AN ANALYSIS OF STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXTS

SKRIPSI

BY:

WIJDI ASRORI

NPM 21701073092

UNIVERSITY OF ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH DEPARTMENT

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ABSTRACT

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Keywords: *analysis, writing abilty, descriptive texts*

An Analysis of Students' ability in writing descriptive text at seventh grade of MTS Fathus Salafi, under the thesis of English Department the Faculty of Teachers Training and Education, University of Islam Malang.

This research aims to find out the ability of the students' in writing descriptive text in relation to the content, organization, grammar, vocabulary, and mechanics. The population of this research was the seventh Grade of MTS fathus salafi. The sample was VII taken by purposive sampling technique which consisted of 23 students. In collecting data, researchers used a writing test as an instrument. There are five components analyzed content, organization, grammar, vocabulary, and mechanics.

The results of this study, focusing on content, 4% achieved an Excellent score, 7% a Good score, 31% a Fair score, and 48% a Poor score, with a mean score of 1.85. Focusing on organization, 0% of students received an Excellent score, 26% received a Good score, 31% received a Fair score, and 48% received a Poor score, with a mean score of 1.78. Focusing on Grammar, 0% of students received an Excellent score, 9% received a Good score, 48% received a Fair score, and 43% received a Poor score, with a mean score of 1.73. Focusing on vocabulary, 0% received an Excellent, 13% got a Good, 35% got a Fair, and 52% got a Poor, with a mean score of 1.67. Focusing on mechanic, 0% of students received an Excellent score, 13% received a Good score, 44% received a Fair score, and 43% received a Poor score, with a mean score of 1.75.

Based on the result, the purpose of this study was to describe the ability of students in seventh grade of MTs Fathus Salafi to write descriptive texts with a focus on content, organization, grammar, vocabulary and mechanic. The researcher would like to conclude that 23 students at VII grade in MTs Fathus Salafi are still low in writing descriptive text.

ABSTRAK

Asrori, Wijdi. 2024. *Analisis kemampuan siswa dalam menulis teks deskriptif. Skripsi*, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Pembimbing I : Dr. Kurniasih, S.Pd., M.A., Pembimbing II : Eko Suhartoyo, S.Pd., M.Pd.

Kata Kunci: *analisis, kemampuan menulis, teks deskriptif*

Analisis Kemampuan Siswa dalam Menulis Teks Deskriptif Kelas VII MTS Fathus Salafi, di bawah tesis Jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Malang.

Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam menulis teks deskriptif dalam kaitannya dengan isi, organisasi, tata bahasa, kosa kata, dan mekanika. Populasi penelitian ini adalah Kelas VII MTS Fathus Salafi. Sampel adalah VII yang diambil dengan teknik purposive sampling yang terdiri dari 23 siswa. Dalam pengumpulan data, peneliti menggunakan tes menulis sebagai instrumen. Terdapat lima komponen yang dianalisis, yaitu konten, organisasi, tata bahasa, kosakata, dan mekanika. Hasil penelitian ini, dengan fokus pada konten, 4% memperoleh skor Sangat Baik, 7% skor Baik, 31% skor Cukup, dan 48% skor Buruk, dengan skor rata-rata 1,85. Dengan fokus pada organisasi, 0% siswa memperoleh skor Sangat Baik, 26% memperoleh skor Baik, 31% memperoleh skor Cukup, dan 48% memperoleh skor Buruk, dengan skor rata-rata 1,78. Dengan fokus pada Tata Bahasa, 0% siswa memperoleh skor Sangat Baik, 9% memperoleh skor Baik, 48% memperoleh skor Cukup, dan 43% memperoleh skor Buruk, dengan skor rata-rata 1,73. Dengan fokus pada kosakata, 0%

memperoleh skor Sangat Baik, 13% memperoleh skor Baik, 35% memperoleh skor Cukup, dan 52% memperoleh skor Buruk, dengan skor rata-rata 1,67. Dengan fokus pada mekanika, 0% siswa memperoleh skor Sangat Baik, 13% memperoleh skor Baik, 44% memperoleh skor Cukup, dan 43% memperoleh skor Kurang, dengan skor rata-rata 1,75. Berdasarkan hasil tersebut, tujuan penelitian ini adalah untuk mendeskripsikan kemampuan siswa kelas VII MTs Fathus Salafi dalam menulis teks deskriptif dengan fokus pada isi, organisasi, tata bahasa, kosa kata, dan mekanika. Peneliti ingin menyimpulkan bahwa 23 siswa kelas VII MTs Fathus Salafi masih rendah dalam menulis teks deskriptif.

CHAPTER I

INTRODUCTION

This chapter covers the background of the study, the topic of the study, the goal of the study, the significance of the study, the extent and obstacles, and the definition of important words.

1.1 Background of The Studies

Since we use language on a daily basis to interact with others, language is very important to us (Turgunova & Abdurahimovna, 2023). Dialect is one of the common communication tools that people use, therefore we cannot speak with others without it. We shall use dialect to convey our ideas or convey messages both orally and in writing (Rivers, 2018).

There are four main areas of proficiency in the English language. They are engaging in oral, written, spoken, and reading communication. Students should make writing a priority while learning new skills (Olson, 2021). Because writing is so much more difficult than listening, speaking, and reading, second language learners often struggle to master it (Kurniasih, 2022). According to Grenier (2021), writes freely about their ideas, emotions, and thoughts; it's a way to convey one's thoughts and feelings regarding a certain event. The capacity to commit text to memory is sometimes thought of as very difficult. Throughout this intricate mental process, the author is keenly interested in studying and focusing on the difficulties that students have while composing descriptive texts, including issues with content creation, arrangement of ideas, language usage, appropriate vocabulary use, and mechanics (Rivers, 2018).

When learning a new language, writing often becomes the most challenging skill to acquire. To put it simply, writing is an intricate process that calls for mental and cognitive

exertion on the part of the writer (Suhartoyo, 2023). As the act of putting pen to paper involves conceptualization, elaboration, and organizing, writing is really a mental exercise in and of itself (Zajic & Brown, 2022). The implication is that pupils, being non-native speakers, find writing challenging. By understanding mechanics such grammar, spelling, and capitalization as well as substance, structure, logic, and vocabulary, students should be able to type in graphic information (Abdalrahman, 2021).

According to Purnamasari et al. (2021), descriptive text is only one of several types of written material. The defining characteristics of a person, object, or location may be illustrated in descriptive writing. An introduction plus a description make up descriptive writings. The part of the text that introduces the characters is called the introduction, and the part that describes them is called the depiction. Writing requires more viewpoints than other talents, which makes it more difficult. It has a lot of different parts, including language use, structure, and content (Ismayanti & Kholiq, 2020).

Acquiring the ability of writing is certainly a challenging one for pupils in an EFL environment (Kurniasih, 2022). While writing the descriptive paragraph, students face a few obstacles (Helala & Aboubou, 2020). Students should meet the five components of writing—substance (generating ideas), organization of ideas, language structure, vocabulary, and mechanics—when producing descriptive texts (Dewi, 2020). The most important thing for the student to remember while creating descriptive prose is to think creatively. The pupils may construct a well-written piece with well-developed ideas in each part by using the idea-generating strategy. The pupils had to differentiate between the title of the site and describe it in depth in the accompanying text as part of their thinking organization.

When it comes to language, students need to be careful to use the right words to express themselves. The students had the opportunity to showcase their excellent spelling, capitalization, and accentuation skills in the mechanical components (Mukras, 2020). The information depiction follows the markers, and the able markers aid the writer and the scorers in grading the pupils' work. Reporters may assess the students' knowledge and skills using the provided guidance (Fernandez-Bou et al., 2021).

Rahmayunita (2014) conducted a study tittle "The Capacity of SMA Annur Pekanbaru Students to Write Descriptive Texts" The purpose of this research was to find out how well first-year students at SMA Annur Pekanbaru can express themselves in written form, particularly when it comes to expressing their opinions. The research confirmed that SMA Annur Pekanbaru pupils excel in creating visual material. Data collection yielded the following percentages: 25% for pupils who achieved Excellent scores, 60% for those who achieved Good scores, 5% for those who achieved Bad scores, and 10% for those who achieved Poor scores. The authors draw the conclusion that the majority of pupils succeeded in producing understandable text.

In a study conducted by Junita Siahaan (2014), titled "An Analysis of Student's Ability and Difficulty in Writing Descriptive Text A Case Study of Tenth Graders in A senior High School in Bandung" She founding revealed that nine texts written by Low, Mid, and High achievers were analyzed in terms of schematic structure and linguistic features using Systemic Functional Linguistics. Low achievers were still confused in identifying the schematic structure of the descriptive text. Moreover, the low achievers still needed a lot of improvement as they still made a lot of mistakes in the text they wrote. On the other hand, it was also revealed that the In Middle achievers show good control over the schematic structure of the descriptive text. They also show their capacity in applying the linguistic features of descriptive text in the text they

wrote. Different from low and middle achievers, high achievers show greater ability in writing. They also show their capacity in applying the linguistic features of descriptive text.

Because descriptive writing is considered as difficult skills, it requires mastery of writing aspects such as content, organization, vocabulary, structure and mechanics as well as the knowledge to create descriptive elements such as introduction and depiction. In the previous study only use three aspect. Analyzing students' texts is very important to do because it can help to find out students abilities in writing descriptive text. To identify the students ability in writing skill, the researcher aimed to know students' ability in writing descriptive text. So, the researcher is interest in doing research with the title "An Analysis of Students' Ability in Writing Descriptive Text".

1.2 Problem of The Study

Based on the background above, the problems this study is formulated as follows:

How is the student's ability in writing the descriptive text?

1.3 The Objective of The Study

The aim of this study is to know students' ability in writing descriptive text.

1.4 The Significance of The Study

In this way, students may assess their own descriptive writing abilities and work to strengthen their weaker areas.

Educators may use it to supplement their current strategies for assessing their students' proficiency in descriptive and other types of written content.

The results of this study should provide guidance on how to write descriptive texts for future researches. We believe it will serve as a source of motivation for future scholars to delve into this area. If they follow it, they may be able to do more comprehensive study.

1.5 Scope and Limitation

In light of this background, the researcher narrows the focus of his investigation to see whether or not students can demonstrate proficiency in the following areas: content, organization, grammar, vocabulary, and mechanics in their expressive writing.

1.6 Definition of the Key Terms

1. Writing Ability

   Students' ability to write well and articulate their ideas in a coherent paragraph is the intended outcome of these exercises. Improving one's writing skills is next to impossible without regular practice. Many steps, including brainstorming, outlining, revising, and reevaluating, go into the writing process. To rephrase, writing is a tool for organizing ideas. In this context, "ability" means that pupils have the requisite skills to write, with an emphasis on the five components of expressive content writing: content, vocabulary, grammar, organization, and mechanics (Graham & Alves, 2021).

2. Descriptive text

One kind of written text is the descriptive text. Whenever we need to provide a description of an object, person, or event, we can always turn to descriptive writing. The defining characteristics of a person, object, or location may be illustrated in descriptive writing. Presentation and portrayal make up descriptive writings (Siedlecki, 2020)

CHAPTER V

CONCLUSION AND SUGGESTION

The chapter is divided into two parts: the conclusion and the suggestions. The study's findings are summarized in the first part. Advice for both educators and their pupils is offered in the last part.

5.1 Conclusion

The goal of this research, as stated in the introduction, was to document the descriptive writing skills of seventh graders at MTs Fathus Salafi with an eye on mechanics, vocabulary, structure, and topic. A mean score of 38.47 was shown by the exam. When it came to producing descriptive text, two students obtained good scores, seven got average scores, eleven got fair scores, and three got poor scores. The results of this study, the student ability in writing descriptive text focusing on content was low, focusing in organization was low, focusing on grammar was low ability, focusing on vocabulary was low, and focusing in mechanic was low ability. In the end, the study's author hopes to draw the conclusion that the student still struggle with writing descriptive texts.

5.2 Suggestions

Researchers concluded that pupils had trouble producing descriptive writings in MT's Fathus Salafi and offered several tips to help them improve their writing abilities.

1. The reasercher are suggested to give more attention to grammar

and vocabulary in writing descriptive text.

2. For the next researcher use observation to analyze more deeply about the other type of student wirting, and use this research as an additional reference.

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