A DESCRIPTIVE STUDY ON THE ABILITY IN WRITING DESCRIPTIVE TEXT OF THE TENTH GRADE STUDENTS OF SMK N 8 SURAKARTA IN 2017/2018 ACADEMIC YEAR

Submitted as a Partial Fulfillment of the Requirement for Getting Bachelor Degree of Education in English Department

By

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APPROVAL

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PUBLICATION ARTICLE

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Surakarta, 5 November 2018

Penulis

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Abstrak

Kata kunci: menulis, teks deskripsi, kemampuan siswa

Abstract
This study aims at describing the students’ ability in writing descriptive text and describing the difficulties faced by the students of tenth grade of SMK N 8 Surakarta in writing descriptive text. This study is a descriptive qualitative study. The subjects of this study are the students of X A and X B Karawitan classes. The methods of collecting the data are observation and interview. Based on the average score of all the students, the ability of tenth grade students of Karawitan class in writing descriptive text is categorized as good. The result of this study shows that the ability of the students in writing right spelling of words is poor. The score of each student is taken from four aspects; generic structure, lexicogrammatical feature, spelling, and punctuation. The conclusion of the study is that the ability of students in writing descriptive text is categorized as good and the difficulties faced by the students in writing descriptive text is in writing right spelling for words and in arranging right sentence structure.

Keywords: writing, descriptive text, students’ ability

1. INTRODUCTION
English is an international language. It is used in all over the world. For the reason, people have to master English orally and in writing, so that they can communicate and socialize in the world community. In teaching English, there are four language skills that have to be taught in teaching learning process.
They are listening, writing, reading, and speaking skill. As one of the four language skills, writing has always occupied a place in most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes.

Richards & Renandya (2002) quoted by Fauziati (2015:123) state that it is generally agreed that writing is the most difficult skill to master for foreign language learners. This is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text. Students also have difficulties in transferring ideas from their native language into the target language. In addition, English and Indonesian languages have different grammatical systems or rules. Consequently, there is no guarantee that the students who have good writing skill in Indonesian will also have good writing skill in English. Many students still find difficulties in writing subject even though English is always stated in every curriculum.

Descriptive text is a text which a writer tries to picture what he/she is describing. Description is used to describe a particular thing/object, place, or person. The descriptive text is really different from the other kinds of text. Descriptive text is the text that describes something. Wyrick (1987:227) states that “the writer of description creates a word-picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader.” The structure or generic structures of descriptive texts are the followings:

1) Identification: this paragraph consists of topic sentence that introduces the object going to be described
2) Description: this part is a series of paragraphs follows the opening to describe the parts or the features or the specific characteristics of the subject.

In vocational high school curriculum, a descriptive text is a material which is learned at the tenth grade. But most of students usually faced the difficulties in writing descriptive texts. Students’ capability in writing
descriptive text is influenced by many factors. One of the factors is writings’ complexity. Most of students are weak in using tenses when they are writing a text. Even though the tense which is used for this text is only Simple Present Tense, most of students cannot use it correctly. Vocabulary also takes an important role in writing descriptive text, but most of students also have only a little vocabulary that they know so that makes writing a descriptive text too difficult for them.

This study is only on the tenth grade students’ ability in writing descriptive text, including their ability in using the right grammar, spelling, and punctuation on their text. The researcher has two reasons why she is interested in doing this research. The first reason is that the researcher has ever done her teaching internship at the tenth grade of SMK N 8 Surakarta. The second reason is that the tenth grade students usually have a less vocabulary and comprehension about tense in writing text.

2. METHOD

The type of this study is descriptive qualitative research. The subject of this study is the students of tenth karawitan art classes. The object of this study is students’ ability in writing descriptive text. The data sources of this study are the informants and documents. The methods of collecting data are by observation, interview, and document analysis and to make sure the validity of the data, the researcher uses triangulation.

The purpose of this research is to describe the students’ ability in writing descriptive text and to describe the difficulties faced by the students of tenth grade of SMK N 8 Surakarta in writing descriptive text.

3. FINDING AND DISCUSSION

The research findings answer the problem statements, as follows: 1) Students’ ability in writing descriptive text; and 2) The problems faced by students in writing descriptive text.
3.1 Students’ Ability in Writing Descriptive Text

Every student’s ability in writing descriptive text is different from one and another. Even though the teacher asks them to write a descriptive text with the same title with their table mates, their ability in writing the text is still different from their table mate. The researcher evaluated the worksheet of students in the form of the text written by them.

Based on the observation in X A and X B Class of Karawitan Art, the researcher found that most students have difficulties in writing a right spelling of the words, the example is described below.

There is a student who write the words “becom” ; “over looking” ; and “bluit”. In fact, the right spelling of those words are “become”; “overlooking”; and “built”.

Using the right punctuation in a text is also the problem faced by the students, the evidence of this case is bellow.

The student should add a coma after the word ‘result’. So that the correct one is “As a result, the fort remains abandoned………”

Another problems faced by students are arranging the right generic structure of the text. This statement is supported by the evidence bellow.
To analyze the students’ ability in writing descriptive text, the researcher evaluated the text based on the use of lexicogrammatical feature, spelling, vocabulary, punctuation, and the generic structure of their texts which consist of identification and description. To know the students’ ability in writing descriptive text, the research analyzes their worksheet and shows it one by one from 10 subjects taken from students’ worksheet.

Here is how the researcher analyze the text made by the students

![Borobudur Temple](image)

Based on the analysis of the text made by the students, the researcher found that they still have a mistake in writing descriptive text. Most of all students do a mistake in writing a right spelling for a word. Based on the analysis of the text made by the students above, the researcher found that they still have a mistake in writing descriptive text. Most of all students do a mistake in writing a right spelling for a word.

### 3.2 The Problems Faced by Students in Writing Descriptive Text

Based on the interview held by the researcher, the problems faced by the students can be classified as follows.

#### 3.2.1 The Vocabulary and Its Spelling

Vocabulary is the most crucial problem faced by the students. It is affected on how they write words with right spelling. The students do not have too much vocabulary so that even though the teacher let them use a translation, they still made a mistake in writing a right spelling.
The previous statement is supported by the result of interviewing student below.

“Yang susah dari pelajaran ini adalah cara menulisnya mbak. Karena tidak terlalu banyak kata yang saya tahu bahasa inggrisnya jadi ya kalo tanpa liat kamus susah mbak. Saya tidak tahu cara menulisnya kalau tidak liat kamus dulu”

(How to write a right spelling is the difficult thing in this lesson (Writing Descriptive Text). Because I don’t really know too much about vocabulary, it will be so hard for me to write a right spelling if I don’t see the dictionary first)

From 60 students of Karawitan class, a half of them still made a mistake in writing a right spelling. From the result of the interview, the researcher concludes that spelling is the crucial problem in writing descriptive text.

3.2.2. The Lexicogrammatical Feature

In writing descriptive text, lexicogrammatical feature is also a problem faced by almost students. Here is the result of interviewing the students.

“Grammarnya kalo menulis dalam bahasa inggris itu susah mbak. Saya kurang paham sama tensis-tensisnya. Kan tensisnya banyak saya bingung pake yang mana”

(The grammar in writing in English is difficult. I don’t really understand about the tenses. There are a lot of tenses, and I am confused which one I should use)

Based on the result of the interview above, the researcher concludes that lexicogrammatical feature is the problem which is as crucial as spelling. The teacher may give an additional lesson about lexicogrammatical feature, so that the students will not feel confused about it.

3.2.3. Generic Structure

In descriptive text, the generic structure consists of Identification and Description. But still, there are some students whom only made identification
in the whole texts. They did not include the description in their text they made. Here is what the student thinks about generic structure of the text.

“Saya belum paham maksud generic structure jadi saya hanya menulis apa yang menurut saya cocok buat descriptive text mbak”

(I don’t really understand the meaning of generic structure, so that I only write what I think fit in descriptive text)

Based on what students think, the researcher concludes that some of the students still do not understand the generic structure of the descriptive text. The teacher may have to explain the generic structure of a text in detail before asking them to write a text.

The researcher analyzes the data from four aspects; generic structure, lexicogrammatical feature, spelling, and punctuation. After analyzing the data from the texts made by the students, the researcher finds the students score.

The ability of students in writing descriptive text at SMK N 8 Surakarta can be seen in the table 1.

Table 1
The Score of Students in Writing Descriptive Text

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<th>Aspects</th>
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We can see the ability of students in writing descriptive text by seeing their score. The highest score achieved by student is 92, and the lowest score is 61. The average score of the students is 76.5. Based on the result, the researcher also finds out that most of students have difficulties in writing a right spelling of a word. Spelling is the most crucial problem faced by the students. The problem of spelling is an impact of the less vocabulary that the students know. It is appropriate with the statement of Wilbers (2007: 2) that spelling as one of the elements of good writing which counts only when it is wrong. Another problem faced by the students in writing a text is lexicogrammatical feature. Some of the students feel confused about using the right lexicogrammatical feature for descriptive text. It is appropriate with the statement of Nunan (2003, 88) that writing is a mental work of investing ideas and organizing them into statements or paragraph that will be clear for the reader. The last problem faced by the students is arranging a text with a right generic structure. Some of the students said that they do not know what the generic structure of descriptive text is. This statement is supported by Richards and Renandya (2002:123) that the difficult things in writing are organizing ideas using an appropriate choice of paragraph organization, vocabulary, and sentence.

Notes:
Aspect I : Generic Structure
Aspect II : Lexicogrammatical Feature
Aspect III : Spelling
Aspect IV : Punctuation
4. CLOSING

4.1 Conclusion

Based on the research findings in SMK N 8 Suakarta, the researcher draws conclusions, as follows:

1) The ability of tenth karawitan students in writing descriptive text which is divided into four aspects is good according to the score they got. It can be shown on the previous data, the average of the score is 76.5. The highest score of the students is 92, achieved by one student. The lowest score of the students is 61, also achieved by one student.

2) The problem faced by tenth karawitan grade students in writing descriptive text according to the interview with the students are in writing a right spelling of a word and arranging a sentence structure correctly according to the tenses that should have used for the text.

4.2 Suggestion

Based on the conclusions, the writer has some suggestions for the students and for the teacher.

1) For the students

The students should memorize the vocabulary and its spelling. The students should do it little by little in order to decrease the fault in writing a spelling. The students also have to learn a little bit harder in lexicogrammatical feature, especially the tenses which are used in every kind of texts. The students do not have to remember or memorizing every tense, but they can start to have some exercise in writing a text so that the students can remember it naturally. Not only remember the tenses for every text, but the students can also remember the generic structure of every kind of text by writing a text.

2) For teacher

The teacher gives more additional lesson about lexicogrammatical feature in writing descriptive text and another text. For example, the teacher explains all of the details about a text before asking the students to write a text. The teacher should also get used to make the students memorizing the
vocabulary and its spelling little by little, in order to decrease the fault in writing a spelling.

**BIBLIOGRAPHY**


