STUDENT'S ABILITY IN WRITING DESCRIPTIVE TEXT AT ELEVENTH CLASS OF TATA BUSANA AT SMK PANGERAN ANTASARI

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ABSTRACT

In writing descriptive text, there are five aspects that need to be considered: identification, description, language use, vocabulary, and mechanics. Based on the problems identified at the beginning of the research, the aim of this research is to assess students' ability to write descriptive text was determine students' abilities in writing descriptive texts for class XI students at SMK PANGERAN ANTASARI. This research focuses on 23 students. Researchers apply qualitative methods. This research was carried out directly on Tuesday, May 21 in class XI of SMK PANGERAN ANTASARI. Researchers examined deficiencies in students' descriptive text writing. This research focuses on categorizing students' writing errors. Data was obtained through a descriptive text-writing test. The results of the research show that students' abilities in writing identification varied from bad to good, their ability in writing descriptions was less than satisfactory, their ability in using language, vocabulary and mechanics was also less than satisfactory. Additionally the research shows that students experience struggles in clearly identifying objects, developing ideas related to their lack of understanding of the structure of the simple present tense, as well as facing limitations in vocabulary and making mechanical mistakes.

Keywords: Writing Ability, Descriptive Text, English.

INTRODUCTION

Language skills are the instruments or human ability to deliver messages and provide information to others. One of the goals of vocabulary talent is to communicate with one another which can be either spoken or written. In English, there are four vocabulary talents such as listening, speaking, reading, and writing (Sulistiyaningsih, Ardianingsih and Mardayanti, 2023).

The following twelve text categories are available: anecdote, analytical exposition, hortatory exposition, news item, information report, process, explanation, discussion, and recount. The studies concentrate on teaching senior high school pupils descriptive texts. Descriptive writing is any writing that explains a particular feature of anything. The researchers concluded that descriptive texts explain the qualities and meaning of anything, including people, places, and objects, based on the aforementioned evidence. Researchers are using eleventh year vocational high school students for their investigation. The pupils were required to create a descriptive text about this subject. Students should provide specifics regarding the issue, including the definition, characteristics, and occurrence location.

The two common forms used in descriptive writing are identification and description. The purpose of identification is to present the subject, object, and place, but the purpose of description is to give a thorough description of each. It demonstrates that the pupils can describe the characteristics of the subject. The aim of this study is to assess the level of ability possessed that eleventh grade vocational high school students have in writing descriptive writings that follow standard grammar, vocabulary, structure, nouns, pronouns, verbs, adjectives, prepositions, etc.

Based on the evidence provided, the researchers came to the conclusion descriptive text is a kind of writing that describes the characteristics and meaning of a particular object, person, location or thing. This study is conducted by researchers using vocational high school students in their eleventh grade. For this subject, students must write descriptive texts. Students should supply details about the problem, such as the definition, attributes, and site of the incident. For instance, students must be able to define a place by stating its location, characteristics, historical background, and current state.

The researchers create conversation themes based on the background information provided above, such as:

1. How well do students produce descriptive texts for school?

2. What challenges do students face while composing descriptive texts?

Considering the above issues, the analysis aims to achieve the following:

1. To ascertain the extent of the students' descriptive text writing proficiency.

2.To discover the challenges that students face as they write descriptive text

It is anticipated that the analysis's findings will be beneficial for:

a) Students

    1. Recognize the definition of descriptive text.

    2. Recognize the errors they made in their descriptive writing.

    3. Assist pupils in honing their skills and correcting errors in their descriptive text writing.

b) For Instructors

    1. Acknowledge the cause of their pupils' inability to produce descriptive writing.

    2. Make learning English enjoyable so that students don't become disinterested or lethargic.

    3. Verify that each student has a thorough understanding of the material being taught.

    4. Figure out how to pique kids' enthusiasm in studying English.

RESEARCH METHOD

Qualitative descriptive methods are used in this study. According to Merriam, S. B., & Tisdell (2015), participants in qualitative research approaches offer descriptive information through written or spoken words based on their observable behaviors. Qualitative research transforms data into descriptive written or spoken phrases that describe how people act and can be observed. This study aims to investigate the elements that lead to students' anxiety during their English language learning process and offer strategies for reducing it by pinpointing the sources of their worry and immediately applying those strategies to English language practice in the classroom. The method matters more in qualitative research than the outcome. Qualitative research is flexible and may be adjusted to field conditions while being conducted because it is neither stiff nor inflexible. The study will take place at SMK PANGERAN ANTASARI. Students in class XI are the focus of the

study, "Throughout the English teaching and learning procedure." There will only be one class used in this study.

Human subjects are the instruments of this research. Human instrument responsibilities include selecting informants as data sources and selecting research topics (Higueras-Herbada *et al.*, 2019), says that humans are the most suitable subjects for naturalistic research. Humans are an important primary component in investigations, with other types of instruments used afterward.

Using their past knowledge and comprehension of the data they were gathering, the researchers performed a variety of research techniques as human instruments (Bell and Waters, 2018). Additionally, the most important responsibility for this study is taking notes. When performing the research, choosing the intended data is taken into consideration.

Direct English learning strategies are used in the classroom to do the data analysis. After giving a brief explanation of the descriptive text, the researchers ask students to write descriptive text. Then the researcher gave photos to students to use in creating their descriptive text during English learning and teaching.

Three different methods of data collection were used to assist the research in gathering the information required. They included documentation, interviews, and observation.

In this research, based on the type of interviews and observations that were carried out, the researcher used unstructured interviews and observations. In this study, researchers started by asking students whether any of them knew what descriptive text was. Then, the researcher asked questions about descriptive text. Then the researcher explained the meaning of descriptive text, generic structure, characteristics and gave several examples of descriptive text. Researchers explain this using PowerPoint to be more effective. To collect data from the research results, the researcher gave the task to students to write descriptive text on a sheet of paper within 30 minutes by giving them a choice of topics between their pets or their idols. And students can choose one of the two topics. After 30 minutes of writing the descriptive text, the researcher collected the results of the students' worksheets. Then the researcher asked about the difficulties and obstacles in writing descriptive text. After that, the researcher checked the students' work and looked for students' mistakes in grammar, vocabulary, writing mechanisms, text content etc.

Furthermore, while the research was being conducted in the classroom, the researcher employed the documentation approach by recording images and videos. The following were the tasks that this approach involved: In order to gather data, researchers first looked for materials on teaching English to foreigners. Next, they conducted direct instruction in the classroom. Finally, they examined data from other study.

Documents and observation are used in this study's data collection method. (Creswell, 2012) defines observation as the process of directly obtaining open information through the observation of individuals and locations within a research field. This means that in order to generate descriptive data for qualitative research, data collection by the English teaching and learning process requires observation. The researcher uses descriptive language for this research as an example of how to explain it in class as a means of conducting observations. Throughout the teaching and learning process, observations were made.

Documentation is another way that data regarding descriptive text was gathered for this study. In this study, documentation can be a valuable source of data. Documentation, according to (Arikunto, 2006) is data gathered from books, transcripts, records, notes, and photos. These records have been valued as the information they contain is a true written justification. This aids researchers in characterizing students' proficiency in producing descriptive writing. According to (Creswell, 2009), document review has various benefits. These include the following: (1) documents enable researchers to collect textual words from participants; (2) the document is available for access at any time; (3) the document offers high-quality information because it is well-produced; and (4) documents can significantly reduce the amount of time needed for transcription.

DISCUSSIONS

Based on research conducted in the eleventh grade of Pangeran Antasari Vocational School, this research aims to determine students' competence of writing descriptive texts. Data collection was carried out by providing written descriptive text to students regarding on the given material. The summary points for competence of writing Descriptive Texts for class XI Fashion Design students at Pangeran Antasari Vocational School are obtained as shown in table 1.

Table 1. The summary points for competence of writing Descriptive Text

No	Information	Points
1	Great Point	80
2	Bottom Point	50
3	Yard	30
4	Average Point	59,13

Student points are generated from calculating their correct answers based on several indicators mentioned previously. Researchers calculated points for 23 samples. Based on this table, the researcher obtained a high point of 80, a low point of 50 and an average point of 59.13. The calculation of the average point for students' competence of writing descriptive text is in the bad category because it lies in the interpretation of a point of 50-60.

To find out the disclosure of data, this is done By grouping the competence point variables in writing descriptive text. Then the outcomes of group poins can be implemented to the people allocation table as in this manner:

Table 2.People allocation of students writing descriptive text competence

Point	People	Percentages (%)
50	12	52,18%
60	4	17,39%
70	4	17,39%
80	3	13,04%
Total	23	100,00%

According to this table, it is recognized that the revelation variable for student's competence about writing descriptive text shows that respondents with a point of 50 were 12 students (52.18%), point 60 were 4 students (17,39%), point 70 were 4 students (17,39%), and point 80 were 3 students (13,04%).

To get a clear and complete picture of the data, the researchers presented it in a histogram in the following image:
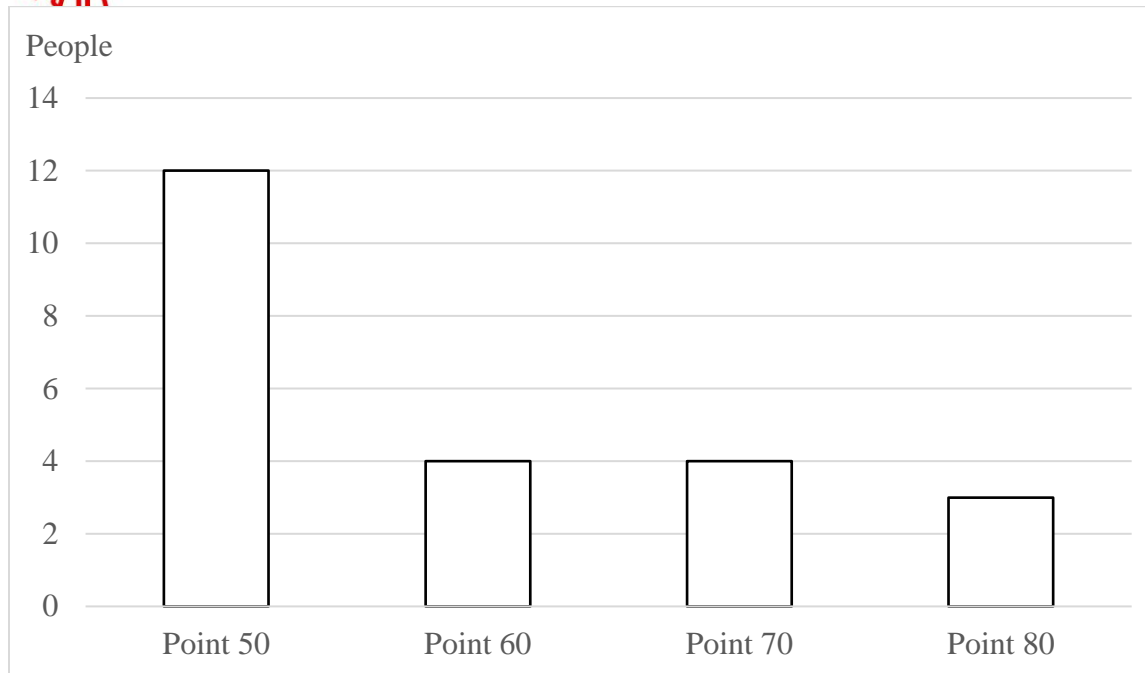
Statistic 1.The Histogram of writing descriptive text

The Histogram shows the entire points if the respondents. The results of the study show that student's abilities in writing descriptive text. Several studies in accordance with the result of this study found to be in different classifications after study. Student's writing skills in descriptive text are at the low level. (Fitri et al., 2017). It is clear from the average research value of 59.13.

Researchers use several features to calculate student's writing skills. These features are content organization, grammar order, vocabulary and mechanics (punctuation, spelling, use if capital letters).Based on the content of the writing, the average student point is 63.04 which can be classified as poor. In writing organization, the students' average point is 61.31 Which can be grouped as low or poor. In the writing grammar, subject, the student's average point was 62.61 which could be classified as poor. In vocabulary, the students' average point was 63.91 which could be classified as poor. In mechanics subjects, the average student point is 62.17 and is included in the poor category (Fitri, 2017). Overall, student's writing skills in descriptive text in this study can be grouped as low with writing text in accordance with several signs.

In this research, researchers analyzed students' descriptive writing texts based on several indicators. There exists general structures and language features. Signs are separated into several sub-signs, their generic structure is separated into identification and description.

Meanwhile, linguistic characteristics are divided into several sub-indicators, namely: Usage of simple present tense, special participants, usage of attributive and identification process, usage of adjectives, and use of classifiers in nominal groups. The results of this research Proves that students' ability to write descriptive text is at a good level. This study is calculated using categories. It is recognized from the average point for competence of writing descriptive text for eleventh grade Fashion Design students at Pangeran Antasari Vocational School is 59.13. The researcher got a high point of 80, a low point of 50. This was obtained from the points of 23 samples and got a total of 1360. So, the eleventh grade students' competence of writing descriptive text at Pangeran Antasari Vocational School is in the good category. However students need to learn to write descriptive text to make their language skills better especially in writing. This is in accordance with the 2013 curriculum in vocational school which causes English one of the compulsory subjects.

Researchers found some difficulties students encountered when writing descriptive writings from this study as showed in the following table

PROBLEM	FREQUENCY
Students did not understand what a descriptive text	Understand= 3 students Didn't understand=20 students
Students confused how to identify the components of the description section	23 students
Students did not remember the examples of descriptive text	Remember=1 student Didn't remember=22 students

According to the table over, the researchers found that there were three students who knew about descriptive text and twenty students who did not know about descriptive text. And there were also twenty-three students who could not differentiate between the description part and the identification part, so students place the identification part as the description part and the description part as the identification part. Then, there was one person who remembered examples

of descriptive text and there were twenty-two people who did not remember examples of descriptive text.

CONCLUSION

According to the research results it can be included that class XI students. This information is obtained from several written test measurements which include generic structures and linguistic aspects. Indicators are divided into more specific sub-indicators, while the general structure consists of identification and description as the main parts. Linguistic characteristics include the use of simple present tense, the use of the attributes in the identification process, as well as the use of adjectives and classifiers in nominal groups.

Based on the findings, the researchers offer numerous recommendations. It may be useful for students, teachers, and potential authors.

a. For Students

Students who want to produce descriptive text according to the specified structure and using linguistic characteristics as well as other indicators such as grammar and use of adjectives. Hopefully this research is useful and can help students find out where their mistakes are in writing descriptive text. To make writing easier, students must also increase the vocabulary they know and understand what description and identification are, as well as how to write them according to the rules for writing descriptive text.

b. For Teachers

Teachers must pay attention to students' weaknesses when writing descriptive texts and teach them how to write descriptive texts correctly. And ensure that students understand the material well, especially grammar, vocabulary and the use of other language features. Teachers must also improve teaching techniques so that students are better helped to understand the techniques for making good and correct descriptive texts

c. For Potential Authors

It is hoped that this research can help other researchers to carry out further research as well as a reference or assistance in teaching and learning strategies which aim to analyze errors to help students improve their understanding of English.

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