

THE STUDENTS ABILITY IN PERSONAL DESCRIPTIVE WRITING; A CASE STUDY AT THE SECOND GRADE OF MA AL-MA'ARIF QAMARUL HUDA MONTONG ARA

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ABSTRACT

The Students Ability in personal Descriptive Writing is addressed to find out the ability of the students' writing descriptive text with vocabulary, mechanics and organization. This study analyzed then by using descriptive qualitative. In collecting data, researchers used a writing test as an instrument. The components analyzed are vocabulary, mechanics and organization. Researchers analyzed students' writing abilities based on five categories: excellent, good, average, fair, poor. The results of this study illustrated that students face difficulties in the vocabulary component and still using Indonesian vocabulary. Likewise in mechanics and student organizations are still difficult.

Keywords: Descriptive, Writing, Analyze, Vocabulary.

1. INTRODUCTION

Education is an inseparable part of human life, however on the the human community it still requires as guideline in education. So in the general way, life and community will be determined by the educational activities that utilized by students and society. Naturally, education is a necessary for humans, in Indonesia education is important aspect and it is a main context of to develop of nation building. Therefore, the quality of life of the nation is largely determined by educational factors.

The role of education is essential to creating an intelligent, peaceful, and democratic life. Educational reform must be carried out to improve national education. National education is the implementation of a country's education based on socio-cultural, psychological, economic, and political. The education is intended to form a special characteristic or character of the nation concerned which is often also called the national personality. Based on the Law No. 20 of 2003 that concerning on the national education system, states that one the aims of education is to develop the potential of students to become human beings who believe and fear God Almighty, noble character, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Realize of the purpose of national education as contained in the law, various approaches in learning carried out to the students. Education is a conscious and planned effort to realize the learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-

control, personality, intelligence, noble morals, and skills necessary for themselves, society, nation and state. Learning English includes four skills: speaking skills, listening skills, reading skills, and writing skills.

The problem above occurs due to the lack of skills possessed by teachers in carrying out their professional duties as educators, especially the eight types of essential teaching basic skills that determine the professionalism of teachers in teaching, namely the skills of asking questions, strengthening members, holding variations, explaining, opening and closing lessons, guiding small group discussions, managing classes, and holding small groups and individuals.

MA Qamarul Huda Montong Ara is one of the private formal Islamic educational institutions that has been established for quite a long time, and can be accepted by the people of Menemeng Village in general both in quality and quantity. This is proven by the continued existence of MA Qamarul Huda Montong Ara as a private formal education institution amid the proliferation of madrassah in Menemeng Village in particular and Central Lombok Regency in general. Academically, the teachers at MA Qamarul Huda Montong Ara are not all from teacher education institutions, some come from non-teacher education institutions and some even come from Islamic boarding school. But not a few of the teachers in this MA who have obtained certification benefits, one of which is the teacher of English subjects.

Based on the initial observations made on 10 February 2024 at MA Qamarul Huda Montong Ara, it found that the infrastructure and learning resources are available to support learning activities. Besides that, there is a library with a fairly complete textbook, a prayer as a religious laboratory, a computer lab and LCD that can be used by teachers as a medium to tackle the learning and teaching resources. Even there are English teachers who have been teaching English subjects with a lot of experience for a long time. However, the lack variety of learning and exercises in certain materials makes the students difficult in understanding the material.

This phenomenon was seen when the English teacher described the material particularly a personal experiences in sub material description of the lesson by monotone method for instance direct teaching, almost all the students tried to understand. But when the teacher asked the students to practice in arranging their personal experience by writing descriptive form, the most of students showed confuse to explain it grammatically. Furthermore, from the English teacher's note book of the student's daily practice especially writing descriptive of personal experience, it stated that there are 80 % of students unable to write personal experience well. Therefore, the lack understanding and enthusiastic of the students in comprehending of the material is not only by method of teaching but also by lack habit of students on describing personal experience by writing descriptive form.

2. METHOD OF REASEARCH

The research design of this study is therefore a descriptive qualitative method. This method deals with the natural phenomena, systematic, factual and accurate description of situation. According to Sugiono (2013: 1), qualitative research is a method that is used by researcher to observe a natural phenomenon in finding data. To achieve the purpose of this study, there are four phases in present the data namely, observation, test, interview, and documentation.

According to Denzin and Lincoln (2007 : 67) qualitative research is research that used a natural

a. Research Subjects

The Research subjects of this study are students of class XI MA, also English teachers of class XI can be asked as subjects in term of the data easier to be collected. So that way, both students and English teachers are participated as sample of research in order to make data will be obvious clear when a researcher analyzed.

b. Data Collection Technique

In this part, the research presents the technique in collecting the data. To achieve the purpose of this study, there are four phases in present the data namely, observation, test, interview, and documentation.

c. Observations

Observation method was used to gather data by observing an EFL teacher and students' performance in teaching and learning in classroom setting. Heigham and Crocker (2009) explain that "observation is the coconscious noticing and detailed examination behavior in naturalistic setting". They also state that the observer is able to be an active or passive when observing the subject research (Heigham and Crocker, 2009).

d. Test (Writing)

The tests was used as a monitoring instrument which can show the improvement of students' writing skills in writing descriptive personal experience. The type of the tests will consists of pre-test and post-test. These kinds of test deals with the instruction of students in arranging of the ability of students to explore writing descriptive personal experience. The used of both of pre-test and post-test are to know the students' ability in learning writing before the actions will be implemented. The result of this test will use to support the data of the observation and interview. The data gathered from the test is in the form of the students' scores and it belongs to the quantitative data. According to Tarigan (2009:17), writing is a language skill used to communicate indirectly, not face-to-face with others. Writing is a productive and expressive activity. It means that writing skills will not come automatically, but it must reach through many regular practice and exercises in the classroom.

e. Interview

Interviews had conducted to obtain the data about the problems related to the English teaching and learning process in the class. The instruments of interview is interview guidelines. The interview guidelines is used to gain the opinions and responses from the students and the collaborator before and after the implementation of the research. An interview is a conversation with a specific intent. The conversation was conducted by two parties, namely the interviewer (interviewer) who asked the question and interviewee (interviewee) who gave the answer to the question (Moleong, 2010: 186). The interview technique in this study is a structured interview, that is, the interview is done by asking several questions systematically and the questions asked have been compiled.

3. FINDINGS AND DISCUSSION

In this phase, the finding deals with description of data which collected from the participants in the classroom. After it had been collected from the sample of the research, the data was going to be described. In this process, it involves with analysis of the data, and the description of data.

a. Test

In order to collect the data, the researcher conducted a test. The test given was writing descriptive personal experience. The score of the test consist of three aspects. The aspects measured are vocabulary, mechanic and organization. After conducting the test the result in form of students' scores are tabulated as follows:

Table 1
Students' score of writing descriptive Personal Experience

NO	NAME OF STUDENTS	SCORE			Total
		Vocabulary	Mechanics	Organization	
1.	Ahmad Muhirdan	60	70	65	65
2.	Adrian Maulana	60	80	70	70
3.	Cantika Mareliana Putri	55	65	60	60
4.	Desi Nurmayanti	60	70	80	70
5.	Rahmiwati	90	92	91	91
6.	Sabandi	60	80	70	70
7.	Wahidin Zakaria	70	60	80	70
8.	Wahyu Dwifa Mauladi	85	92	93	90

Based on the data above, there are several differences in students' abilities in answering the test questions given. From three items as an assessment which used by the researcher, it was found that students had difficulties in developing ideas and insights when using their vocabulary. This can be seen from the students' techniques in designing sentences in each paragraph. Furthermore, to calculate the final numbers of scores obtained by students, the researchers calculated by using a simple formula, for example by sum up each score on the item of assessment and then it divided by three, finally it was the score obtained by each student. To get a clearer understanding, it can be seen through the following formula:

$$N = \frac{P}{3}$$

Where:

N: Total Score

P: Score of each item

3: Total assessment

Based on the score in the table, only 2 student got low score, 1 students got average score, 4 students got fair score and 1 students got good score, even 1 students got excellent score. The researcher used the skill level score which includes poor or low, fair, average, good and excellent to determine students'

ability to determine students' ability. The explanation of the students' score in writing descriptive personal experience deal with the students' ability is divided into some of the score levels. This means, the students need more improvement in writing descriptive text especially personal experience. The Next step is the researcher analyzed the data in each aspect for instance vocabulary, mechanic, and organization in order to find out on which aspects that students are good at and on which aspects are weak at. The analysis of each aspect is as follows :

b. Interview

In this step, the researcher identified some problems which occurred in the process of writing activities at the second grade of MA AL-Maarif Qamarul Huda Montong Ara, Menemeng in the Academic year 2024/2025. In identifying the field problems, the researcher conducted an interview the English teacher and the students. The interview was conducted in the third and fourth weeks of March 2024. The result of the interview is presented in the form of vignette below:

Figure 1 Students Interview

Place : MA AL-Maarif Montong Ara

Date : 08 March 2024

Time : 08.30 – 09.15

R : Researcher

SS : Student

R: " Apa Kesulitannya dalam melakukan kegiatan menulis, Dik?"

("What is the difficulty in conducting of your writing?")

Ss: "Kesulitan saya ketika mencari kata-katanya untuk membuat kalimat dan paragraf, Pak."

("My difficulty is when finding the vocabulary to make a sentence and paragraph , Sir.")

R : "Apa yang Menyebabkan anda kesulitan menemukan kosa kata?"

("What does make it difficult for you to find vocabulary?")

Ss: "Karena saya belum mengetahui cara menghafal kosa kata yang baik, pak."

("because I am not finding yet the way to memorize the vocabularies well, Sir.")

R: "Apakah selain kosakata, anda merasakan kesulitan yang lain dalam menulis Tek dalam bahasa inggris?"

(" Is it that In addition vocabulary, do you have other things in writing text of English form?")

Ss: "Saya merasa, grammar juga cukup sulit, Pak"

("I feel grammar is quite difficult, Sir")

R: "Oh begitu ya. Terus kalo pelajaran tadi bagaimana? Apakah anda kesulitan memahaminya?"

("Oh, I see. What about the lesson today? Did you have any difficulties to understand?")

Ss: "Seperti saya jelaskan tadi, dalam menulis itu cukup sulit."

("As I explainen earlier, writing is quite difficult".)

R: "Jadi menurut anda kegiatan menulis adalah kegiatan yang paling sulit ya? Nah, menurut kalian kalau menulisnya nanti pake tahapan Bagaimana? nanti kita pakai gambar dan kunjungan ke suatu tempat untuk observasi? Biar lebih gampang nulisnya."

("So, do you think that the most difficult language skill is writing, don't you? What is your opinion if the writing needs some steps? We will use picture and visit a place to conduct observation? So the writing will be easier.")

Ss: "Setuju, mbak. Kalo pake gambar terus kunjungan ke suatu tempat kan pasti seru."

("We do agree. Using pictures and visiting a place are very interesting.")

In this case, the researcher met the students and had an interview deal with the research. Before it was done, the researcher came to the classroom to see the teaching and learning process in the class directly. Furthermore, from the sample of students writing in the pre-test below, it can be implied that the students could not generate ideas well. They could not write their writing around 100 words. The students also made some mistakes in vocabulary, grammar, and language use aspects, such as agreement and preposition. The following is an example of the appendix.

4. CONCLUSION

As already mentioned in the first chapter, the aim of this study is to describe student's ability in writing a descriptive text focus on vocabulary, mechanics & organization at the second Grade at MA Al-Ma'arif Menemeng Montong Ara in the Academic Year of 2024/2025. The researcher would like to conclude that the students at second Grade at MA Al-Ma'arif Menemeng Montong Ara in the Academic Year of 2024/2025 are still low in writing descriptive personal experience. It was shown by the test arranged in the classroom in the form of the score of three aspects of score which include of vocabulary, mechanic and organization. Based on the data found, from the total of the students, most of them have low and average in the score.

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