THE EXPLORING EIGHTH GRADE STUDENT'SDESCRIPTIVE WRITING PROFICIENCY AT MTS NUTRATE GRESIK

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ABSTRACT

This research aims to analyze students' abilities in writing texts at MTs NU Trate Gresik. The research design is qualitative descriptive research. Data was obtained from thirty(Husna, 2018)class VIII students of MTs NU Trate Gresik randomly. This research data was collected using three types of instruments. Namely with written tests, interviews and documentation. This observation aims to determine the condition of the class during learning. The interview aims to obtain data regarding factors that influence student interest. And documentation is a supporting instrument in data collection. The research results are presented in a qualitative descriptive manner. based on the analysis, the mean score of students' descriptive writing ability was 15.3, indicating good ability. Their average scores in the content category were 3.2 (good), organization 3 (fair), vocabulary 2.8 (poor), grammar 3.2 (good), and mechanics 3.1 (fair). The test results show that students find it difficult to write descriptive texts, especially with grammar rules such as simple present tense and providing detailed descriptions. Many students struggled to form complete sentences, spell correctly, and had limited vocabulary which led to the use of repetitive words in their writing.

Keywords: *writing, analysis, ability, descriptive text*

INTRODUCTION

Education is the most important key in the process of developing human knowledge, Every school has a goal in the form vision and mission to make their students better (Husna, 2018). Beside Vision and mission of the school, the most important activities is teaching learning process. Although learning is not only do it in the school but it can be outside the school.(Shofi & Masruroh, 2018)English is also one of subjects that must be based on educational

curriculum. Based on 2013 curriculum, English has central position in developing technology and information. The curriculum displayed into students' centre that is students search materials themselves more than teachers.

The foundational element for improving kids' writing abilities is descriptive text. In the seventh grade, descriptive texts are said to be the best way to learn English because they are appropriate for the novice level. A descriptive text is a piece of writing that aims to provide the reader an image and a sense of meaning through sensory details. Additionally, descriptive text is a paragraph that is defined as a group of sentence that are closely related in thought and which serve one comment process often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like(Kirana et al., 2018). Additionally, that descriptive paragraph is a form of text paragraph whose purpose is to clearly describe an object to the reader while serving the unique function of doing so.

Descriptive text is a type of writing designed to provide information. This form of literature is set in context by describing a specific item, animal, person, or other entity. It is a writing that describes a specific item, such as a scene, an animal, a person, or an event in nature (Panjaitan et al., 2020). Writing descriptive text is the act of gathering our thoughts and knowledge to make a text that describes a certain person, location, or object. It gives details about a person, location, or item so that readers may envision what is being described. A descriptive writing is one that depicts a person, object, or location in order to enlighten or persuade the reader.

Despite the teacher's instruction, children still struggle with composing descriptive prose. Students' challenges in producing descriptive prose include concept development, idea organization, grammatical issues, and a lack of vocabulary (Apriliana, R., Candra, M., & Subroto, 2020). According to an interview with an English teacher at MTS NU Tratee, He has made certain measures to enhance writing descriptive language, such as ensuring that the classroom is silent before beginning the lesson. Giving the resources (student handbook), teaching verb tenses, grammar, vocabulary, and sentence structure;

assigning activities or tasks to individuals or groups based on the students' worksheet. In truth, pupils still have trouble composing descriptive texts.

Another research was held by (Hidayah, 2015). Her research is about the effectiveness of guided questions towards students' writing skill of descriptive text. It aims to improve the effectiveness of students' descriptive writing scores by utilizing guided questions. The findings revealed that utilizing guided questions to teach descriptive language is an excellent way to improve students' writing skills.

This research wants to know about How the students' ability in writing descriptive text at the eighth grade of MTs NU Tratee Gresik is, and it To identify students' error in writing descriptive text based on generic structure at the eight grade MTs NU Tratee Gresik also to identify the strengths and weaknesses in students' ability to write descriptive texts.

LITERATUREREVIEW

A descriptive text is a piece of writing whose goal is to provide the reader an image and meaning through sensory details. Descriptive text is also a paragraph, which is described as a collection of closely related sentences that have a single goal and are frequently used to describe a person's appearance.

Many linguistic and theorists have given various definition about descriptive text.(Masruroh & Mazidah, 2023)stated descriptive text is a text that gives information about particular person, place, or thing. According to the definition given above, a descriptive writing is one that provides the reader with a clear description of an object. A person, place, or object is vividly portrayed in description writing so that the reader may picture the subject and share in the writer's experience. It can be used to enhance other types of writing or as the main method for creating an image of anything.

Moreover, descriptive texts can be classified as either objective or subjective. (Masruroh & Miladiyah, 2023) An objective paragraph presents the subject in a factual and unbiased manner. The researcher' emotions are kept as hidden as possible. These paragraphs typically contain words that don't express a

lot of emotion. (Masruroh, 2020)Writing that creates images through the use of exact sensory words and phrases, as well as literary elements like metaphor and word sounds, is known as descriptive writing. Descriptive writing conjures up images of beautiful poetry, vivid story paragraphs that transport us to forest scenes or urban streets, and sections that depict people behaving, speaking, and experiencing in ways that seem plausible and authentic to us.

(Masruroh & Miladiyah, 2023) argue that in writing students has difficulties to deliver their idea into written form. Some students are not confident and lazy to write and also have to considere to understand about vocabulary, diction, punctuation, and last grammar which is the most important thing in writing

Writing has an important thing and interrelated to produce the written text, but students usually find difficulties to develop their own written text. Based on (Masruroh & Mazidah, 2023)revealed that students has producing many errors in their written text there are include in composition, grammatical found in spelling, plural, verb, tenses, preposition, articles, capitalization and punctuation

Based on the aforementioned description, the researcher deduces that a descriptive text is a text that provides information about something. A descriptive text provides explicit information on a person, place, or object. There are two types of descriptions: subjective and objective. In evocative writing, the author evokes the sensation, sound, taste, smell, and appearance of objects in order to aid readers in comprehending a feeling or an emotion. The author employs colorful language to bring the object they are describing to life in their descriptive wording.

RESEARCH METHOD

This research is a descriptive qualitative research. According to (Kolachi & Wajidi, 2011), qualitative research is an exploratory approach that emphasizes words rather than quantification in collecting and analyzing data. The purpose of this research is to characterize the descriptive text writing skills of MTs NU Trate first-year students. The only variable in this research is the students'

capacity to write descriptive writings that were produced by MTs NU Trate second-year students. This research was conducted in a classroom and is grounded in reality. This research involved all 8th grade students of MTs NU Trate Gresik in the 2023/2024 school year, which is divided into four classes, namely VIII A, VIII B, VIII C, and VIII D. Each class has the same number of students, so this research is a population research. If the number of samples taken is more than 100, then the sample is taken in the range between 10% to 15%, or 20% to 25%, or maybe more.

In this research, the researcher used three main instruments and they are writing test, interview, and documentation. The writing test was used to determine the descriptive writing ability of grade 8 students at MTs NU Trate Gresik, with the help of an assessor who is an English teacher from the same school to ensure objective results. In addition, unstructured interviews were also used to collect more in-depth data. The researcher prepared an interview guide consisting of six questions and conducted one-on-one interviews with the students, as well as recording the question and answer process to be transcribed and analyzed. Documentation, although not the main instrument, plays an important role in ensuring thevalidity of the data. documentation took the form of photographs and interview transcripts that recorded the process of administering questionnaires and interviews.

## FINDINGSANDDISCUSSION
FINDINGS

The researcher conducted the research at MTs Nadlatul Ulama Trate Gresik on April 1 2024 to determine the analysis of students' abilities in writing descriptive text (in class VIII MTs NU students). The sample was 30 students taken randomly from each class.

Students Test Results

No	INITIAL	C	O	G	V	M	Score
1.	HA	4	3	3	4	3	17
2.	RA	2	3	2	3	3	13
3.	SA	3	3	2	3	3	14
4.	SI	2	3	2	2	3	12

No	INITIAL	C	O	G	V	M	Score
5.	FA	3	4	3	4	3	17
6.	RE	4	3	3	3	2	15
7.	SO	2	2	2	2	2	10
8.	AD	4	3	3	4	4	18
9.	SL	3	3	3	3	4	16
10.	SS	4	3	3	4	4	18
11.	NA	4	3	3	4	3	17
12.	NI	4	4	3	3	4	18
13.	MA	4	3	4	3	4	18
14.	RY	4	4	4	3	4	19
15.	FJ	3	2	2	3	3	13
16.	RI	2	2	2	3	2	11
17.	RK	2	3	2	2	3	12
18.	IQ	3	3	3	4	4	17
19.	CH	3	2	3	3	3	14
20.	SA	3	2	3	2	3	13
21.	RR	4	3	3	4	2	16
22.	AU	2	3	3	2	3	13
23.	GH	3	4	3	4	3	17
24.	NF	4	3	3	4	4	18
25.	SV	2	3	3	3	3	14
26.	SH	3	3	3	3	3	15
27.	RR	3	3	2	3	3	14
28.	NH	4	3	3	4	3	17
29.	AL	4	3	3	4	3	17
30.	SB	3	4	3	3	3	16

Students Scores
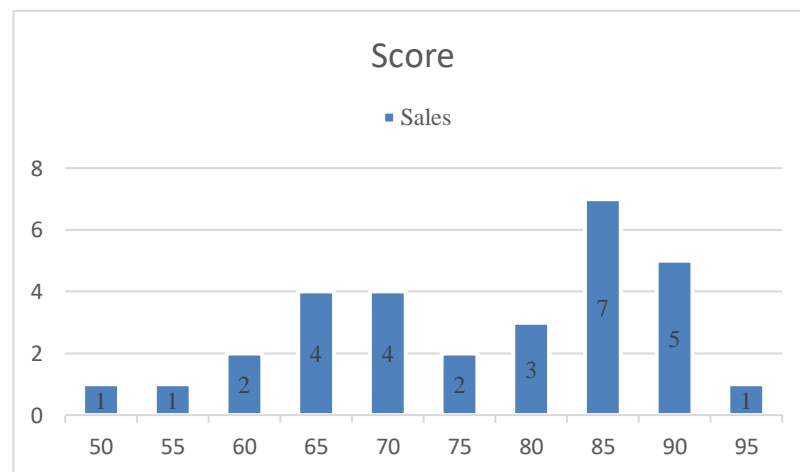
The total score is multiplied by 5 to find the true score, which means the

student with the lowest score is 10 X 5 = 50 and the student with the highest score is 19 X 5 = 95. It can be concluded that 18 of the 30 MTs NU Trate Gresik students chosen as samples received a score of 75 or higher.As data validation and detailed support, researchers also conducted personal interviews with 30 students. This aims to ensure that no one influences their answers. The interview process is carried out in turns and the essence of the answers is written on paper. The questions asked to students refer to the personal impressions of each student when taking the test.

The interview was conducted for one day on April 1 2024. The interview process took approximately one hour. Each student spends about 4-6 minutes. The interview process uses Indonesian. This is intended to make it easier for students to answer questions and explain the explanations well. After collecting interview data, researchers draw conclusions from the results.

To answer the research questions, researchers divided the interview questions into two themes: writing ability and factors that influence writing ability. Researchers elaborate on the answers to get a clear explanation.

Students' Knowledge About Descriptive Text

From the results of interviews conducted by researchers, it shows that there are more than 50 percent of students who really understand descriptive text, and they have several difficulties in writing starting from lack of vocabulary, etc., they can write descriptive text easily if they use Indonesian first. first then changed to English, of course with the help of the teacher when changing to English, but there are also some students who can write in English directly without help from the teacher in class. Most of them write descriptive texts that describe someone, starting from their appearance, personality and hobbies. some also wrote about their pets.

Difficulty in Writing

When conducting interviews, researchers discovered the difficulties experienced by students when they wrote descriptive text, it was difficult to

determine the topic and theme they would write, once the topic and theme had been determined they could write descriptive text easily, but using Indonesian. first then translated into English with the help of the teacher to find some vocabulary that they don't know yet, this is due to a lack of vocabulary and grammar and then a lack of literacy in reading and imagining an object to be described in written form.

Factors that make writing easierFrom students who had conducted interviews, researchers found a very influential factor in writing descriptive text, namely determining the topic they would write about.

This was shown when the teacher gave an assignment with a free topic about what they wanted to write about, students experience confusion, but when the topic has been determined by the teacher, students could immediately describe what object they wanted to write about in descriptive text.

The Causes of students experiencing difficulties. From the results of interviews conducted by researchers, researchers found that there were several factors that influenced MTs NU Trate students in writing descriptive text, starting from writing spelling, suitability of themes and titles, self-confidence, sentence writing, motivation, class environment, and use of vocabulary. However, when students have found the topic they want to write about, other problems can slowly begin to be resolved.

How they started writing, From interviews conducted by researchers, researchers found factors that made it difficult for them to start writing, they were able to start writing descriptive text when the topic they were going to write about had been determined, this was because they already knew the description of the object they were going to write in the text. their descriptive

DISCUSION

Based on the data obtained during the research, the author answered the research questions. The first research question is "How is the students' ability in writing descriptive text at the eighth grade of MTs NU Tratee Gresik?" After the author carried out treatment and tests, the results of the research showed that the

ability to write descriptive text of MTs NU Trate Gresik students out of the 30 students who were sampled in the research, 55% of the students who were sampled in the research got a score above 80. This shows that the ability of MTs NU Trate students in writing descriptive texts is quite good, but students still need to increase their vocabulary so they can write better.

The second question is "How are the students' error in writing descriptive text at MTs NU Trate Gresik?"The exam results for pupils provide an explanation for why certain students struggle with producing descriptive texts. The challenges included things like grammar rules and text description. Furthermore, spelling and vocabulary problems constitute a barrier for the kids. Every student finds it challenging to write descriptive texts. Furthermore, the kids' descriptive text writing lacked creativity, which is why it is boring.

The third question is "What are the students' strengths and weaknesses in writing descriptive text?" From the results of the research taken by the researcher, the researcher knows the students' weaknesses and strengths when writing text. The first strength of students in writing is that they can easily compose sentences after knowing the object they explained in their writing, and their weakness was that they could not use grammar correctly or determine the vocabulary.

In this case, the researcher also discussed about the research finding and compared with two previous studies. First, the current study compared with Hanafi (2018). The aimed of his study were to find out the student difficulties in writing, that makes different with current study was not only to find out the difficulties but also the ability of student in writing descriptive text. He classified the students difficulties into grammar, vocabulary, mechanic, content, and organization. That classification was different with the current study, the researcher also classified identification aspect in students ability in writing descriptive text. But to find out the students difficulties, the researcher analyzed the students writing test and conducted interview to know the information about the cause of difficulties experienced by the students in writing descriptive text.

CONCLUSION

The conclution of this research is to analyze students' ability in writing descriptive text in grade 8 MTs NU Trate Gresik. As mentioned in the first chapter, the aim of this research is to analyze students' abilities in writing descriptive texts in class 8 of MTs NU Trate Gresik. The researcher wants to conclude the data obtained in this chapter. There are several results that can be concluded in this chapter; Based on the analysis of students' abilities in descriptive writing, the students' total average score was 15.3. This means that students' ability to write descriptive text is quite good. The average score of students' writing ability in the content category is 3.2. That's quite good. The average student score in organization is 3. That is quite enough. The students' average score in vocabulary was 2.8. That's quite bad. The average student score in the grammar subject is 3.2. That's quite good. And the average student score in mechanical subjects is 3.1. That is quite enough. According to test results, all students find it challenging to write descriptive texts. Learning grammar rules like the simple present tense and providing detailed descriptions of items are the main challenges faced by students while writing descriptive texts. Furthermore, the majority of children struggle to form complete sentences and spell words correctly. In addition, their limited vocabulary causes them to use a lot of words repeatedly in their writing.

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