



An Analysis of Students' Writing Ability on Writing Descriptive Text in New Normal Era at Grade Eleven of SMAN 10 Padang

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Abstract

This research was conducted to analyze the ability of students on writing descriptive text in a new normal era through content, organization, vocabulary, language use, and mechanical aspect at students grade eleven of SMAN 10 Padang. This research used quantitative descriptive methods to analyze the students' writing ability. The sample was taken by using simple random sampling of 57 respondents who were students. Data was obtained from writing tests done by the students in grade eleven and interviews with the English teacher of SMAN 10 Padang. The data is analyzed by combining Heaton's theory of assessment and Jacob's scale of writing. The result of the research concluded that students' ability in writing the descriptive text was at a good level with mean score in 67. Meanwhile, students' ability in writing content, language feature and mechanic were fair to poor. Then, students' ability in writing organization and vocabulary was good to average. The highest score from the aspect was in organization aspect with the percentage of 74%. It concluded that students had difficulty in developing the content, students lack understanding of simple present tense structures, and errors in mechanics. In addition. The interview result with the english teacher also explain some problem faced by the students in writing such as difficult to organized the text because they do not understand the component of descriptive text and difficult to make a sentence.

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INTRODUCTION

The covid-19 pandemic has taught us many lessons, especially in the educational system. Teachers and parents are required to get used to using technology to find information and communicate. Towards the adaptation In this new normal era, all educational institutions must begin to improve and prepare themselves to continue the education in the new normal era. This adaptation is also being carried out within the best school in Padang. One of the schools was SMAN 10 Padang. As one of the top 10 schools based on the data from LTMPK Kemdikbud Republik Indonesia, in maintaining its position as one of the most favorite schools, the headmaster of SMAN

10 Padang, Drs. Parendangan, M.Pd said that SMAN 10 Padang continues to make breakthroughs and innovations that will continue to be carried out such as ready to conduct online learning in the new normal era.

During the "New Normal" era online learning uses virtual platforms and approaches with which they may be unfamiliar due to the new conditions. Teachers must be creative in designing interesting learning materials so that students can understand the learning material well and not feel bored.

According to (Moore et al., 2011) that online learning is learning using the internet network. Teachers should improve their ability to master a variety of creative and innovative learning approaches that are appropriate for their students' conditions. The advancement of the industrial revolution 4.0 coupled with the pandemic has an impact on the education component in it teachers see the fact that they cannot avoid applying technology instruments in the classroom. Moore et al (2011) state that online learning in its implementation requires the support of mobile device tools such as smartphones, tablets, and laptops that can be used for information access anytime and anywhere in virtual classes. For example, virtual classes use Google Classroom, Zoom Meeting, Whatsaap Group, and Telegram. This online learning is carried out at each level of school to replace face-to-face learning with teachers.

In fact, many students who are not interested in learning English, particularly writing skills, raise concerns during online learning, such as the complexity of assessing the internet network, which prevents them from communicating smoothly. Sometimes there is external influence, such as when a guest unexpectedly arrives at the house during the virtual learning process, causing them to lose concentration. Online classes feel a little bit boring because students do not have the opportunity to discuss the lesson face-to-face with friends as usual. In addition, the second-grade students of SMAN 10 Padang that have been exposed to online learning since entering senior high school and have no experience with face-to-face learning. Based on the interview with the English Teacher in SMAN 10 Padang, during the new normal era, many obstacles were found in learning English by students in grade eleven, especially students' writing skills. That the problem of students in grade eleven in the new normal era in learning to write is more complex than before. A lack of vocabulary is one of the challenges that students face. Based on their English subject grades, most students have a limited vocabulary and grammatical skills that make writing difficult to understand. It happened because of a lack of knowledge about the components of writing. On the other hand, They continue to consider English at the structural, grammar. As a result, it creates several more problems in writing English, namely in content, organization, vocabulary, language use, and mechanical aspect. That's the students' problem is one of the most serious issues in learning English.

Meanwhile, according to Klimova's opinion, writing is regarded as one of the most difficult skills to learn and teach. Thus, the skill that must be learned by the students is writing and practicing the skill. Klimova (2014) states that the students should get sufficient writing practice. Additionally, by practicing writing an English text, students can increase their ability to write and articulate their ideas into a good passage. It is impossible for students can not write well and efficiently without a lot of practice.

Referring to the rationale above, the researcher was interested in analyzing Students Writing Ability in Writing Descriptive Texts in the New Normal Era in Grade Eleven of SMAN 10 Padang. Head of education curriculum section of the Padang City education office, Indriyedi Bakri, said that the status of SMAN 10 Padang is a model school so that it is important to analyze the students' writing ability. The goal is to provide some inspiration and innovation to other schools in preparing the method and strategy for teaching English in the new normal era. This study focused on students' ability to write descriptive text in five aspects of writing in the new normal era (content, organization, vocabulary, language use, and mechanic). The research then focused on second-year senior high school students who had already experienced two learning conditions in offline class before a pandemic and in the new normal era. This study also looked into the problem, method, and technique for teaching writing skills in the new normal era.

RESEARCH METHOD

This descriptive quantitative research analysis was used to measure students' writing abilities in writing descriptive text in the new normal era. According to Lans & Van der Voordt (2002), descriptive research is about describing how reality is. Based on this definition conclude that descriptive research is not purposing at forming hypotheses or developing theory but it focuses on describing the reality in the field. In conclusion, descriptive research is a study that asks the writer to know how to describe something that happens in the present. Because it is quantitative research this research prioritizes numerical data in the form of a number so that in this research, the researcher tries to answer the writing ability of the students by analyzing the data descriptively.

The sample of this research were 57 students grade eleven of SMAN 10 Padang. This research was taken on 4 June-12 June 2022. The research instrumentations were tests and an interview. First, the test instrumentation was designed in line with the syllabus, standard competencies, and basic competencies of descriptive text material for the academic year January-June 2022. The topic was about describing a place given by the researcher. During the test, the researcher used an exam paper sheet as a medium for students to write their text. The researcher instructed students on descriptive text, specifically how to describe an area. The students were given 90 minutes to write at least 500 words. The researcher then used a writing rubric to collect essay scores in order to analyze the students' ability to produce descriptive text.

Second, the interview was used to know the student's abilities before the new normal era and the problem that had been faced by the students and teachers during the pandemic era. This interview was done with the English teacher. The researcher used open-ended-question to know more accurate data about the students writing ability in the new normal era. The questions consisted of some questions related to writing ability in the new normal era. Before giving the test to the students, two aspects should be concerned, they were validity and reliability. In conclusion, to guarantee its recognition and acceptance, the reliability and the validity of a new instrument must be created. The researcher asked writing expert to check whether each item of the instrumentation were appropriated and valid to use. Then, the expert as the validator

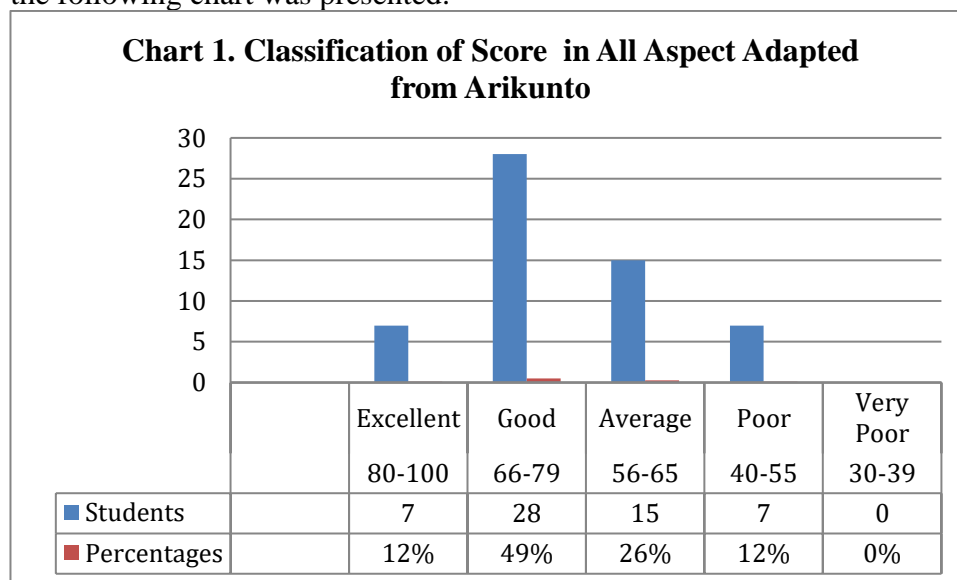
gave some comments related to the instrumentation before doing the research to the students.

RESULT AND DISCUSSION

Data Description, Data Analysis, Finding.

Data Description

In this study, the researcher gathered information from students writing tests about descriptive texts written by 57 second-year students at SMAN 10 Padang. The study was carried out by the researcher between June 4 and June 12, 2022. In the writing test session, the students were asked to write a descriptive text related to the topic that have been provided by the researcher on the exam paper sheet in 90 minutes. To know more about the percentages of students' scores in all aspects of writing ability, the following chart was presented:



Data Analysis

There were five aspects described in this research (content, organization, vocabulary, lexico-grammatical, mechanic). Then, the score was calculated by using the formula by Gay et al (2011) and Arikunto (2006). The score was translated by using Jacob's scale of "excellent to very good", good to average, fair to poor, and very poor. These parts described the analysis of each aspect and they were tabulated as follows:

1. Students' writing ability in writing Content

Content is one of the aspect in writing. The students' capacity to produce descriptive text content is characterized as follows:

Table . Students' ability in the content aspect of writing descriptive text

Aspect	Mean Score	Categories	Percentages	High Score	Low Score
Content	20,06	Fair To Poor	67%	90	43,3

The average score of students' ability in content was (67%) and highest score being 90 and the lowest score being 43,3. It means that students' ability in writing a

descriptive paragraph for content aspect is classified as fair to poor in ability level. It concluded that the students did not show their knowledge about the subject and it was not enough to evaluate.

The data above shows that more than half of students have fair to the poor ability for content in writing. It occurs because the students do not write the text completely and there is no unity in the text. Most students write the text with no quantity of details so the text has no relevancy in each detail. The text below is an example of a student's essay with the lowest score in writing content and the content is not complete because there is no unity in each detail for a descriptive text. The students write their ideas just in one sentence without details. It means that there is no unity in this text.

In addition, the result shows some students do not make the descriptive text but made a recount text. It signed that the students still have little knowledge about the theme and still lack in arranging the ideas into a good descriptive text. Then, this student's essay is not enough to be evaluated.

2. Students' writing ability in writing Organization

Second, organization is one of the aspect in writing. The students ability in writing the organization of descriptive text described as follow:

Table 8. Students' ability in the organization aspect of writing descriptive text

Aspect	Mean Score	Categories	Percentages	High Score	Low Score
Organization	14,94	Good to Average	75%	92,5	45

The average of students' ability in organization was (75%) with the highest score was 92,5 and the lowest score was 45. It means that students' ability in writing a descriptive paragraph in an organization is classified as "good to average" in ability level. It can be seen from the percentages of the scores that more than half students were able to arrange the paragraph in chronological order. Most of them understood organized the main idea to stand out with complete sequencing. The students signed in "good to average" level because the ideas of their writing were clear even though there were still some students that did not attach the ideas or did not complete the details of their ideas in descriptive text. In example the students' essay about Switzerland, in the first paragraph there were many ideas. It happened because the students were not explained each of the topic sentence. It made the ideas were not in a good composition.

3. Students' writing ability in writing Vocabulary

Third, vocabulary is one of the aspect in writing. The students ability in writing the vocabulary of descriptive text described as follow:

Table 9. Students' ability in vocabulary aspect of writing descriptive text

Aspect	Mean Score	Categories	Percentages	High Score	Low Score
Vocabulary	14,8	good to average	74%	90	42,5

The average of students' ability in vocabulary was (74%) with the highest score being 90 and the lowest score being 42,5. It means that students' ability in writing a descriptive paragraph in vocabulary is classified as good to average in ability level. It can be seen from the percentages of the scores. From the explanation above, it could be concluded that the students writing ability in writing descriptive text based on the vocabulary are still good to average.

According to Jacob's scale, the vocabulary aspect of writing started with the sophisticated range, effective word/idiom choice and usage, word form mastery, and appropriate register. The data shows that more than half of students experience above the 17-14 score. More than 50% of students revealed a score ranging from "good to average". It means that the students were able to choose the suitable vocabulary for their writing and comprehend it with the word meaning. From their writing text, they understood how to define the correct word according to the situation and style of their writing. In addition, most of them had their sense of writing by their diction choice.

Then, after checking all of the student's vocabulary in their writing there were some students who still hard to understand how to choose the word based on the situation of their topic. It was proved by 11% of students in fair to poor categories. They had limited range, frequent errors of word/ idioms for choice, usage, and meaning confused or obscured. It concluded that they were still lacking in making a sentence effectively.

4. Students' writing ability in writing Language Use

Next, language use is one of the aspect in writing. The students ability in writing the language use of descriptive text described as follow:

Table 10. Students' ability in language use aspect of writing descriptive text

Aspect	Mean Score	Categories	Percentages	High Score	Low Score
Language Use	14,81	Fair To Poor	59%	80	36

The average student's ability in language use was (59%) with the highest score being 80 and the lowest score being 36. From the table above, it means that students' ability in writing descriptive paragraphs in language use is classified as good to average in ability level. It can be seen from the percentages of the mean scores and total scores of students. If this score compares to the score classification with the content aspect, the language use aspect score was lower than the content aspect but they were still in the same level of categories "fair to poor".

The data explained that there were none in excellent to very good categories. It happened because almost all of the students did not know how to arrange words into a sentence. They got difficulties in identifying the suitable tenses. In their essay, there

were many mistakes in adjective clauses. Most of them are wrong in making a clause because they have less knowledge about the rules.

5. Students' writing ability in writing Mechanic

Last, mechanic is one of the aspect in writing. The students ability in writing the mechanic of descriptive text described as follow:

Table 11. Students' ability in the mechanical aspect of writing descriptive text

Aspect	Mean Score	Categories	Percentages	High Score	Low Score
Mechanic	3,14	Fair To Poor	63%	100	40

The average of students' ability in content was (63%) with the highest score being 100 and the lowest score being 40. It means that students' ability in writing a descriptive paragraph in mechanics is classified as fair to poor in ability level. It can be seen from the percentages of the scores.

The first explanation is about punctuation. More than half students wrote the text without giving punctuation in the sentences. It seems the sentence did not clear to read. According to Oshimas's opinion in Sa'adah (2021) said that in making a sentence we need to use punctuation. Meanwhile, in students' essays, there were still many run-on sentences was founded. This mistake made the reader difficult to understand the meaning of each sentence.

In addition, The general question is the beginning of the interview question. The general question means the general condition of the student's problem during the research implementation. The interview concluded that many students still have difficulties in learning English. It is proved with the observation from the teacher that most students hard to understand the language feature and mechanics of a text. The interview found that students difficult to arrange their ideas into a sentence because they lack vocabulary. Thus, the students need more motivation from the teacher in learning to get their perspective on writing skills. Because learning English needs daily practice.

Then, the teacher explained that usually in teaching writing, the teacher used some pictures by using infocus as the media of learning. Teachers believe that by using a picture, the students used to develop their ideas and make them easy to express their ideas about the picture in a sentence. The picture is one of the alternative media to improve students' ability in writing because they were interested in using it. Based on the interview above, the writer concluded that the English teacher will get easier if they choose the right technique of teaching writing to improve students' capability in writing.

Finding

Based on the data analysis, the researcher investigate that there are two finding of students writing ability based on the writing text and also the interview result. The data shows that only 7 students (12%) were excellent in ability level, 28 students (49%) were good in ability level, 15 students (26%) were average in ability level, and 7 students (12%) were poor in ability level. While none of the students was at a very poor ability level. After calculating the result of students' scores, the researcher got a

mean score is 67. It concluded that the student's writing ability is in the "good" category. It means that in general, the ability of students meets the standard of good writing descriptive text. Almost half of the students have been able to write a descriptive text properly.

Then, the interview result shows that most of the students still get difficulties in writing English descriptive text. The teacher said that most students do not know the basic structure of a sentence. It happens because the student's ability in some aspects of writing is weak so the students hard to develop their ideas while writing. Thus, based on the two instrumentation it concluded that the ability of students in writing descriptive text in grade eleven in the new normal era are in good ability.

Discussion

Based on the finding, the ability of students grade eleven in writing a descriptive text was in good category. It can prove by the result of data that more than 67% of students were in the level of fair to poor category in writing a content. The ability of students to write the organization was in a good to average category. It was proved that more than 75% of students were in the level of good to average. Next, the mean score of students' ability in using vocabulary aspects of descriptive text 74% of students were in the level of good to average. Then, more than 59% of students were in the level fair to poor category in language use. Last, the ability of students to write in using mechanic aspect was in the fair to poor category. It was proved that more than 63% of students were in the level fair to poor category.

In addition, the finding of this research was similar to Sri (2021) with her research entitled "Students' Ability in Writing Descriptive Text". This research was conducted before the Covid-19 pandemic. In her research, she found that the students writing descriptive text were in a good category. It was produced from various criteria in a writing test, which included generic structure and language characteristics.

Furthermore, this research had different results from Husna's research in 2018. In her research, she finds that students' ability in using mechanics and grammar is in a good category. However, the result of this research explained that most students still in weak ability in understanding the content and using the appropriate vocabulary. Last, the research conducted by Mardiyah (2013) explained the ability of students in using the content aspect and the lexicon grammatical features. Her finding is quite similar to Husna's that the student's abilities were in the poor or weak category especially in identifying the generic structures of descriptive text.

CONCLUSION

The conclusion is drawn by analyzing the five aspects of writing descriptive text content, organization, vocabulary, lexicon-grammatical feature, and mechanics. Based on the statement of the research problem, the result shows that the ability of students in writing descriptive text in the eleven grade of SMAN 10 Padang in the new normal era was in a good category. Each aspect of writing has different categories. For content, language features and mechanic aspects were in the fair to poor category. Meanwhile, the organization and vocabulary aspects were in the good to average category. In general, the aspect that was mastered or got the highest score is the organization aspect. Their skill in using organization aspect was all clear when writing

English descriptive text only a few students are not fluent in organizing the main ideas and completing the sequences of the paragraph in the text.

Overall, the students writing still make sense and is easier to understand not disturbing the readers and writers' communicator. In line with the interview result with the English teacher that most of the students still get difficulties in writing English descriptive text. The teacher said that most students do not know the basic structure of a sentence. It happens because the student's ability in some aspects of writing is weak so the students hard to develop their ideas while writing. Thus, based on the two instrumentation it concluded that the ability of students in writing descriptive text in grade eleven in the new normal era are in good ability.

The researcher purposes the following suggestion: The educational institution should give a place for the teacher to motivate and encourage the students to do much practice in producing writing. Teachers should believe that only practice can make students perfect. The school teacher should pay attention to the teaching and learning process to gain the best output that can be useful to other society after a pass or out from school. It can be done with explain the grammatical feature and the mechanics of writing more deeply and clearly to get the best result for the students in the future. In addition, by conducting more depth about this research, this research can be used as the primary data and as the consideration for the next research.

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