|  |
| --- |
| **AN ANALYSIS OF STUDENTS’ ABILITY IN WRITING DESCRIPTIVE TEXT.**  |
|

|  |
| --- |
| **EKLESYA MAGAMA, NIHTA V. F. LIANDO, RINNY RORIMPANDEY** |
| **Universitas Negeri Manado**Correspondance author : eklesyamagama@gmail.com  |

 |
| *Received: 28 November 2024**Accepted: 12 Desember 2024**Published: 17 Desember 2024* |

**Abstract** : English as a foreign language is important language that must be learned for students to communicate with teachers, friends or even another person from a various country. the researcher is interested to focusing the research in analyzing the student ability and difficulties in writing especially in descriptive text. In this research, the researcher used Qualitative methods in analyzing student writing for descriptive texts involve collecting and analyzing non-numerical data to understand how students write and describe objects, places, or people. the subject matter in writing descriptive language were rated as good. The students' mean score for topic of sentence was 80,1 or good. Although they did not do an excellent job, the pupils did not do a terrible job of elaborating the offered topic. They were unsure of how to write and communicate their views. The students' mean score in sentence description was 70,4, which is considered ordinary. The students ability in develop of paragraph still lack, it become students had less of vocabularies. And the students' mean score in conclusion of sentence was 61,3 also classified as average. The students not know to summarizes main ideas every paragraph. And the students mean score was 70.6 which was classified as good.

**Keywords: *Writing, analysis, descriptive, text***

**INTRODUCTION**

 Students must learn English as a foreign language to communicate with teachers, friends, or even someone from another country. English has been taught in our nation since elementary school. Since English is not our natural language, it is customary to assume that the understudies are challenged to learn it. Given that assertion, English learned with numerous strategies to make understudies effectively learn English as their subsequent language. The descriptive method is one method that assists students in mastering English. Unmistakable text is one of the classes recorded as a hard copy text. Text that describes the characteristics of a person, thing, or location is referred to as descriptive text (Görlach, 2008). Emilia, Gerot, and Wignell (1994) express that an elucidating text is a sort of text with a reason for giving data.

The setting of this sort of text is the depiction of a specific thing, creature, individual, or others, for example, our pets or an individual we know well. Things' appearance, odour, feel, and sound are portrayed in the description. It can be used to describe people's appearance, character, and personality traits. The text should describe the object's appearance rather than relying solely on the speaker's opinion when writing descriptive text (Amelia, 2017). Spellbinding text can be finished up as a text that depicts or records the quality of an individual, a creature, a spot, a thing and else utilizing words that entice the feeling of slight, smell, contact, and taste to that a peruser can more readily imagine those being portrayed or grasp a sensation or an inclination. Understudies track down challenges recorded as a hard copy of a particular kind of text, exceptionally unmistakable text. In this kind of composition, the understudy is expected to have excellent jargon authority to have the option to portray a person or thing. Understudies with unfortunate jargon dominance frequently commit errors in choosing the fitting words to portray the subject's attributes.

Additionally, students complain that they are unable to compose anything significant. They invested much energy in the arranging stage but were confused about when to begin composing. They do not have the foggiest idea of coordinating their thoughts, and some cannot even understand. With that issue, understudies' pleasing composition is an overwhelming errand. It makes them less keen on composition (Purwanti, 2016). We know that English is not our native tongue and that mastering it is difficult. The proportions and proficiency of the English language are crucial for young language learners. The extents incorporate jargon, articulation, linguistic construction, and phonology, which can impact language abilities, such as talking, perusing, tuning in, and composing.

Sometimes, English speakers who speak, read, and listen cannot write well. Although writing is regarded as the most challenging language skill for students to acquire, it is one of the English skills that should be taught integrated. It is often seen as the most troublesome dialect expertise since it requires a more elevated functional language control than the other ability. The understudies are not proficient in making a decent composition. As per Rass (2001:30), Composing is troublesome expertise for local speakers and non-local speakers since scholars should be capable of composing it in numerous issues like association, content, reason, vocabulary, crowd, and mechanics like spelling accentuation, and capitalization; it is because there are a few viewpoints that the understudies ought to figure out how to make a decent composition. These aspects are vocabulary and grammar. They need to comprehend those measures well to create a decent composition. Poor grammar, a lack of vocabulary, difficulty coming up with an idea, and other issues contribute to their inability to write well. From those speculations, it very well may be the reason that composing is the complex mental action involving realistic images in which the essayist takes thoughts. How is the ability of students in writing descriptive text. Composing is one of the language abilities in acquiring English that the understudy ought to dominate, notwithstanding its troubles. One way that can be utilized to figure out understudies' information about composing is by breaking down the understudies' text or composing, which can assist English educators with figuring out the understudies' capacity and challenges that typically understudies' hardships come from the shortcomings of understudy capacity in everyday thoughts; they did not have thoughts what to compose first. Also, the understudies experienced issues in making the composition pertinent to the subject. Due to a lack of vocabulary, the student also struggled to select a word. Moreover, the understudies will quite often be exhausted, and low cooperation will be recorded as a hard copy of the class.

**RESEARCH METHOD**

 In this research, the researcher used Qualitative methods in analyzing student writing for descriptive texts involve collecting and analyzing non-numerical data to understand how students write and describe objects, places, or people. According to experts like Creswell, qualitative methods focus on in-depth exploration of students' experiences and views through observation, interviews, and text analysis. In the context of writing analysis, researchers will read and assess students' writing to identify patterns, themes, and strategies used in the descriptions. Researchers can also interview students to understand their thought processes when writing. With this approach, researchers can gain richer insight into students' writing abilities, strengths, and areas for improvement because the research try to describe the students’ abilities in writing descriptive text at eleventh grade at SMA Negeri 3 Tondano. According to Sugiyono (2005: 21) states that the descriptive method is a method used to describe or analyze the results of a study but not used to make broader conclusions. It can be said that descriptive research is a study that seeks to describe a phenomenon, an event that occurs at the present time or an actual problem. This study's participants are SMA Negeri 3 Tondano students. Twenty students in the eleventh grade make up the sample population. The 20 active students can access amenities like a handphone and an internet quota. The Classification of Students’ Mean score as follows,

|  |  |  |
| --- | --- | --- |
| No  | Classification  | Score  |
| 1 | Very good | 90-100 |
| 2 | Good | 70-89 |
| 3 | Average | 50-69 |
| 4 | Poor | 30-49 |
| 5 | Very poor | 10-29 |

**FINDINGS AND DISCUSSION**

 The test's results were then converted into a mean score, which is clearly displayed in the accompanying table.

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator**  | **Part of paragraph**  | **Mean score** | **Classification**  |
| Content | Identification of sentece  | 80,1 | Good  |
| Description of sentence  | 70,4 | Average  |
| Conclusion of sentece  | 61,3 | Average  |
| **Total mean score** | **70,6** | **Good**  |

Indicators of a high school student's ability to write descriptive text can be measured through three main aspects: identification, description of sentence, and conclusion. Based on the data obtained, the average score for identification is 80.1, which is in the "good" category. This shows that students can generally recognize and present initial information from descriptive text clearly and precisely. Identification is important because it is the initial stage in descriptive writing, where students must introduce the topic and provide a clear general picture. A high score here indicates that students have understood and can carry out this stage well.

Furthermore, the description of the sentencing aspect obtained an average score of 70.4, categorized as "fairly good". Description of sentences refers to students' ability to develop descriptive sentences that explain the identified topic in more detail. This includes using appropriate words, well-structured sentences, and the ability to describe objects, people, or situations in detail. This score shows that students have quite good abilities in developing more in-depth descriptions, although there is still room for improvement in terms of language use and detail.

The final aspect is the conclusion of sentence, with an average score of 61.3, which is also in the "fairly good" category. The conclusion of a sentence refers to students' ability to conclude or close their writing well, providing a final affirmation or conclusion that is relevant to the description that has been made. These scores indicate that although students could close their writing acceptably, there were some weaknesses in crafting strong and effective closing sentences. Writing a good conclusion requires a clear understanding of the structure of the text and the ability to tie all the content into a unified whole.

When viewed as a whole, the average score obtained by students is 70.6, which is in the "good" category according to the standard score of 10-100. This shows that in general, students' abilities in writing descriptive text are relatively good. However, there are still areas that can be improved, especially in terms of developing descriptive sentences and preparing conclusions. Students demonstrate a strong understanding in identifying topics and providing a clear initial description, but need to pay more attention to detail and clarity in developing descriptions and closing writing.

Improving the ability to write descriptive text can be done in several ways. First, teachers can provide more practice that focuses on developing descriptive sentences that are rich in detail. Students must be encouraged to use various adjectives, adverbs and phrases that can enrich their descriptions. Second, learning about descriptive text structure, including composing cohesive and coherent paragraphs, must be emphasised. Understanding how to relate sentences to each other in descriptive paragraphs can help students improve the quality of their writing.

In addition, constructive feedback from teachers is also very important. Teachers must provide specific input about which parts of students' writing are good and which parts need improvement. For example, teachers can show examples of good descriptive sentences and compare them with students' sentences so students can see the differences and learn how to improve their writing. Class discussions about examples of good descriptive texts can also provide students with additional insight into how to write effectively.

To improve the ability to formulate conclusions, students need to be taught how to summarize the main points of their descriptions and present them in a strong closing sentence or two. Practice in writing short, concise conclusions will be very useful. Students can also be invited to read and analyze descriptive texts from various sources, seeing how other authors formulate their conclusions.

With a structured and sustainable approach, it is hoped that high school students' ability to write descriptive text will increase. Good writing skills are essential not only for academic exams but also for general communication skills. Therefore, improving descriptive writing skills will provide long-term benefits to students in various aspects of their lives. The analysis of the data and the findings and discussion of the research in the preceding chapter led the researchers to conclude that the students were competent at coming up with an idea for the content when writing descriptive text. Understudies can foster the point that had been given; however, a few understudies, In creating thoughts of the substance included (presentation of sentence, depiction of sentence and finish of punishment) abs,ence of vocabulary and still uncertain with picking the right words while forming the elucidating message. In this way, they are confused about how to compose and communicate their thoughts connected with the point. This was evident from the mean score for writing was 70.3, indicating that it needs to be improved

**REFERENCES**

Arikunto, S. (2010).ProsedurPenelitian; SuatuPendekatan Pratik.Jakarta: RinekaCipta

Brown, H. D. 2001. Principles of Language and Teaching. New Jersey: Prentice Hall, inc.

Caroll, R. T. (1990) Students Success Guide – Writing Skills [Accessed 18th March 2015]Available from World WideWeb:http://www.skepdic.com/refuge/writingskills.pdf

Coulmas, Florian. 2003. Writing Systems an introduction to their linguistic analysis. Cambridge: Cambridge University Press.

Creswell, J. W. (2014). Research Design; Qualitative, Quantitative and Mixed Methods Approaches (4 Ed). Copyright 2014: SAGE Publications, Inc

Elbow, P. (2004). Writing first! Educational Leadership, 62(2), 8–13.

Emilia, E. (2008). Menulistesisdandisertasi. Bandung: Alfabeta.

Gay, L. R. 1981. Educational Research: Competencies for Analysis & Application. Columbus: Charles E Merril Publishing Company

Gerot, L., &Wignell, P. (1994).Making Sense of Functional Grammar. NSW: Antipodean Educational Enterprise.

Ghaith, Ghazi. 2002. “Teaching Writing”. Retrieved on December 2nd, 2018 from Http//:www.nadasisland.com/gaith writing.html.

Görlach, M. (2008). Text types and the history of English. De Gruyter Mouton.

Harmer, J. (2004).How to teach writing. Essex: Pearson Longman.

Harmer, Jeremy.2004.How to teach Writing. Malaysia: Longman.

Novita, C. S. 2017. An Analysis of Students Ability and Difficulties in Writing Descriptive Text (A Study at SMA NegeriBungaBangsa, Nagan Raya).The Students of English Education Department Faculty of Tarbiyah and Training Teacher. Banda Aceh.

Nurgiyantoro,B.(2001).Penelitiandalampengajaranbahasadansastra.Yogyakarta: BPFE.

Liando, N. V., Tatipang, D. P., & Lengkoan, F. (2022). A study of translanguaging practices in an EFL classroom in Indonesian context: A multilingual concept. *Research and Innovation in Language Learning*, *5*(2), 167-185.

Liando, N. V. F., Tatipang, D. P., Tamboto, G., Poluan, M., & Manuas, M. (2022). Pictures as a learning media in teaching vocabulary. *Jurnal Ilmiah Universitas Batanghari Jambi*, *22*(3), 1944-1949.

Liando, N. V., Dallyono, R., Tatipang, D. P., & Lengkoan, F. (2023). Among English, Indonesian and local language: Translanguaging practices in an Indonesian EFL classroom. *Indonesian Journal of Applied Linguistics*, *13*(1), 204-216.

Liando, N. V., Sahetapy, R. J., & Maru, M. G. (2018). ENGLISH MAJOR STUDENTS’PERCEPTIONS TOWARDS WATCHING ENGLISH MOVIES IN LISTENING AND SPEAKING SKILLS DEVELOPMENT. *Advances in Social Sciences Research Journal*, *5*(6).

Liando, N. V. (2010). STUDENTS'VS. TEACHERS'PERSPECTIVES ON BEST TEACHER CHARACTERISTICS IN EFL CLASSROOMS. *TEFLIN journal*, *21*(2), 118.

Liando, N. V., & Lumettu, R. (2017). Students' Personal Initiative towards Their Speaking Performance. *International education studies*, *10*(8), 21-28.

Purwanti, R. (2016). The Use of Brain Writing Strateggy to Improve the Students’ Writing Skill in Descriptive Text ( A Classroom Action Research of the School Grade Students’ at MTsN 1 Susukan in Academic Year of 2016/2017) (Doctoral Dissertation, FakultasTarbiyahdanIlmuKeguruan).

Rass, R. Abu. 2001. Integrating reading and Writing for Effective Language Teaching. English Teaching Forum. Vol 10.

Rasyidah U. (2015). An Analysis Of Students’ Writing Skill In Descriptive Text Of

 The Second Year Students At Smpn 2 Bangun Purba Riau.

Reep, D.,C. (2009). Technical Writing: Principles, Strategies. Jakarta: Gramedia

Shehadeh, A. (2011). Effects and students’ perceptions of collaborative writing in L2.Journal of Second Language Writing. 20, 286-305

Slinger, H.W., and Shohamy, E. (1989).Second Language Research Method (Oxford Applied Linguistics). USE: Oxford University Press

Utami, D. M. (2013).\*Graduated in 2013 from English Education Study Program of Indonesia University of Education, 1(2), 72–81.