THE ABILITY OF THE TENTH GRADE STUDENTS OF SMA NEGERI 5 MODEL PALU IN WRITING DESCRIPTIVE TEXT

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui kemampuan siswa kelas X SMA Negeri 5 Model Palu dalam menulis teks deskriptif. Penelitian ini menggunakan desain penelitian kuantitatif. Dengan menggunakan teknik random sampling, sampelnya adalah 30 siswa kelas X MIPA4 dan X MIPA6. Pengumpulan data dilakukan melalui tes menulis. Data dianalisis dengan menggunakan rumus Sudijono untuk mendapatkan nilai rata-rata kemampuan siswa dalam menulis teks deskriptif. Hasil penelitian menunjukkan bahwa kemampuan siswa dalam menulis teks deskriptif SMA Negeri 5 Model Palu berada pada taraf rata-rata dengan rerata skor 63. Rerata skor setiap aspek menulis berbeda. Rerata skor tertinggi ada pada konten (84). Nilai rata-rata lainnya dari aspek menulis adalah pengorganisasian ide (61), tata bahasa (55), dan mekanik (52). Berdasarkan temuan ini, disarankan kepada guru untuk memberikan lebih banyak latihan kepada siswa untuk meningkatkan kemampuan menulis mereka, khususnya dalam system menulis (tata bahasa dan mekanika).

Kata kunci*: kemampuan, deskriptif, keterampilan, teks, menulis*

ABSTRACT

This research aims to find out the ability of the tenth-grade students of SMA Negeri 5 Model Palu in writing descriptive text. This research used a quantitative research design. By using a random sampling technique, the sample was 30 students of class X MIPA4 and X MIPA6. Data were collected through a writing test. The data were analyzed by using Sudijono's formula to get the mean scores of the students' ability in writing descriptive text. The result shows that the students' ability in writing descriptive text is in average level with the mean score 63. The mean score of each aspect of writing is different. The highest mean score is on content (84). The other mean scores of the writing aspects are organizing ideas (61), grammar (55), and mechanic (52). Based on these findings, it is suggested to the teachers to give more exercises to the students in order to increase their writing ability, particularly on writing system (grammar and mechanics).

Keywords: ability, descriptive, skill, text, writing

INTRODUCTION

Writing is a process of pouring ideas into written form that is understandable and without being ambiguous. Becoming an activity of putting down the graphic symbols, which have a function to present a language in order to convey some meanings that the

reader can grasp the information which the writer has tried to be convey. It indicates that writers are expected to explore their ideas and arrange them into good sentences and paragraphs that have meaning. Because of that writing is not only the activity of producing symbols of language in written form, but also a mean to deliver ideas. Writer needs to convey and organize their ideas into a readable text that has some meanings. They have to think how to make their ideas can be understood easily. It is make that writing being an important part in teaching English in Indonesia.

The importance of writing skill makes students required to know some texts that are studied at the high school level. There are some types of text which are stated in syllabus for senior high school students (Curriculum of 2013). Each text has different social function, schematic structures, and language features. One of the texts taught for tenth grade students is descriptive text. Descriptive text is text that contains an explanation and description about an object. Wishon and Burks (1980:379) state that "Descriptive writing reproduces the way things look, smell, taste, or sound; or it may also evoke moods, such as happiness, loneliness or fear". No matter what the subject is, the author's descriptions have the same purpose that is to attract imagination, emotions and senses.

Mastering descriptive text helps the students to make another kind of text, such as narrative text, recount text and report text. For example in narrative text when the students want to make the readers interested in it they must be able to make the text with a good detail, it demands the students to explain something in details. Gerot and Wignel (1994:208) state "The generic structures of descriptive text are identification and description". Identification usually stated in the first paragraph to introduce the reader what the topic to be described in the next paragraph, while description explains about the subject in detail. It uses to support identification.

One of the objectives of learning descriptive text is that students are able to explain and describe their ideas about certain things. But in application, students face some problem. There are still many students who are not able to write a descriptive text. Novita (2017) in her research, she stated that the students showed that they have some difficulties in writing descriptive text. They are generic structure, grammar and spelling.

The difficulties on generic structure of descriptive text consist of describing object in detail (Novita, 2017). The students have to organize their ideas into good paragraphs,

and to make their writing readable. To write a descriptive text, the students can organize their ideas by identifying the topic and give the descriptions about the topic. Husna and Rozimela, (2013) grammar difficulties will influence certain patterns of how words are put together to form the correct sentences. The students have some difficulties in using simple present tense. The students make some mistakes when they elaborate the idea in simple present tense. It is make the students difficult to write descriptive text. Farooq (2012), states that spelling is a skill of identifying a word in spoken or written mode. Spelling and decoding skills are closely linked. Students who suffer from spelling problems need to memorize the spellings of the words.

Another case is that students do not understand well about what they should write and describe. The students cannot describe things, places, and a person in detail because they do not have any ideas when they are asked to describe them. The students are not interested in learning writing. They are lazy and feel bored if the teacher asks them to write something even it just writes a descriptive text. Based on the explanation above, the researchers is interesting to conduct a research study entitled "The ability of the tenth grade students of SMA Negeri 5 Model Palu in writing descriptive text".

METHOD

In this research, the researchers employed quantitative design that intents to investigate students' ability in writing descriptive text. The purpose of this research method is devised to see for detailed factual information which describes students' ability in writing descriptive text. The data was analyzed by using the percentage formula by Sudijono (2012:43) as follows:

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

Population of this research is the tenth grade students of SMA Negeri 5 Model Palu (registered academic year 2021/2022) consists of 217 students. Having too many respondents as being mentioned before, by considering energy, time and fund limited their research sample long it is as representative. In taking the sample, they applied random sampling technique. It took 30 students as sample. They were selected randomly.

The researchers used the test as an instrument of the research in collecting the data. The test type in this research was writing test. Each student chose their favorite topic. The number of each topic they wrote contains at least eight sentences. The researchers checked their work by focusing on the incorrectness of suitability of content, organization ideas, grammar and mechanics.

To obtain data that is in accordance with research needs, the researchers gave a written test to students. The steps are: The first, the researchers ask the principal for permission first. The second, the researchers met the students who are the research samples. Next, the researchers explained the test that will be given. After that the students start working on the test given according to the duration in the teaching class (around 45 minutes). Finally the researchers collect the results of the test that have been done by students for analysis.

RESULTS AND DISCUSSION

RESULT OF TESTING

In this section, the researchers presented and analyzed students' skill in writing descriptive text. Previously, it was explained that research data was collected through test. The data collection is used to support the interpretation of students' achievement in the teaching learning process. In addition, the type of test used is written test only (essay test). The test is about how the students described a tourist spot or famous place by their own word. The total students examined in this study were 30 from tenth grade student of SMA Negeri 5 Model Palu.

They were divided into two class caused they are in pandemic situation. Each class consists of 30 students. In line with that, the researchers took a half of the students in each class. It is 15 students in each class. The test was on Monday, 8 November 2021 and Thursday, 11 November 2021.

Table 4.1 Students' scores in the writing test

NO	Initial	Scoring Aspects in Writing				Obtained Score (0-16)	Final Score (0-100)
		C	OI	M	G		
1	DAS	3	2	2	2	9	56.25

		C	OI	M	G		
2	MA	2	2	2	2	8	50.00
3	ACD	4	3	3	3	13	81.25
4	MFFR	4	2	1	2	9	56.25
5	YD	4	3	3	2	12	75.00
6	ATP	4	3	2	3	12	75.00
7	MRA	3	2	2	1	8	50.00
8	MR	4	3	2	2	11	68.75
9	SR	4	3	3	2	12	75.00
10	IMAS	2	1	2	1	6	37.50
11	RKM	3	2	1	2	8	50.00
12	S	3	2	2	2	9	56.25
13	NF	4	4	2	3	13	81.25
14	RWPP	4	3	2	3	12	75.00
15	TP	4	3	2	3	12	75.00
16	PYS	2	2	1	3	8	50.00
17	O	3	3	2	2	10	62.50
18	NA	4	2	2	2	10	62.50
19	NSN	4	3	3	3	13	81.25
20	NW	4	3	3	2	12	75.00
21	TPM	4	3	2	1	10	62.50
22	FRST	4	2	3	3	12	75.00
23	TD	3	3	2	2	10	62.50
24	N	3	3	2	2	10	62.50
25	SS	4	2	2	2	10	62.50
26	NH	3	2	2	2	9	56.25
27	AA	3	3	2	2	10	62.50
28	RK	3	2	2	3	10	62.50
29	NA	3	2	2	2	9	56.25
30	RI	2	1	2	2	7	43.75
	Total score						**1900.00**

Noted:

C   : Content   **M**   : Mechanics

OI   : Organizing Ideas   **G**   : Grammar

The total score of individual scores presented on the table above that become the data computing the mean score of testing.

The computation of the mean score was as follows:

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1900.00}{30} = 63.33$$

Based on the score classification by Sudijono as stated before, the researchers assumed that the average scores of the students were classified as average level. Next

step the researchers analyzed the data in each aspect to find out which aspects are good and which aspects are weak. The analysis of each aspect distributed in form of table below:

Table 4.2 Content

Total Score	Total of real Score(0-100)	Mean Score	Median	Level
110	2525	84	3.5	Good

In terms of content, it was found the mean score of writing ability of the tenth grade students at SMA Negeri 5 Model Palu 84, from the total of real score is 2525, median 3.5 and categorized as good level.

Table 4.3 Organizing Ideas

Total Score	Total Real Score (0-100)	Mean	Median	Level
74	1850	61	2.5	Average

Then, in terms of organizing ideas, it was found that the mean score of writing ability of the tenth grade students at SMA Negeri 5 Model Palu was 61, from the total of real score is 1850, median 2.5 and categorized as average level.

Table 4.4 Grammar

Total Score	Total Real Score (0-100)	Mean	Median	Level
66	1650	55	2	Average

In addition of grammar, it was found that the mean score of writing ability of the tenth grade students at SMA Negeri 5 Model Palu was 55, from the total of real score is 1650, median 2 and categorized as average level.

Table 4.5 Mechanic

Total Score	Total Real Score (0-100)	Mean	Median	Level
63	1575	52	2	Poor

Furthermore, it was found that the mean score of writing ability of tenth grade students at SMA Negeri 5 Model Palu was 52, from the total of real score is 1575, median 2 and categorized as poor level.

RESULT OF THE STUDENTS' ABILITY

The researchers described the individual level ability based on Harris (1996: 134) classification score as mention before. The distribution the students' individual scores and the interpretation of their level of ability were in the following table 4.6:

Table 4.6 Students' Ability

No	Initial	Students' Score	Level of Ability
1	DAS	56.25	Average
2	MA	50.00	Poor
3	ACD	81.25	Good
4	MFFR	56.25	Average
5	YD	75.00	Good
6	ATP	75.00	Good
7	MRA	50.00	Poor
8	MR	68.75	Average
9	SR	75.00	Good
10	IMAS	37.50	Very Poor
11	RKM	50.00	Poor
12	S	56.25	Average
13	NF	81.25	Good
14	RWPP	75.00	Good
15	TP	75.00	Good
16	PYS	50.00	Poor
17	O	62.50	Average
18	NA	62.50	Average
19	NSN	81.25	Good
20	NW	75.00	Good
21	TPM	62.50	Average
22	FRST	75.00	Good
23	TD	62.50	Average
24	N	62.50	Average
25	SS	62.50	Average
26	NH	56.25	Average
27	AA	62.50	Average
28	RK	62.50	Average
29	NA	56.25	Average
30	RI	43.75	Poor

Based on the result of testing, it was found that the number of students was 30. It means that the class score as the result of the testing was classified as average.

However, the researchers needed to describes the students' score individually from the highest to the lowest one.

Based on the table, it was shown that there were 10 (ten) students got score 70-84 which means there were $10/30 \times 100\% = 33.3$ % of students were classified as good. There were 14 (fourteen) students got score 55-69 which means $14/30 \times 100\% = 46.6$ % of students was classified as average. There were 5 (five) students got 40-54 which means $5/30 \times 100\% = 16.6$ % of the students classified as poor. For the last one, there was only one who got ≤ 39 which means $1/30 \times 100\% = 3.3$ %It can be shown on the following table 4.7

Classification	Scores	Percentage (%)
Very Good	85-100	0
Good	70-84	33.33
Average	55-69	46.66
Poor	40-54	16.66
Very Poor	≤ 39	3.33
Total		**100**

DISCUSSION

Mastering writing material is strongly influenced by the amount of vocabulary that students have, mastery of grammar, and mechanics in their application. This is what causes writing to be a difficult skill and is the 4th or last order of all skills in English. This is shown in the results of test that have been carried out by the researchers at SMA Negeri 5 Model Palu. The researchers explored the students' knowledge by giving a test which describing a tourist spot.

From the data presentation in general result found that students' mean score of writing descriptive text is 63.33. Based on the score classification theory by Harris (1996) it is categorized as average level. The scores were analyzed according to the central tendency (mean and median) come from four aspect, they were content, organizing idea, grammar and mechanics.

Beside the data was analyzed in general, each aspect was also analyzed. First is from the aspect of content. There are two indicators in this aspect. There are paragraph unity and coherence. The paragraph unity itself had the sub indicators consists of topic

sentence and concluding sentence. Coherence consists of sentence hold together. With the guide of indicators and sub indicators, the researcher can collect and analyzed the data. The result showed that the mean score in developing ideas is 84, median 3.5 and categorized as good level.

The second aspect to be analyzed is organizing ideas. There are 2 indicators in this aspect, they were identification and description. Identification indicator has the sub indicators consists of identify the topic of free sex, social media and drugs, describes the complete features of the topic and description indicators has the sub indicators consists of part, qualities, and characteristic. With the guide of indicators and sub indicators, the researcher can collect and analyze the data. The result showed that the mean score in organizing idea aspect is 61, median 2.5 and categorized as average level. Compared with the previous aspect can be seen that the mean score of this aspect was lower than developing ideas aspect.

The third aspect to be analyzed is grammar. There are two indicators in this aspect they are simple present tense and adjective words. In simple present tense indicators has the sub indicators consists of; to describe, actions or conditions that are usual, habitual or permanent, to state general /truth, for future action on schedule time, for future action in certain time, relational verbs used when classifying and describing appearances/qualities and parts/functions of phenomena (is, are, has, have). The next is adjective words indicators that have the sub indicator consists of used to add extra information to noun. It may be technical, everyday or literally, depending on the text. From those indicators, the researcher can collect and analyze the data. The result showed that the mean score in grammar aspect is 55, median 2 and categorized as average level. Compared with the previous aspect can be seen that the mean score of this aspect is lower than developing ideas and organizing idea aspects.

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CONCLUSION

Based on the presentation and data analysis in previous chapter, the researchers put forward the conclusions as follows: The first, based on the result of the test, the tenth grade students of SMA Negeri 5 Model Palu got good level in content. The mean score of the class calculated was 84. The second, students got lower score in organizing ideas and construct a good grammar. It can be shown from the mean score of the test.

The mean score of organizing ideas was 61 and grammar was 55 which categorized in average level. The third, in applying mechanics students got the lowest mean score. The mean score was 52 which categorized as poor level. It means that they are still got difficulty in applying good mechanics in a sentence. From all the calculation above, the ability of tenth grade students in writing descriptive text generally was in average level. It is shown from the mean score was 63.33 which categorized as average level by Harris' score classification.

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