



An Analysis of Students Ability in Writing Descriptive Text

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Abstract: The goal of the study was to find out how well Unit Pengembangan Bahasa students at STAI Rakha Amuntai write about things. A scientific method was used for this study. This study focuses on the structure, traits, and language of generics. The result look at their data shows that 36.57% of the 31 students had poor writing skills, 44.49% had middle writing skills, and 18.94% had great writing skills. Researcher found that students still had trouble putting together lines in the right way.

Keywords: writing, descriptive text, students' writing skill

A. Introduction

The capacity to use, develop, and master applied science and basic science in a balanced manner is required for the advancement of science and technology (Roza et al., 2019). Improving language skills is one way to increase fundamental knowledge mastery. The focus of English study in high school is on language skills, which include components of listening, speaking, reading, and writing. According to Wahyuni and Arieffiani (2021).

Language abilities are comprised of four interconnected components: listening skills, speaking skills, reading skills, and writing skills. Writing abilities are one of the highest level language skills and the most hardest to master of the four. This is because pupils may learn writing skills once they have mastered the language abilities of listening, speaking, and reading. Writing is a complicated action as a language skill since authors must be able to create and organize it in the construction of written language kinds. Writing has many advantages for kids' mental, intellectual, and social growth despite its complexity.

Writing is a useful talent. Writing is the most difficult language talent to master among the other sorts of language abilities. Writing is more than just pasting words into phrases; it also entails formulating and putting thoughts into a regular writing framework. According to Rini (2016), learning to write nowadays still poses a number of major challenges. One of these issues is a lack of writing talent. According to Turmudi (2021), writing is the most hardest talent to master. Students are required to apply a variety of different abilities when writing attain great writing. Writing is more harder to perfect than the other three talents, which are listening, speaking, and reading. Internal and external variables can both impact the difficulty. Furthermore, Hakim and Sari (2022) discuss the most important variables linked to learning writing that attempts to increase students' skills, namely the instructor and the student's own learning motivation. It is evident that instructors play a vital role in

the success of learning, and that teachers hold the key to success in curriculum implementation.

The goal of teaching writing is to give students a way to put their artistic thoughts on paper. Students can write well for school, especially when it comes to writing detailed texts. Students can learn the basic framework of description writing. How English works, what it means, and how it works. Students know why writing is important.

Writing is one way that thoughts and feelings can be shared through the English language. Harmer (2004) says that writing is a form of communication that is used to share thoughts and feelings. So, language students must learn to write if they want to be able to write to each other. In junior high school, students learn how to write different kinds of texts, such as detailed ones.

Akhadaiah says in Ariffudin (2007:167) that "writing is a complicated skill that needs to be evaluated." Learners may be good at speaking English, but that doesn't mean they are also good at writing it. Most people have trouble writing. Also, Rass (2001:30) said, "Writing is a difficult skill for both native and non-native speakers because writers must be able to write in multiple ways, including content, organization, purpose, audience, vocabulary, mechanics, punctuation, and capitalization." If kids want to write well, they need to know a lot about language, words, and how to write. When it comes to teaching, the teacher is very important in making sure that students can write well. Brown (2001) says that "writing is a way of thinking because it is a way of putting ideas on paper to turn thoughts into words and give them structure and organization."

According to Coulmas (2003:1), there are three distinct meanings of writing. First, writing is a system for recording language through the use of visible or tactile symbols, which means that the writer can see the final product of their writing with their eyes. Second, writing is an activity that requires placing ideas on paper. Ideas can enrich the reader's knowledge or information. The third outcome of writing activities is text.

Writing is a complex intellectual activity that requires a variety of skills, some of which our students may lack and others of which they may acquire in part. These capabilities include Reading comprehension; Writing mechanics (spelling, capitalization, and punctuation); Grammar; Analytical skills; Effective idea organization; Concise communication of ideas.

According to the preceding definition, writing is a method to express an idea or opinion through the use of handwriting on paper or another surface.

Generally, there are four varieties of writing, though they are frequently combined. There exist: Expository. Expository writing informs or explains. It discusses a topic without offering any opinions. Descriptive. Descriptive writing concentrates on conveying specifics about a person, event, or location. Persuasive. The purpose of persuasive writing is to convince others to accept your viewpoint. Narrative. A narrative recounts a tale. Typically, there will be characters and dialogue.

Although the writing process has been analyzed in a variety of ways, the majority of teachers recognize at least the following five components: Creating Concepts; Organizing Concepts; Vocabulary; Mechanics.

A descriptive text describes the characteristics of a person or object. Its purpose is to reveal and describe a specific person, place, or object. A descriptive text with a generic structure will describe the phenomenon in terms of its elements,

qualities, and characteristics. Identification and description comprise the generic structure of descriptive writing.

For another explanation, there are a few things that make up detailed writing. First, it focuses on what is going to be explained, like a place, thing, or person. The simple present tense is used as a rule of grammar in the second, descriptive text. Third, its title says what it is about. The writing uses noun phrases, like when it talks about a motorbike. The term is used both with and without a motorcycle's label or mark. Fourth, in a descriptive text, an adjective is generally used to describe a word or an object. The last one is that the thing is described from most general to most detailed. (Sudarwati, 2007).

Many students find it hard to write text that is detailed. Some of the problems they had were because they didn't know enough words or tenses, and the most important problem was that they didn't have enough thought to describe it in writing. It turns out that these problems aren't just felt by middle school and high school students, but also by college students, because of these problems and the problems that respondents mentioned in the researcher's first notes, the researcher finally decided to do research to find out how well the students could write informative texts after they were taught how to do so. The researcher's first idea was that many students still had trouble writing descriptive texts because it took them a long time to learn how to use the tenses that are used to write descriptive texts. It is hoped that the end results of this study will be the first step that teachers can use as a guide to choose the best way to teach descriptive text so that students can quickly understand and write descriptive text properly.

B. Research Method

A qualitative method is used for the study. The goal of this study is to find out how well students in Unit Pengembangan Bahasa can write descriptively. Data gathering can be done through observation, surveys, interviews, and keeping records. Researcher start by watching how the teacher teaches the detailed text. In the next step, surveys are used to gather information for study. In the third step, experts talk to students to find out what problems they have with writing. Documentation is the last step, which makes it easy for experts to check the data they have collected.

C. Research Findings and Discussion

1. Research Findings

How a teacher teaches students to write texts that make people feel something. Researcher can learn a lot from watching how English teachers teach their students how to write detailed texts. They are also told how the kids are doing in class. Twenty-two February The researcher also taught this lesson as part of this study. How the teacher taught students to write descriptions, beginning with The teacher wondered if any of the students knew what detailed text meant. The teacher then gets the students involved by asking questions about the detailed text. The author then gives many examples of detailed language and goes into more detail about the meaning, structure, and traits of the word. She also thinks that using PowerPoint makes learning more effective and easy to get to. Gerot and Wignell (1994:208) say that description writing is meant to talk about a particular person, place, or thing. Descriptive text has two basic structures: 1) recognition, which gives

information about an item, place, or person, and 2) description, which adds more information to the identification. The expert then started by setting up a good teaching setting. The researcher will then look at the class notes that have to do with their topic. The researcher gave a 20-minute summary paper as a way to sum up the results of the investigation. Then, after building up The researcher then asks if there were any problems or limits during the making of detailed material. In second grade, the ability to write texts that make people think. After getting papers from students, researcher looked at and analyzed their scores to come up with data. In tests with second graders, the detailed writing skills of 31 students were looked at.

After watching and studying how students wrote, experts found that they could be put into three different groups. The first is low at 36.57%, the second is in the middle at 44.49%, and the third is high at 18.94%.

Researcher put students' writing skills into different groups based on how well they do on tasks that test their ability to write informative texts. Structure, mental traits, and vocabulary are all taken into account when giving marks. Researcher found that students still had a hard time putting together lines in the right way.

2. Discussion

After all the study, the question that keeps coming up is, "How good are students at writing descriptive texts?" The answers to these questions can be found by looking at the results of a study of all the collected data, such as how teachers teach in the classroom, the results of talks with students, and how well students did when writing detailed texts.

According to the results of the descriptive writing tasks, there are ten students in the low category with scores between 0 and 59, thirteen students in the medium category with scores between 60 and 74, and as many as eight students in the high category with scores between 75 and 100.

Harris (1969) says that there are five standard deviations in how people assign values: how they come up with ideas, how they arrange ideas, how they use language, words, and processes. He also talked about this when he looked at the data' central trend (mean, average, median). Ismail had the same view in 2018. He said that the scores were based on grammar, help, and planning, and that the results from each level were averaged. He found in his study that students still have trouble writing detailed texts.

This study also looks at how well the kids can write about things. In this study, which gives a number based on how students use general structures, personality traits, and words in their writing? When writing detailed material, it is important to use correct grammar.

Simple words are used in the present tense. Use the present tense to talk about acts and conditions, and use simple words to talk about quality and function.

In this study, a large number of students' work doesn't make sense from line to line. This shows that kids' sentences in speech don't make sense. 10% of students can write well, 13% can write okay, and 77% can't write about sapher consistency.

Also, the people in the study don't use many words, and when they do, they tend to use the same ones over and over. Most of the time, the words you use in a speech should go with the ideas you want to get across. Even so, 85% of students still only use a few words.

In this study, the number also takes into account things like capitalization, grammar, and spelling. Most students know how to use proper grammar, capitalization, and spelling in this area. When writing a detailed text, this is another important thing to think about. So, using the right signs, caps, and spelling will make it easier for people to understand. Commas, periods, semicolons, apostrophes, quote marks, and hyphens are the most important punctuation marks to use when writing. Most of the time, capital letters are used in sentence letters, titles, and place names.

In contrast to the findings of a number of studies conducted by Putri and Yuli, which examined students' ability to write descriptive text in the new normal era and concluded that they were in the "good" category (Putri, Yuli Tiarina, 2022), the findings of this study indicate that students in the new normal era are not proficient in descriptive writing. However, despite having distinct results, this study can complement previous research and serve as a guide for instructors and future researchers regarding the most effective methods and approaches for studying descriptive texts.

Based on the results of the study, the experts came to the conclusion that many students still had trouble writing correct, detailed texts. Students have trouble writing descriptive text because they don't use the right general structure, their sentences don't flow well from one to the next, they don't use correct punctuation, and they don't have enough words in their language. So, outside of school, students need to learn new words and practice writing correctly.

D. Conclusion

Based on what the study found, the writing skills of the students were put into three groups: low, medium, and high. Still, there are a lot of students who have trouble writing descriptive text with a good and proper layout. This is something that school teachers should be worried about. Students also need to work on their words and do a lot of writing tasks to be able to write properly detailed text at school, at home, and in other classes.

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