

# An Analysis of Writing Descriptive Text at the Second Semester Students' English Language Teaching UNU Purwokerto

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## ABSTRACT

This was a descriptive research project. The goal of this study was to find out how well students could write descriptive texts. The goal is to evaluate the pupils' abilities to write descriptive material. The study looked at five aspects of the students' writing. They're working on formulating ideas, organizing them, using syntax, vocabulary, and mechanics. In addition, there are five categories in which students' writing might be evaluated. Excellent, good, satisfactory, weak, and poor are the four options. The findings of this study concern text composition, the difficulty of performing well-organized writing, the processing of writing order, and language selection. They write the words that aren't appropriate. They use words that are inappropriate for the circumstance. It's all about the grammar here. The kids were grammatically correct. That is the present tense in its simplest form. The students can also put mechanics together well. In their writing, they are things like punctuation, spelling, and capitalization. It occurred as a result of the students' own lack of effort. The kids are aware of the rules of writing, but they are unable to apply them. As a result, the students' writing skills are still lacking.

## 1. Introduction

There are four skills in English. They are listening, speaking, reading and writing. Writing as a crucial skill in learning English. Writing is one of English skills that the students must learn because by writing, students can improve their thinking skills and help them to develop other language skill. Beside that writing has an essential role in fostering language acquisition. Writing also belongs to productive skills. It involves some aspects of language such as words, sentences, and large chunks of writing to communicate. Writing is an art of expressing our thought and views. According to Nation (2009:112) who states that writing is an activity that can usefully be preferred for by work in other skills of listening, speaking, and reading. Writing is a process organizing the idea, opinions, and feelings into written form. It is a complex activity with the control language both of the sentence's level (grammatical, structure, vocabulary, punctuation, spelling, and later information) and beyond the sentence rank (organizing and integrating information into cohesive and

coherent paragraph or text). What we want write should have something meaning to convey.

Communication through the written word needs real proficiency from the writers in order to be effective. In addition, writing is one of the language skills that should be mastered by students. In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. It is an important skill because it will be applied in many aspects of life. Through writing, people are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through a text. There are many text types taught in Junior High School. Each text has different social function, schematic structures, and language features.

In English Language Teaching UNU Purwokerto, there is writing subject. The students will get writing subject for the lowest level until the highest level of writing. In the second semester one of the texts taught for the students is Descriptive text. The name of subject is Transactional writing. Hyland (2002:78) stated that writing is learned, rather than taught, and the teacher's best method are flexibility and support. Students' writing skill in descriptive text needs a lot of improvement to get the better writing result than the now. It is purposed to make students are able to explain and describe their ideas about certain thing. Writing a descriptive text, the students should know well what they want to describe. They describe their ideas and thought vividly based on what they see, hear, taste, smell, or touch. Anderson & Anderson (2003) add that descriptive text is different from information reports because they described a specific subject rather than general group.

Descriptive text describes or says something to the reader (Fitriani et al., 2019; Jayanti et al., 2019). This type of text provides details about something, such as people, animals, things, and places. Suminar and Putri (2018) reveal that text descriptive is the text describing the person, animals, thing, and place with a clear explanation to give readers a piece of information and understanding about the object described. Therefore, the reader can get the information about the new object written by the writer in descriptive text, and the writers will describe the object clearly and get a clear picture of the object. The object's explanation is essentially to make the reader understand and get the knowledge from the text.

In this research, the students wrote about a person or describing people. The students should include several information about the physical appearance, such as how the face is, how tall he is, how fat or thin the body is, how the hair is, what things you can see from the, person. For example, when a student wants to describe about his friend, then he should know the physical appearance of him, such as how beautiful his eyes are, what is the color skin, how long his hair is, etc.

The writer is interested in analyzing and focus on students' difficulties in writing descriptive text. The points from descriptive text are developing their ideas, organizing ideas, grammar, and mechanics and also using vocabulary appropriately. Descriptive text has two generic structures. Those are identification and description.

Identification is a part of text where the students could identify the phenomenon while description is the part where the students are able to describe parts, qualities and characteristics.

Based on pre observation at UNU Purwokerto in the second semester students of English Language Teaching, the writers found some difficulties of the students. The first is about the grammar. The using of "has" and "have" are still wrong. The students write has in plural and write have in singular. In writing descriptive text should able to choose the grammar and pay attention on the grammar structure. The second difficulty is about vocabulary. The students lack of vocabulary. The use the same vocabulary in designing sentences. Vocabulary is very important in writing paragraph. The third difficulty is about spelling and capital letter. The students write with their own style without paying attention of the capital letter rules. The last difficulty is in organizing the ideas to write a descriptive text. A paragraph needs more than a unified point; it needs a reasonable organization or sequence.

Based on that situation, Students made some mistakes in some points. Those points are Spelling, punctuation and capitalization difficulties can also affect the meaning of the sentences in a paragraph; they made the reader confused on the meaning of the sentences even of the paragraph. This situation makes worst because many students were not interested in writing about something, even though it is about their life. They prefer reading and speaking to writing. The students cannot start writing because they don't have good idea for their writing. So sometimes they stuck and can develop their skill in writing.

## **2. Literature Review**

### **2.1 Writing**

Writing is more difficult than others skill since it needs more aspects. It involves many different elements such as grammar, vocabulary, organization of ideas, spelling, and punctuation marks. Writing becomes the most difficult skill when it is learned by the foreign language learners. Brown (2001) stated that "writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization". Hugley et al (1983:3) explain that "writing is a communicative act. It depends upon the awareness of the social expectation". It means as communicative act, social relationship and social expectation can be developed by writing. It is because writing is one of the tools in communication. Next writing is an essential aspect of interaction on language teaching beside reading and speaking. The students learn it, because it can be used to practice grammatical rules. According to Harris (1997:38) "the students can use writing to express their ideas, opinions, realities, and point of view. People can communicate a variety of messages known readers or unknown readers by writing.

Students' vocabulary, grammatical structure, and idiom can all benefit by writing. Some of the purposes of writing are mentioned by Hossain (2015). Writing can be used by a writer to interact with a reader and to investigate a topic. Without the strain of face-to-face conversation, the writer can convey their thoughts and feelings. Meanwhile, according to Pratiwi (2015), writing is a complex process. It necessitates some abilities, such as generating a writing concept, organizing ideas, deciding on a writing topic, and determining how to put the words into written form.

### **2.2 Descriptive Text**

Descriptive text includes descriptions of animals, people, things, and places, among other things (Ushchapovska, 2020). This remark is backed up by Urunami et al. (2017), who claim that descriptive text is made up of information about a specific thing, such as a written description of an object. It essentially gives information on the topic, the fact, and their

actions. A descriptive text is one that gives a clear and detailed description of an object, such as a person, an animal, a thing, or a location. The readers can imagine the object mentioned in this scenario.

"The writer of description produces a word image of persons, places, objects, and emotions through a careful selection of detail to generate an effect on the reader," according to Wyrick (1987:227), as stated in (Husna, Zainil, & Rozimela, 2013). The paragraph begins with general information about the object (such as its name and location), and then moves on to a detailed description of the object (for example the facilities it has got, how big it is, how clean it is, how old it is, and how beautiful it is). Furthermore, descriptive writing is described as "creating pictures with words" by Tompkins (1994), as referenced in (Asrial & Asty, 2010). The pupils' meaning is that they describe something, such as an image, a person, an object, an animal, or a location. In addition, writing descriptive text aims to show rather than tell the students what something is like (Shahid, 1999:3) as cited in (Maghfuroh & Nugroho, 2015) From the definition above, it can be concluded that descriptive text is describing the characteristics of a specific thing. For example, a specific person, animal, or object. The purpose of descriptive text is to tell something such as characteristics of people, animal, place, things and etc. there are two kinds of generic structure in descriptive text, identification and description.

As a result, the writers will be able to express themselves and acquire a clear picture of the thing described, while the reader will be able to conceive, feel, and get a sense of the subject being discussed. Furthermore, the description action characterizes an object in order for the readers to understand it.

### **3. Research Methodology**

This research was descriptive quantitative research. The purpose of the research is to get information about situation in order to describe current condition in the field. Gay (2005:208) states that "descriptive quantitative research involves collecting numerical data to test hypotheses or answer questions concerning current status conducted either through self-reports collected through questionnaires or interviews or through observation".

The research instrument of this research was the English descriptive text test of the students. The researcher developed the instrument test. It consisted of five indicators: content, which consisted of topic and detail, an organization consisting of identification and description, grammar, which uses present tense and agreement, vocabulary, and mechanics. In this case, the students were asked to write an English descriptive text. Furthermore, the students' writing English descriptive text test was analysed.

Then according to Gay and Airasian (2000:11) "quantitative approaches are used to describe current conditions, investigate relationships, and study cause-effect phenomena". Quantitative descriptive or survey research involves collecting data in order to answer questions about the current status of the subject or topic of study and obtain information about preferences, attitudes, practices, concerns or interest of some group of people. In this study the writers analysed the students' difficulties in writing descriptive text. Then the writer examined the problems that they face. This research contained deep and reaches description and it was more concerned with process than specifying outcome or product. Then the data were analysed inductively to provide meaning, where the researcher worked to collect data and to find the relevant information and get the conclusion (Syah Nur 2006).

### 3.1 Participants / Subject / Population and Sample

The participants of this research were the second semester students of Language Teaching Department UNU Purwokerto Academic Year 2018/2019. The writer chose the second semester of English students as the object of this research. According to Sugiyono (2009:38), Object of the research is an attribute, character or value of person, this class consists of 27 students.

### 3.2 Instruments

According to Sugiyono (2013, p.223), the researcher is the most important instrument in qualitative research. In this scenario, the researcher had to be verified in terms of her comprehension of qualitative research, the study's purpose, and how prepared she was to conduct the study. Sugiyono (2013, p.223), on the other hand, stated that after determining the study's topic, the instrument can be improved by using other instruments. In addition, the current researcher used a questionnaire and a descriptive text writing task as instruments. On the other hand, Sugiyono (2013, p.223) said that after finding the focus of study the instrument can be improved by another instrument. Furthermore, the present researcher used writing task of descriptive text as other instruments.

### 3.3 Data Analysis Procedures

The data were collected the writing test. The topic of the test was about the people, like their friend, their parents, the favorite actor or actress. The topic was chosen by the students about the people that they were interested in. The lectures gave the students 90 minutes to write their descriptive writing text of about 200 words. According to Weir (1993:97) "each task of each student should be scored independently (as many scores as possible should be involved in the same assessment of each students' work)". They wrote descriptive text in their writing activities. In their writing, they paid attention in using the correct grammar, mechanics, vocabulary and developed their ideas into a good text.

## 4. Findings

The finding consists of description data. After the data had been collected from the sample of the research, the data was going to be described.

The results of student's writing about descriptive text were as follows:

Students score for each component:

No	Category	Organizing idea		Developing Ideas		Vocabulary		Grammar		Mechanics	
1	Excellent	0	0.0%	0	0.0%	0	0/0%	0	0.0%	2	7.4%
2	Good	11	40.7%	12	44.4%	13	48.1%	5	18.5%	6	22.2%
3	Satisfactory	9	33.3%	8	29.6%	14	51.8%	16	59.3%	17	63%
4	Weak	7	25.9%	7	25.9%	-	0.0%	6	22.2%	2	7.4%

5	Poor	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%
		27	100%	27	100%	27	100%	27	100%	27	100%

To describe the students' descriptive text, there are five major categories to be evaluated in this system: organizing idea, developing idea, vocabulary, grammar and mechanic.

From table above, it can be concluded that only two students got excellent for mechanic component. There are 40.7% of the students got good score in organizing ideas, 44.4% of the students got good score in developing ideas, 51.8% of the students got good score in vocabulary and 59.3% of the students got good score in grammar.

#### 4.1. Sub Findings

Quantitative method was used to analyze the students' writing test. The aspects which were: developing ideas, organizing ideas, grammar, vocabulary and mechanics were scored by the people who competent in scoring the test. The students' tests were scored by the lecturer.

### 5. Discussion

After getting the students score entirely, the researcher then calculates the average of all scores by accumulated them and then divided it into the number of the samples, so the average score for students' writing skill in descriptive text in this research was 54,87 and it can be categorized as poor level. The outcomes of this study were related to the findings of a prior study that was conducted to determine the students' ability to write descriptive language. Consider Markhamah's (2012) study, which used the realia technique to improve students' writing text as one of her research variables. Its findings revealed that substance was the most improved part of writing, while grammar was the least improved. Although no tactics or strategies were used in this study to increase students' descriptive text writing skills, the results of students' scores in every element of writing were different.

### 6. Conclusion

Based on research finding, it can be concluded that the quality of the students is satisfactory. The score is 63%. The problem of student's writing is about composing the text. The students have difficulties in developing their idea in their writing. The students are difficult to perform well-organized writing. The process of identification and description are not good. The order of writing process is not running well. The students directly write what they want to write. The write what they thought. They don't organize well. The students are also bad in choosing vocabulary. They write the words which were unsuitable contextually. It's about the grammar. The students used right grammar. That is simple present tense. The students are also able to put mechanics well. Those are like punctuation, spelling and capitalization in their writing. It's happened because the students also lack of effort. Actually, the students understand the rules of writing but they cannot apply it. That's why the students 'writing skill is still weak.

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