STUDENTS' CAPABILITY IN WRITING DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 SURAKARTA IN 2014/2015 ACADEMIC YEAR

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SUMMARY

Arief Baskoro. NIM: A320110001. STUDENTS' CAPABILITY IN WRITING DESCRIPTIVE TEXT AT THE EIGHTH OF GRADE STUDENTS OF SMP MUHAMMADIYAH 1 SURAKARTA 2014/2015 ACADEMIC YEAR. Research Paper. Teacher Training and Education Faculty. Muhammadiyah University of Surakarta, 2015.

This research aims to describe the students' capability writing descriptive text, to identify the problem faced by the students in writing descriptive text and to indentify the cause of the problem faced by the students in writing descriptive text at the eighth grade of SMP Muhammadiyah 1 Surakarta in 2014/2015 academic year. The method of collecting data is interview and analyzing document. The technique of data analysis is to answer the students' capability in writing descriptive. The researcher analyzed the students' writing based on (a) content of the composition, (b) organization of the paragraph, (c) Grammar, (d) Vocabulary, and (e) mechanic. There is no text is categorized in excellence grade. There are 6 students or 21, 4%. There are 16 students or 57, 1%. There are 6 students or 21, 4%. The problem faced by the students in writing are (1) the students have problems with the lack of vocabulary, (2) the students feel difficult to express and develop idea in descriptive text, (3) The students have problem with the low mastery of grammar. The causes of problem faced are (1) students are not interested in English language, (2) convey the descriptive text from the teacher, (3) Background knowledge vocabulary.

Keyword: students' capability, writing, descriptive text

A. Introduction

1. Background of Study:

To master English people learn the four skills, namely listening, speaking, reading and writing. Writing is one of the skills which is considered difficult. It takes an important position in the skill. Writing expresses ideas, feeling and expression about phenomenon. It has purpose to communicate between writer and reader about the idea and knowledge of the writer with responsibility. So, writing expresses idea about phenomenon with responsibility from the writer. From that the reason, writing skill is important for the development of English language.

In Indonesia, English language gets a good position in national education. It is one of subject to be tested in national exam. There are six hours every week in class schedule. For the reason, every student should learn the English language like other basic lesson. Nowadays the English material is given on the basic of different types of genres. Genres which are usually taught at school are descriptive, recount, report, narrative, hortatory, argumentative, procedure and others.

Students' capability in writing descriptive of text is influenced by many factors. One of factors is writing's complexity. The factors are grammar, vocabulary, text organization, mechanic, content and others..

Because of the complexity many students find difficultly in learning writing. In the case, teacher is the learning facilitator should be to help students in writing.

Descriptive is one of the genres learned in the eighth grade of junior high school. In the curriculum 2013, the descriptive text still taught by English teacher. The eighth grade of SMP Muhammadiyah 1 Surakarta uses curriculum 2013. Based on the result of the observation, the writer found that there are many students in the class get difficulty in writing descriptive text. In the case, the writer interested analysis the students' capability in writing descriptive. The result can be used by the teacher in knowing the learner difficult..

2. **Limitation of the Study:**

the writer limits the problem in the student's capability in writing descriptive text at the eighth grade of SMP Muhammadiyah 1 Surakarta in 2014/2015 academic year, and the problem faced by the eighth grade students of SMP Muhammadiyah 1 Surakarta.

3. **Problem Statement of the Study** :

   a. How is the students' capability in writing descriptive text at the eighth grade of SMP Muhammadiyah 1 Surakarta?

   b. What are the problems faced by the eighth grade students of SMP Muhammadiyah 1 Surakarta?

   c. What are the causes of the problem faced by the eighth grade students of SMP Muhammadiyah 1 Surakarta?

4. **Objective of The Study**

   Based on the problem statement above the writer makes objective of the study as follows :

   a. To describe the students' capability in writing descriptive text at the eighth grade of SMP Muhammadiyah 1 Surakarta in 2014/2015 academic year

   b. To identify the problem faced in writing descriptive text by the eighth grade students of SMP Muhammadiyah 1 Surakarta in 2014/2015 academic year

   c. To identify the cause of the problem faced in writing descriptive text by the eighth grade students of SMP Muhammadiyah 1 Surakarta in 2014/2015 Academic year.

B. **Underlying Theory**
   1. **Notion of Writing**

   According to Hamp (2001:2) writing is clearly a complex process, and component writing is frequently accepted as being the last language skill to be acquired (for native speaker of the language as well as foreign/second language learners).

According to Graham and Perin (2007) in Nurhasanah and Siti (2012: 4) state that along with reading comprehension, writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy. The purposes of writing are to express oneself, provide information for her readers, persuade the readers to do something as proposed in the writing, and create a literary work.

2. **Component of Writing**

There are some components in writing. The writer needs the components for completing writing. According to Smalley (2001:17-35) the components of writing are as follows:

a. Topic sentence

The topic of a paragraph is usually in the first sentence. The sentence is called topic sentence. The topic sentence introduces the topic and the controlling ideas about topic. However, it is enough merely to have a topic and the controlling ideas. The controlling idea should be clear and focuses on a particular aspect.

b. Support

Once you have general ideas and formulate controlling ideas about your topic. The next steps are so is to extract from your prewriting notes the material you can use to develop the paragraph. This material is used to support the opinion or attitude express in your topic sentence. It save to back up, clarify, illustrate, explain and prove the point you made in you material such as magazine, journal and made of detail about think or other have observed

c. Unity

Each sentence within paragraph should relate to the topic and develop the controlling ideas. If any sentence does not relate to develop that convince it is irrelevant and should be united from the paragraph. A paragraph that has sentence that do not related to or develop the controlling the controlling ides lacks united.

d. Coherent

A coherence paragraph containing sentence that are logically arranged that flow smoothly. Logically arrangement refers to the order of your sentence, which varies defining on your purpose. Smooth flow refers to how well one idea or sentence leads in to another. Smooth flow can be achieved through sentence combination and through the use of the contain expression called

transmission, which provides the limit between idea. Some transitional expression includes.

Based on the above, there are components to use writing. There are topic sentence, support, unity and coherence. The topic sentence is main idea of the paragraph. Support is used to support topic sentence to be good paragraph. The unity and coherence is related to sentence or logical arrangement.

3. **Descriptive Text**

According to Siahaan & Shinoda (2008: 89) in Nurhasanah and Siti (2012:5), descriptive text is a text containing two components namely identification and description. The identification is to identify the object to describe, while the description to describe parts, qualities, and the characteristic of the part of the object.

Gerrot and Wignell (1994: 208) in Nurhasanah and Siti (2012:5) say that the generic structure of descriptive text follows:

a. Identification, to identify the phenomenon to be described.

b. Description, to describe parts, qualities, and characteristics of something or someone in detail.

Gerot and Wignell,(1994:204) in Nurhasanah and Siti (2012:5) language features of descriptive text are :

a. Focus on the specific participant

b. Using attributive and identifying the process

c. Frequent use epithets and classifiers in nominal groups

d. Use of simple present tense

C. **Research Method**

In the research, the subject of research is eighth grade students of SMP Muhammadiyah 1 Surakarta in 2014/2015 Academic Year. The object of this research is the students' capability in writing descriptive text at the eighth grade students of SMP Muhammadiyah 1 Surakarta in 2014/2015 Academic year. Data Source in this research are informant and document. Informants are the data of

this research is taken from students are interview and script. The research gets data from eighth grade students of SMP Muhammadiyah 1 Surakarta in 2014/2015 Academic year and there are twenty eight students.

Documents are all of the written information related to the writing descriptive text. Document is the sentence of descriptive text written by the eighth grade student of SMP Muhammadiyah 1 Surakarta in 2014/2015 academic year. The technique of analyzing data uses qualitative research. To know the eighth of grade students of SMP Muhammadiyah 1 Surakarta in 2014/2015 Academic Year, the steps are follows: 1) To answer the students' capability in writing descriptive text at the eighth grade students of SMP Muhammadiyah 1 Surakarta. The writer will analyze the data using testing with the eighth of grade students SMP Muhammadiyah 1 Surakarta to get their scoring. Analyzing the data based on the five criteria of writing recount text. The researcher analyzed the students' writing based on (a) content of the composition, (b) organization of the paragraph, (c) Grammar, (d) Vocabulary, and (e) mechanic.2) To answer problems faced and causes of problem faced by the eighth of grade students of SMP Muhammadiyah 1 Surakarta in 2014/2015 Academic Year. There are many section to analyze:1) The writer takes interview the English teacher and the students to get information about problem faced by the eighth of grade students of SMP Muhammadiyah 1 Surakarta in 2014/2015 Academic Year. 2) The writer chooses student respondents based on the result of the testing like excellent, good, fair and poor.

D. Research Finding and Discussion

1. Research Finding

a. Students' Capability in Writing Descriptive Text.

The writer analyses the data based on the 5 criteria. Namely content, organization, vocabulary, grammar and mechanic.The first characteristic is content of the paragraph in writing descriptive text by the eighth grade students of SMP Muhammadiyah 1 Surakarta. The following is the analysis of the data taken from the observation.

Content discusses generic structure of descriptive text knowledge of text, development topic.

My Best Friend

Identification	Bila is my best friend. She uses eye glasses. She has white skin and she is a good friend.
Description	Bila is my best friend, my best friend since seven grade. Bila is tall and slim, she use eye glasses since elementary school. Bila is beautiful and smart girl. She is a clever student. She always gets a good value in every exercise. She like reading books and listening. And she live in kartotiyasan

This student's writing actually has good and suitable content. She wrote the idea in good sentence and also made the sentences to support the idea into a good paragraph. The student's writing is adequate range. She wrote the first paragraph as identification. She identifies Bila as phenomenon. As the example is" Bila is my best friend. She uses eye glasses". She has white skin and she is a good friend ". The student indentifies Bila's characteristic to be phenomenon.

In the second paragraph, she describes about Bila's characters. For the example is "Bila is tall and slim, she use eye glasses since elementary school. Bila is beautiful and smart girl. She is a clever student. She always gets good score in every exercise. Then, she describes his hobbies in: "She like reading books and listening", and describes about their friendship "Bila is my best friend, my best friend since seven grade. And she live in kartotiyasan"..

The second criteria is the form or organization of the paragraph. Organization discusses about fluent expression, main idea of text, logical sequencing, descriptive adjective and action verb.

My Brother

Identification	Billy is my brother. He is funny
Description	He has short hair. He has thin body. He is very funny. He likes cycling. He always makes me smiling. I love

	my brother.

The student's writing above shows the capability of the students especially in the organization of ideas. The student's writing lacks logical sequencing and development. The student can't develop and support the main idea to make his descriptive text to be a good organization. For example "He always makes me smiling". The student says to always smile. The student doesn't say about the reason of smiling. It can be developed by adding sentence about it. The student also describes Billy's physical appearance, for example "He has short hair. He has thin body". Actually, it can be developed by adding sentences telling about Billy's profiles. The researcher does not find any action verbs in the composition.

The student develops her idea using descriptive adjective. It is suitable for good organization for example "He has short hair. He has thin body". The student only describes Billy's characteristic.

Grammar usually uses the special problem of the writer in writing the descriptive text. The example above shows in the following student's writing.

My Pet

Identification	I have a pet. My pet is owl. His name tyto alba. His age is 5 month old now.
Description	He have a fur brown fur. I feed them every day at morning and night. He have two eyes and two wing. He have a big body. He have smooth fur. He is smart bird of prey. He have a claw. He can turn around her head 180.

This writing shows that the student's grammar is still poor. The students still use wrong pronoun in the subject pronoun. One of the mistakes done by the student is in using pronoun "he" to the subject pronoun ''bird". Actually the subject pronoun for bird is "it", because the bird is an animal. The student also uses verb "has" for the subject "it". The sentence is **"He**

have a claw". The student should write "It has a claw" instead. Actually the generic structure or language use in a descriptive text is present tense.

Vocabulary is the capability of the writer using effective word/idiom and choice of the word.

My Mother

Identivications	My mother bron in karanganyar 21 november. Month November tomorrow my mother years fourty three.
Decription	My mother have two children is I and my sister. My mother have short hair but she wear vell. She have long body. My mother so smart cooking. She always make good food to I, my sister and my father. My mother so nice with me some time. She invite to me travelling with my sister and my father. I proud have mother like this.

The students cannot use the word correctly. The student writes the sentence: "Month November tomorrow my mother years forty three". It has incorrect vocabulary. The student conveys that the age of his mother was forty years old in last November. The student should write: "my mother was forty three last November". The second example is "My mother so smart cooking". The meaning is wrong and confusing. The student doesn't use to be " is" in that sentence. The student should write "my mother is good at cooking". The third sentence is "My mother so nice with me some time". The student conveys that "my mother is so nice for me". The sentence needs to be "is" as the verb. The student should write "she is nice to me sometimes.

The researcher also finds mistakes in the structure of sentence. One of the mistakes is "she have long body". The student should write "she is tall" because the subject is third person. The verb should be "have" not "has".

My Brother

Identification	I have a brother. His name is Rafi
Description	He is borwn in 4th march 2006. He is have white skin. He is handsome. Rafi is have straight hair and colour is black. He is fat body because very

	like food. But , he verry smart and diligent. He hobby is playing football and listening music. He colour like purple and black.

The student has good mechanic in her writing. The student puts the punctuation, capitalization in the right place. She also makes grouping sentence to be good paragraph.

b. Problems Faced by the Eighth Grade Students of SMP Muhammadiyah 1 Surakarta in 2014/2015 Academic Year

To know the problems faced by the eighth of grade students of SMP Muhammadiyah 1 Surakarta in 2014/2015 Academic year, the writer interviews both with students and teacher. The researcher chooses 9 sample students to get information.

1) The students have problem with the lack of vocabulary

The most problem of the students in writing descriptive text is the lack of vocabulary it is problem to make the result of writing so limited information. There are seven students who have such problem when the researcher made interview.

2) The students feel difficult to express and develop idea in descriptive text

The next problem faced by the eighth of grade students of SMP Muhammadiyah 1 Surakarta in 2014/2015 Academic year in writing descriptive text is difficultly to express and develop. There are six students who have problem when express and develop the idea.

3) The students have problem with the low mastery of grammar.

The problems faced by the eighth of grade students of SMP Muhammadiyah 1 Surakarta in 2014/2015 Academic year in writing descriptive text is the low mastery of grammar. There are five students that have problem with low mastery of grammar. It is shown their composition. They are mistakes when choose "pronoun" and "to be"

c. The Causes of Problem Faced by the Eighth of Grade Students of SMP Muhammadiyah 1 Surakarta in 2014/2015 Academic Year

After knowing the problem faced by the eighth of grade students of SMP Muhammadiyah 1 Surakarta in 2014/2015 Academic year. The researcher also shows the causes of the problem faced by the eighth of grade students of SMP Muhammadiyah 1 Surakarta. They are as follows:

1) Students are not interested in learning English

The most causes of the problem faced by the eighth grade of SMP Muhammadiyah 1 Surakarta is interests with English language. This is the factor that influences the quality writing descriptive text. The students tell the researcher about their problem. The argument is English language is very difficult. So, the students feel lazy to learn descriptive text. Their perception makes the students difficult to develop descriptive text.

2) Convey the descriptive text from the teacher

The next factor which the causes the problem faced by the eighth grades is conveying the descriptive text from the teacher. When, the teacher explains descriptive text, and there are many problems which the students face. Some students don't understand the generic structure of descriptive text. The students feel shame to ask about generic structure then students are only little known about generic structure.

3) Background knowledge about vocabulary

The background knowledge about vocabulary gives effect when of writing descriptive text. It is a one of the causes of problem faced by the eighth grade students.

2. Discussion

The grades of the students' capability are excellence, good, fair and poor capability. There is no text is categorized in excellence grade. The students who have in the good capability are 21, 4 % or there are 6 students from 28 students. The students who have fair capability are about 57,1 % or there are 16 students from 28 students. The students who have poor capability are 21, 4% or

there are 6 students from 28 students in writing descriptive text. It presents that the average of the students' capability in writing descriptive the eighth grade is fair capability. From the analyzing, the teacher and students should improve capability in writing descriptive text.

The problem faced by the students in writing are (1) the students have problem with the lack of vocabulary. (2) the students feel difficult to express and develop idea in descriptive text. (3) the students have problem with the low mastery of grammar.

The causes of problem faced are (1) students have problem with interests learning English language. (2) convey the descriptive text from the teacher (3) background knowledge vocabulary

E. Conclusion and Suggestion
  1. Conclusion

After the analyzing data, the writer presents conclusion based on observation of students' capability in writing descriptive text by the eighth grade students of SMP Muhammadiyah 1 Surakarta in 2014/2015 Academic year. The writer concludes this study as follows:

 a. There is no text is categorized in excellence grade. The students who have good grade in writing descriptive text are 6 students and in the percentage is 21, 4%. The students who have fair grade in writing descriptive text are 16 students and the percentage is 57, 1%. The students who have Poor grade in writing descriptive text are 6 students and the percentage is 21, 4%.

 b. The problem faced by the students in writing are (1) the students have problem with the lack of vocabulary. (2) the students feel difficult to express and develop idea in descriptive text. (3) the students have problem with the low mastery of grammar.

 c. The causes of problem faced are (1) Students are not interested in learning English. (2) convey the descriptive text from the teacher (3) background knowledge vocabulary.

2. Implication

The implication of the study in as follows:

a. The eighth grade students of SMP Muhammadiyah 1 Surakarta still have problem in writing descriptive text.

b. The teacher still faces difficultly in the teaching writing to the students.

3. Suggestion

The writer presents the suggestion for the reader, student and other researcher. For the English teacher of SMP Muhammadiyah 1 Surakarta:

a. The teacher gives motivation for students to improve their capability in writing especially writing descriptive text and the teacher can be the good facilitator in the class when teaching learning process.

b. For the students, the students should improve their capability in writing descriptive text, the students should improve their vocabulary and grammar for supporting their capability in writing and the students must more active when learning class process.

c. For the other researcher, the writer hopes that this research will be useful for the further research.

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