

## The Ability to Write Description Text by First Year Students of English Department at Universitas Muhammadiyah Sorong

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### Abstract

Writing is a communication activity to convey messages (information) in writing to other parties using written language as a medium. Writing is also very important for students to be able to develop students' critical thinking power towards an issue that is being hotly discussed and expressed in writing activities. This study aims to disclose first year English students' ability to write descriptive text at Universitas Muhammadiyah Sorong. This study was held under descriptive qualitative. The participants of this research were the English students of Universitas Muhammadiyah Sorong, in academic year 2023/2024. The researcher used a subjective test as the instrument to obtain the data. The data was collected by giving a subjective test. It is used to describe student's ability in making descriptive text. The research results it was found that the researcher shows the data that has been added up and provided by the assessor. It can explain that there were 8 (40%) students who got the fairly good category, 6 (30%) got the poor category, 3 students (15%) got the excellent category and 3 students (15%) have a good category. The total score of students' descriptive text writing ability in raters was 1,284 while the test average of the raters was 64.2. That was it. It is clear that students' writing ability in descriptive text is included in the fairly good category.

*Keywords: The Ability, Writing Skill, Description Text*

### INTRODUCTION

Learning English is not easy since English is not as our national language. Many students in Indonesia find problems in mastering it. One of the major problems is the lack in writing. It has a significant part of language skills (listening, speaking, and reading). Regarding to the process of teaching English in the classroom, the writer acquires the evident in learning writing. In this case, the writer involved in a situation where the students may have lost without noticing or glimpse when the students have been reading rewarding books to understand the meaning of the words on a certain day, and then in the following days most of them entirely lose the meaning of the words.

One of the English skills that students must learn is writing. The students need to practice writing enough to acquire it. These exercises are meant to improve the pupils' ability to write and explain themselves clearly in a paragraph. It is impossible to write properly and productively without practice. Writing can be considered a language ability that is utilized when face-to-face communication is not possible. The majority of people find it difficult to express their thoughts in writing, but it is crucial to the learning process since writers may share their ideas and knowledge with others.

In writing activities students must have the ability to present an idea, sentence, structure and vocabulary. Writing ability will not come automatically students have to follow the exercises and practice writing. In other words, it can be successful if students know how to use their ideas and present them clearly. Thus, to formulate good use of writing, students need to develop confidence that will allow them to cope with.

Writing is a communication activity to convey messages (information) in writing to other parties using written language as a medium. Writing is also very important for students to be able to develop

students' critical thinking power towards an issue that is being hotly discussed and expressed in writing activities. Student insight can also increase as writing activities continue to be carried out. The creativity of students will continue to grow because writing is a creative process. By writing one can express something that one is unable to express orally, or does not have the courage to express orally. In writing must go through a process or stage, namely the pre-writing stage, the writing stage, and the post-writing stage.

Writing is an extreme act of attention and memory; it pleads with your brain cells to make new connections which have been expressed (Morley, 2007: 4). In learning four language skills, writing has received as great emphasis in teaching and learning process: in receive the great attention compared with the other skill. In this case the students are expected to able to mastery the writing skill, through some kinds of, texts such as procedure, narrative, descriptive, recount, report and procedure text which are called genres. Each of these texts is arranged in a certain generics structure.

Writing can also be said to be part of the ability taught in English lessons. The writing skills taught are very complex. Writing skills will not come automatically, but must go through practice and a lot of practice in writing. Good writing has a good flow, content, and language. In terms of flow, good writing has a sequential, continuous line of thinking. In terms of content, good writing contains accurate information and the truth can be scientifically accounted for. From language, a good essay uses correct spelling, varied diction, effective sentences, and solid paragraphs.

A descriptive text is a text which describe or identifies about someone, goods, or one please. And the structure of descriptive text is identification and description. Descriptive text is for one giving information social contact factor in this text are describing things, animal or someone. The media are used in the descriptive text are encyclopedias, magazines, and history test.

Descriptive text, based on the 2013 Curriculum, is one of text types that have to be learned by senior high school students in Indonesia. Emilia and Christie (2013: 1) argue that learning descriptive genre is essential in order student can describe vivid and proper information.). In learning descriptive genre, students can use textbooks, as it plays a key role in teaching and learning process (Mc Grath, 2006; Presnyakova, 2011: 8)

Dalman (2015) says that writing skills are a creative process of expressing ideas in the form of written language in the form of goals, such as telling, convincing, or entertaining. The ability to think critically in reality is not as expected. This is certainly inseparable from someone's thinking ability which is still inadequate, because a teacher still uses a lot of lecture methods. Therefore, looking at this issue, it needs to be observed that students must have a more interesting learning method.

Kosasih (2006) states that description text is an essay that describes an object with the aim that the reader feels as if he sees the object depicted for himself, while according to Mahsun (2014), description text is a text that has a social purpose to describe an object or object individually based on its physical characteristics. Descriptive text is also writing or describing something that the author will express, so that the reader or listener seems to see for himself the object that has been discussed, even though the reader or listener has never witnessed it himself.

The description text is one of the texts that must be mastered by students. This description text has been introduced since elementary school students began to be able to describe something in detail, but in fact there are still many students who still need to be improved in writing description text, even though they are already in junior high school. This is due to the lack of students practicing in writing, for example in the use of spelling, in choosing vocabulary, in the suitability of the title with the content of the essay, and other factors can be caused by the lack of students in paying attention to the teacher when explaining subjects about description texts so that in writing description texts need to be improved.

In writing, it requires accuracy, cohesiveness, coherence, and logic between one sentence and another, between paragraphs with the next paragraph. Consequently, it will form a good and complete essay. The importance of writing skills in schools requires students to be able to make writing, one type of writing is description text. In addition, in learning to write must use methods so that the learning process does not look boring. Using the method can create ideas in creating description text.

Therefore, the researcher conducted a case study to disclose students ability to write descriptive text at at English department of Universitas Muhammadiyah Sorong in Acvademic year 2023/2024

## METHOD

Arikunto (2019:30) stated that if the researcher knows what, how many, and how long of things, then research is known as descriptive research. He further states that, the study that has one variable is usually descriptive non hypothesis testing. In line with Arikunto statement, this study was held under descriptive qualitative study because to study the students' ability in writing English descriptive text and it is aimed at finding out the ability of the first-year students of English department in writing descriptive text in academic Year 2023/2024.

The participants of this research were the English students of Universitas Muhammadiyah Sorong, in academic year 2023/2024. The researcher used a subjective test as the instrument to obtained the data. the data was collected by giving a subjective test. It is used to describe student's ability in making descriptive text. Before the data analyzed, the researcher will take some steps such as: a) developing rubric of the test become item test; b). conducting the test to gain the data; c). classifying the test result to the purpose of the research; d). Analyzing the result; and e). concluding.

## RESULT

### 1. Data Description

In order to collect the data, the researcher conducted a test. The test given was writing descriptive text. The rescarcher calculated the result based on formula of scoring rubric in previous chapter, and helped by two raters. For counting and scoring the data, the researcher used scoring rubric that adapted from Arikunto (1999). The components of writing paragraph are content, organization, grammar, vocabulary and mechanics.

Table 1. The Result of Students' Writing Ability

No	Student's Initials	Score	Classification
1	A.A. G. B.	60	Fairly good
2	S. M. M.	50	Poor
3	S. P. R. S.	85	Excellent
4	E. T.	55	Poor
5	L. A.	85	Excellent
6	D. R. P.	55	Poor
7	A. A.	50	Poor
8	N. A. I.	62	Fairly good
9	Y. Y.	62	Fairly good
10	S. R. A.	50	Poor
11	K. K. W.	87	Excellent
12	T. S. R.	55	Poor
13	G. M. A. P. C.	65	Fairly good
14	J. J. T.	64	Fairly good
15	I. I. I.	62	Fairly good
16	I. L. B.	75	Good
17	G. R. L. K.	73	Good
18	T. T. L. P.	57	Fairly good
19	R. E. S. K.	63	Fairly good
20	A. G. T.	76	Good
	Total	<b>1284</b>	
	Mean	<b>64.2</b>	<b>Fairly Good</b>

Based on the table above, it is clear that the appraiser provides reduce differences in scores in student writing tests, to avoid ambiguity. Researcher data shows data that has been added up and provided by the assessor. From this data, at most 8 (40%) students got the fairly good category, and at least 3 (15%) student got the excellent category.

## 2. The Classification of Student's Score

After presented the data based on the components of writing the result of students that they got from raters, the researcher calculates all the student's result then classifies the scores in order to see the percentage and to measure student's ability in writing descriptive text by using the formula:

$$P = \frac{n}{s} \times 100$$

P = Percentage in aspect

N = Frequency of the students

S = Total of the students

Table 2. Students that Get Excellent Score in Test

No.	Student's Initials	Score	Classification
1.	S. P. R. S.	85	Excellent
2.	L. A.	85	Excellent
3.	K. K. W.	87	Excellent
<b>Total</b>		<b>15,0</b>	<b>Excellent</b>

The table above shows that there are 3 students who received the excellent category (score 80-100) with a sample of 20 students. To find out the percentage researchers used the formula that will be explained previously:

$$P = \frac{3}{20} \times 100$$

$$= 15\%$$

From the percentage results of all student scores in writing descriptive text has a excellent category, namely 15%. This means that very few students fall into the excellent category.

Table 3. Students that Get Good Score in Test

No.	Student's Initials	Score	Classification
1.	I. L. B.	75	Good
2.	G. R. L. K.	73	Good
3.	A. G. T.	76	Good
<b>Total</b>		<b>15,0</b>	<b>Good</b>

The table above shows that there are 3 students who received the good category (score 66-79) with a sample of 20 students. To find out the percentage researchers used the formula that will be explained previously:

$$P = \frac{3}{20} \times 100$$

$$= 15\%$$

From the percentage results of all student scores in writing descriptive text has a good category, namely 15%.

Table 4. Students that Get Fairly Good Score in Test

No.	Student's Initials	Score	Classification
1.	A.A. G. B.	60	Fairly good
2.	N. A. I.	62	Fairly good
3.	Y. Y.	62	Fairly good
4.	G. M. A. P. C.	65	Fairly good
5.	J. J. T.	64	Fairly good
6.	I. I. I.	62	Fairly good
7.	T. T. L. P.	57	Fairly good
8.	R. E. S. K.	63	Fairly good
<b>Total</b>		<b>40,0</b>	<b>Fairly good</b>

The table 4.4 above shows that there are 8 students who received the fairly good category (score 55-65) with a sample of 20 students. To find out the percentage researchers used the formula that will be explained previously:

$$P = \frac{8}{20} \times 100$$

$$= 40\%$$

From the percentage results of all student scores in writing descriptive text has a fairly good category, namely 40%.

Table 5. Students that Get Poor Score in Test

No.	Student's Initials	Score	Classification
1.	S. M. M.	50	Poor
2.	E. T.	55	Poor
3.	D. R. P.	55	Poor
4.	A. A.	50	Poor
5.	S. R. A.	50	Poor
6.	T. S. R.	55	Poor
<b>Total</b>		<b>30,0</b>	<b>Poor</b>

The table 4.5 above shows that there are 6 students who received the poor category (score 46-55) with a sample of 20 students. To find out the percentage researchers used the formula that will be explained previously:

$$P = \frac{6}{20} \times 100$$

$$= 30\%$$

From the percentage results of all student scores in writing descriptive text has a poor category, namely 30%.

### 3. The Interpretation of the Data

The students' interpretation data can be find from the in writing ability description text of the first year in academic 2023/2024 students of English Department at Universitas Muhammadiyah Sorong in writing descriptive text is excellent, good, fairly good and poor based on the calculating by two raters. It can be seen from the diagram below:

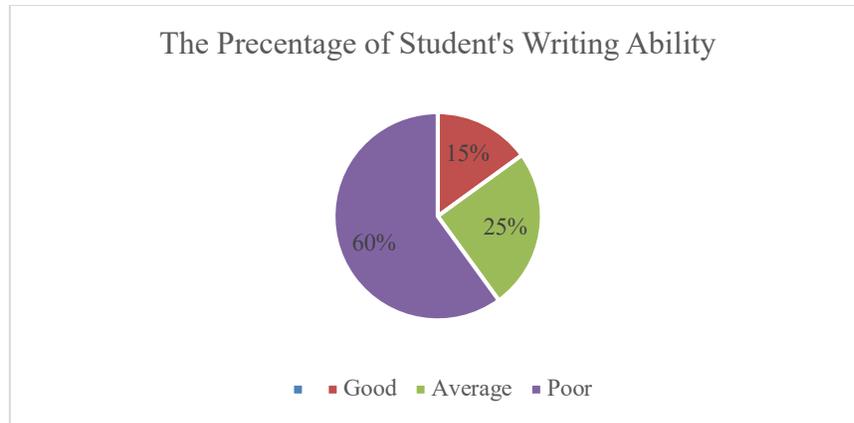


Figure 1. The Percentage of Student's Writing Ability

From the diagram above, the student's writing can be reported the descriptive text skills created by first year students at Universitas Muhammadiyah Sorong were very good (15%). It was proven that there were 3 students or 15% who got it very good category (score 80-100) with the highest score being 87 and the lowest is 85. 3 students or around 15% are in the good category (66-79) where the highest score is 76 and the lowest is 73. 8 students or around 40% are in the fairly good category (55-65) where the highest score is 65 and the lowest is 57, and finally 6 students or around 30% are in the poor category (46-55) which is where the highest value is 55 and the lowest value is 50. From this explanation it can be concluded that the first year students' of the 2023/2024 academic year at Universitas Muhammadiyah Sorong were fairly good.

#### 4. The Classification of Students Based on the Aspect

In addition, the researcher presented the data in each writing text aspects that have calculated and get the mean of it. There are five aspects that analyzed. They are content, organization, grammar, vocabulary and mechanics.

##### a. The Result of Students' Score in Term Content

Table 6. Score of Content in Writing Description Text

No.	Score of Students	Frequency	Percentage
1.	5	10	50%
2.	10	4	20%
3.	15	6	30%

The first aspect was content. Based on the data the highest score that got by the students was 15 and the lowest was 5. There were 6 students got the 15 points (good) for this aspect it is mean 30%. Then, there were 4 students that got 10 points (average) mean 20%. And the last or the lowest there were 10 students got 5 points (poor) in percentage 50%. To make clearer could be seen on the Chart.

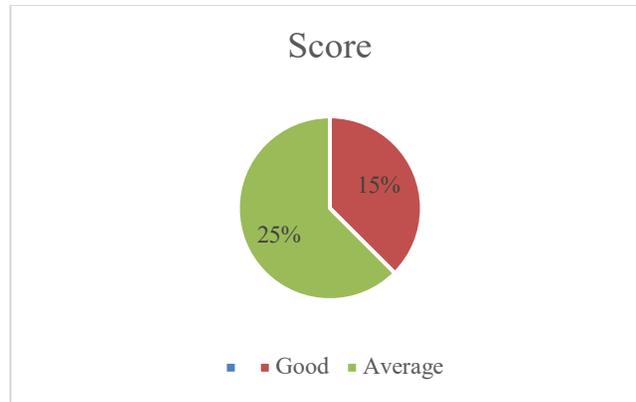


Figure 2. Chart Score in Term Content

b. The Result of Students' Score in Term Content

Table 6. Score of Content in Writing Description Text

No.	Score of Students	Frequency	Percentage
1.	5	10	50%
2.	10	4	20%
3.	15	6	30%

The first aspect was content. Based on the data the highest score that got by the students was 15 and the lowest was 5. There were 6 students got the 15 points (good) for this aspect it is mean 30%. Then, there were 4 students that got 10 points (average) mean 20%. And the last or the lowest there were 10 students got 5 points (poor) in percentage 50%. To make clearer could be seen on the Chart.

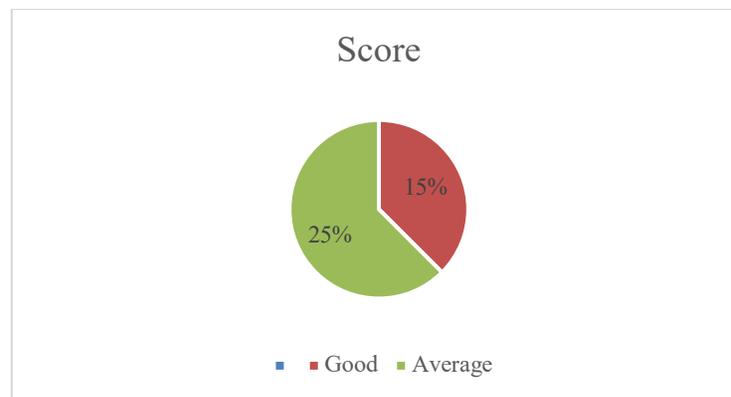


Figure 3. Chart Score in Term Organization

c. The Result of Students' Score in Term Grammar

Table 8. Score of Grammar in Writing Description Text

No.	Score of Students	Frequency	Percentage
1.	5	7	35%
2.	10	2	10%
3.	15	8	40%
4.	20	3	15%

The third aspect was grammar. Based on the data the highest score that got by the students was 20 and the lowest was 5. There were 3 students got the 20 points (excellent) mean 15%. There were 8

students got the 15 points (good) for this aspect it is mean 40%. Then, there were 2 students that got 10 points (average) mean 10%. And the last or the lowest there were 7 students got 5 points (poor) in percentage 35%. To make clearer could be seen on the Chart.

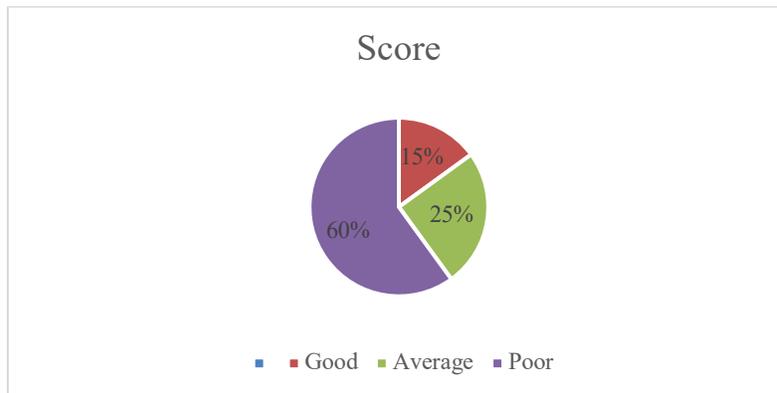


Figure 4. Chart Score in Term Grammar

d. The Result of Students' Score in Term Vocabulary

Table 9. Score of Vocabulary in Writing Description Text

No.	Score of Students	Frequency	Percentage
1.	5	1	5%
2.	10	5	25%
3.	15	6	30%
4.	20	8	40%

The fourth aspect was vocabulary. Based on the data the highest score that got by the students was 20 and the lowest was 5. There were 8 students got the 20 points (very good) mean 40%. There were 6 students got the 15 points (good) for this aspect it is mean 30%. Then, there were 5 students that got 10 points (average) mean 25%. And the last or the lowest there were 1 student got 5 points (poor) in percentage 5%. To make clearer could be seen on the Chart.

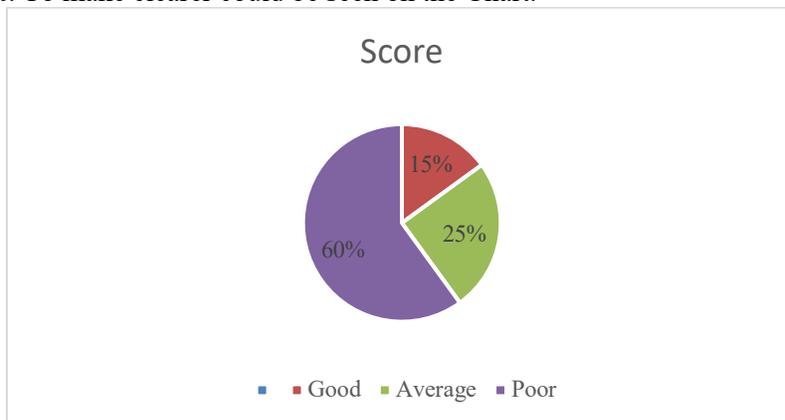


Figure 5. Chart Score in Term Vocabulary

e. The Result of Students' Score in Term Mechanics

Table 10. Score of Mechanics in Writing Description Text

No.	Score of Students	Frequency	Percentage
1.	5	12	60%
2.	10	5	25%
3.	15	3	15%

The fifth aspect was mechanics. Based on the data the highest score that got by the students was 15 and the lowest was 5. There were 3 students got the 15 points (good) for this aspect it is mean 15%. Then, there were 5 students that got 10 points (average) mean 25%. And the last or the lowest there were 12 students got 5 points (poor) in percentage 60%. To make clearer could be seen on the Chart.

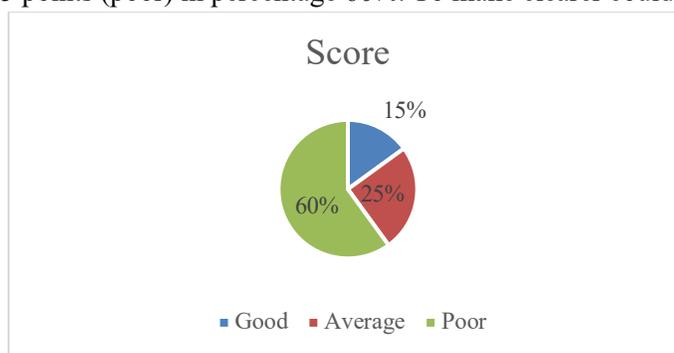


Figure 6. Chart Score in Term Mechanics

## DISCUSSION

The researchers analyzed students' weaknesses in descriptive writing text in grammar. It can be seen that the highest scores were achieved by students is 20 and the lowest score is 5. In this aspect there are only 3 students (15%) who get a score of 20. Then, there are 8 students (40%) who get 15 points. Next there are 2 students (10%) who get 10 points, and 7 students (35%) got 5 points. From these results it can also be seen that the students' strength in writing descriptive texts was in the vocabulary aspect where the highest score obtained by students was 20 and the lowest was 5. There were 8 students who got a score of 20 for this aspect means 40%. Then there were 6 students or 30% who got 15 points. Next 5 students or 25% got 10 points, and the last or lowest was 1 student or 5% who got points 5.

In addition, it is clear that raters provide fewer differences scores in student writing tests, to avoid unclear data. The researcher shows the data that has been added up and provided by the assessor. It can explain that there were 8 (40%) students who got the fairly good category, 6 (30%) got the poor category, 3 students (15%) got the excellent category and 3 students (15%) have a good category. In fact, almost all of them are in a circle classification, but they have a different number of results in writing descriptive text.

The total score of students' descriptive text writing ability in raters was 1,284 while the test average of the raters was 64.2. That was it is clear that students' writing ability in descriptive text is included in the fairly good category (55-65).

## CONCLUSION

Based on the research results it was found that the researcher shows the data that has been added up and provided by the assessor. It can explained that there were 8 (40%) students who got the fairly good category, 6 (30%) got the poor category, 3 students (15%) got the excellent category and 3 students (15%) have a good category. The total score of students' descriptive text writing ability in raters was 1,284 while the test average of the raters was 64.2. That was it It is clear that students' writing ability in descriptive text is included in the fairly good category.

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