 18,75 |
| 6 | 95-97 | 10 | 31,25 |
| JUMLAH | | 32 | 100.00 |

Based on the description of students' ability to write sentences using acronyms seen from 3 aspects, it can be explained that the ability of students to write sentences with correct spelling is 82.6% categorized as very good. Writing sentences with word effectiveness of 95.63% is categorized as very good, writing sentences with word meanings of 94.54% is categorized as very good. Thus it can be seen that the thing that is most mastered by students among the 3 aspects is the aspect of writing sentences with the effectiveness of words using acronyms.

## 4. CONCLUSION

From the discussion description, it can be concluded that the highest student score for the spelling aspect is 30 and the lowest score is 25, the highest student score for the word effectiveness aspect is 30 and the lowest score is 20, the highest student score for the meaning of the sentence is 35 and the lowest score is 30. From the test results given to the sample, the highest score is 95, and the lowest score is 83. After the calculation, the average score of the ability to write sentences using acronyms is 90.69 where the mode score is 90 and the median value is 90. The lowest student score in writing sentences using acronyms was in the very good category. The student's highest score in writing sentences using acronyms was in the very good category. The average score of students' ability to write sentences using acronyms is in the very good category.

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