



AN ANALYSIS OF STUDENTS' COMPETENCE IN WRITING DESCRIPTIVE  
PARAGRAPH: A CASE STUDY AT THE SECOND YEAR STUDENTS OF SMA 1 PUJUT  
IN ACADEMIC YEAR 2018/2019

Oleh

Lume

Universitas Nahdlatul Wathan Mataram

Email: [d0831128808@unwmataram.ac.id](mailto:d0831128808@unwmataram.ac.id)

### Abstract

This research aims to know the An Analysis of Students' competence in writing descriptive paragraph. The subject of this research has been 36 students of class at SMA 1 Pujut in academic year 2018/2019. The research design on one test of SMA 1 Pujut used the one sheet method. In this test the students had to write a descriptive paragraph. The author used the descriptive method for data interpretation. The research revealed a mean score of 53.47 at the test. In detail: the students' competence in writing descriptive paragraph was fairly good (38.8%), good (13.8%), excellent (5.5%), poor (36.1%) and very poor (5.5%). In general, based on the result, the author concludes that the students' competence in writing descriptive paragraphs was classified fairly good. It demonstrated that most of the students (80%) of class at SMA 1 Pujut were able to write descriptive paragraph using their own words as good possible.

**Keywords:** Competence, Writing, Descriptive Paragraph

### INTRODUCTION

Writing is one of the language skills developed beside other skills such as listening, reading and speaking. there are many people like writing and they can write about everything. By writing someone can expose and idea, opinion, thinking and feeling systematically and effectifely in his or her own language style. So that anyone also can influent, receive and understand it.

Expressive writing or compositioin it used to express anything we have in our mind in order to communicate with the readers. When begin writing therefore, we should have something to express or comunicate. A good writing will be based on a clear thinking. Our attemp in writing surely would be fail if we begin writing before we have something to express.

Writing skill is generally developed in class, though experience teacher used some learning methods successively, from easy to difficult with some exercises. Even more, if someone teach English as foreign language, such as English teachear, he should have adequite knowledge of vocabulary and grammar. Grammar is essential and beneficial language

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point for writers and teachers who are engaged in educational field to better our writing skill. English is spoken by most people in the world, in many countries is used as a first language and as foreign or second language. Some terms used in the educational unit level curicullum of English lesson in the kind of text (genre) being used, for example : transactional / interpersonal, narrative, descriptive reccount, repport, anecdote, etc. The basic competency which deal with the mastering of this type of text is that the students should be able to communicate at least in writen from.

### THEORITICAL FRAMEWORK

#### The characteristics of Paragraph

There is a hint in the typology of the word 'description', that is something is being traced or drawn so that in describing you will follow the outline of an object visually and then write it down in words. In our daily life, descriptive writing plays an important role. It is a reality because it can be found in almost any kinds of writing. For example, in books, short stories, novel, article, but in descriptive writing, it is concerned mostly with people, place and things. In the process of writing description, the art of the

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description resolves itself into three processes, like catching vivid impression, selecting detail which will give the desired effect, and using exact language to convey idea.

There are five parts of paragraph that have to be known and understood, because their part to develop a paragraph. They are: topic sentence, supporting sentence, unity, coherence and concluding sentence. If the writer does not know all of these parts of components, he or she will get difficulties in developing his or her main idea, opinion or thoughts and feeling, so to avoid misunderstanding the writer also has to know the explanation of each part of paragraph.

Sentences are not absolutely necessary, but they are very helpful to the reader because they signal the end of the paragraph and it remains the reader of the important point of that paragraph (Osima & Hogue in Rosidah (2011)). The concluding sentence refills the main idea of the topic sentence but in different words (Keraf, 1997). So, it means that the concluding sentence is the conclusion of the paragraph of the concluding idea of the topic sentence in a paragraph.

There are five step processes to paragraph development:

- a. Controlling idea and topic sentence  
Means the expression of the main idea, topic or focus of the paragraph in a sentence or a correlation a sentence paragraph development begins with the formulation of the controlling idea of a paragraph will appear in the form of a topic sentence. Learning how to turn in homework assignments on time is one of the most valuable skills that college students can take with them into the working world.
- b. Explanation of controlling idea  
The writer's explanation of his/her thinking about the main topic idea or focus of the paragraph. Paragraph development continues with an

expression of the rationale or the explanation that the writer gives for how the reader should interpret the information presented in the idea statement or topic sentence of the paragraph.

- c. Example  
The example serves as a sign or representation of the relationship established in the idea explanation portion of the paragraph.
- d. Explanation (of example)  
The reasoning behind why you choose to use this or these particular examples as evidence to support the major claim, or focus in your paragraph the next movement in paragraph development is an explanation of each example and its relevance to the topic sentence and rationale given at the beginning of the paragraph.
- e. Competition of paragraph idea  
A review for your reader about relevance of the information that you just discuss in the paragraph, or transition or preparation of your reader for your paragraph that follows.

### The Writing Process

To build writing skill, the students should study continuously because learning to write is the development process. When someone will go to study abroad they must pass writing test. So that students have to understand writing in parts and how to get good writing. During the writing process, students engage in pre-writing, discuss briefly this sub topic.

1. Pre-writing  
Pre-writing is an early stage in the writing process and includes process as what and how we should put our thoughts into the paper and the impact of our writing to our reader
2. Planning



In this stage, the writers have to decide what the topic they choose, in the same time, the writers compose initial plan about their writing, also have to choose the purpose and formula the result. So that the writer can make good face of writing.

3. Drafting

In this stage, we focus our discussions on the meaning of our writing. we also make a rough draft of our based upon pre-writing and planning process.

4. Post-writing

In this point the writers usually revise and foolish their writing drafts, before they finally publish the written materials in this stage, teacher, should encourage student to select whether some of ideas or information will be published or not.

### The Functions and Purpose to Write Descriptive Paragraph

The first function of writing is as a tool of indirect communication. The writer and the reader communicate with each other without face to face. Therefore, basically, extremely main case in writing is the messages or information the writer can present to the reader. The extended messages to the reader have a closed relationship to the purpose of writing : Harris (1977) stated that purpose of writing :

1. As a assignment purpose  
The writer or makes of composition not because of her or his willing, but he or she writes because of assignment from teacher or lecture.
2. Altruistic purpose  
By writing, the writer wants to make the reader enjoy, happy and pay attention to his or he writing.
3. Persuasive purpose  
The writing which is purposed to convince the reader about the truth idea which it made.
4. Informatioanl purpose  
The purpose of writing is to give information or explanation from what the writers to the reader.

5. Self expressive purpose

The writer something, which purposed to introduce himself or herself to the reader, in other words,, the writer want to know about himself or herself by the reader.

6. Creative purpose

The writer something that is purposed to extend the artistic value.

7. Problem solving purpose

By writing, the writer tries to explain to the readers about how to solve a problem. (Hiplle, 1973, in tarigan 1986 : 25-224)

Heaton (1987) suggested that there are three skills, which are involved in writing competence, namely: grammatical skill, stylistic and mechanical skill.

1. Grammatical skill is competence of right sentence making
2. Stylistic skill is the manipulation sentence and using the effective language competence.
3. Mechanical skill is the ability to apply the paragraph or conveying like spelling and punctuation.

This recent investigation is aimed to find out the answer of the following particular problems:

1. How good are the second year students of SMA 1 Pujut in academic year 2018/2019 in writing Descriptive Paragraph?
2. Do they have difficulties in writing Descriptive Paragraph?

The aim of this study is to analyze the students' competence in writing descriptive paragraph at the second year students of SMA 1 Pujut in academic year 2018/2019

### RESEARCH METHOD

The writer used descriptive qualitative method. Descriptive method is the effort to observe, notify, analyze, and interpret the condition happening. The writer used descriptive quantitative design. This study is aimed to define the level at competence of the second year students of SMA 1 Pujut in academic year 2018/2019.



The population of this research is all of the second year students of SMA 1 Pujut in academic year 2018/2019. The total numbers of students at the second year of SMA 1 Pujut in academic year 2018/2019 were 140 students. The students were divided into 4 classes. So, each class consists of 35 students. The writer used a test to collect the data in this study. The students were asked to make an English paragraph of descriptive by describing in writing English paragraph of descriptive with theme about ‘My Class Mate’.

To score the students writing scripts, the writer use subjective scoring which is done analytically based on the following consideration:

No	Elements	Score				
		Excellent	Good	Fairly Good	Poor	Very poor
1.	Grammar	5	4	3	2	1
2.	Vocabulary	5	4	3	2	1
3.	Mechanic	5	4	3	2	1
4.	Fluency and relevancy	5	4	3	2	1

When scoring students’ worksheets, the writer scores the rating as follows:

- a. Excellent, for students who are able to write very clear and complete Descriptive Paragraph.
- b. Good, for students who are able to apply almost all the elements of descriptive paragraph
- c. Fairly Good, for students’ who are able to apply some elements of Descriptive Paragraph
- d. Poor, for students who are able to apply only one element of all those elements of Descriptive Paragraph
- e. Very poor, for students are not able to apply any elements of Descriptive Paragraph

After grading the data, the researcher continues to the next step of analyzing the data. In data analysis, the writer used descriptive method. It means that after identifying each of the students’ writing, the researcher describes the sample that has excellent, good, fairly good, poor, very poor. Next, the result of this study lead the

research to table the conclusion and give some suggestion to the English teacher in general and English teacher of SMA 1 Pujut in academic year 2018/2019.

To analyze the score and for the sake of data analysis, the writer used the following formula:

$$X = X_1 + X_2 + X_3 + X_4$$

Where :

X = the writing score of individual sample

x1 = Grammar

x2 = Vocabulary

x3 = mechanic

x4 = fluency and Relevance

Compare the result of the mean score of the students’ ability in writing paragraph with the guidelines as issued by Heaton, (1989 : 137)

No	Classification	Quantity	Degree
1	Excellent	5	81 – 100
2	Good	4	61 - 80
3	Fairly Good	3	41 - 60
4	Poor	2	21- 40
5	Very poor	1	0 – 20

Those score will be got from the test that the students have done. By adding the grammar, vocabulary, mechanic, fluency and relevancy in student test.

Calculating the final score of students, the researcher the formula:

$$F_s = \frac{RX100}{hr}$$

Where:

Fs = Final score

R = Relevance

Hr = Possible highest final score (in this case hr is 20)

100 = Possible highest final score (10-100 scales)

Calculating the students score presentages :

$$P = \frac{x}{N} \times 100\%$$

P = Proportion

X = Number of students that includes in certain category

N = Number of sample

(Heaton, 1985: 112)



## RESEARCH FINDINGS AND DISCUSSION

### Research Findings and Discussion

In this chapter the writer wants to show the data obtained. The analysis leads the discussion toward the finding of the investigation. Before the whole discussions arrive at its conclusions, discussion is continued to the analysis and interpretation of the data.

Table I: Table rate percentage of the students' score in writing paragraph of descriptive at the second year students of SMA 1 Pujut in academic year 2018/2019.

N	Score categories	Number of students	Students percentage
1	Excellent	2	5.5%
2	Good	5	13.8%
3	Fairly Good	14	38.8%
4	Poor	13	36.1%
5	Very poor	2	5.5%

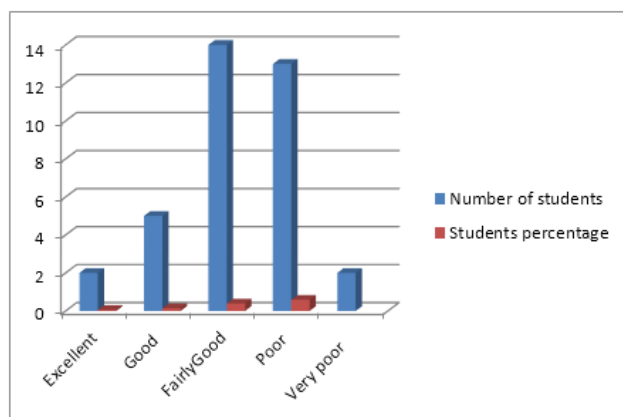


Table and graphic of percentage showed that students' competence in writing paragraph descriptive is: 5.5 % of the students are in excellent category, meant that just a little or 2 students of the second year students of SMA 1 Pujut in academic year 2018/2019 got excellent category, 13.8 % of the students category, meant that just a little or 5 students of the second year students of SMA 1 Pujut in academic year 2018/2019 got Good category, 38.8 % of the students are in fairly Good category, meant that 14 students of the second year students of SMA 1 Pujut in academic year 2018/2019 in fairly good score category, 36.1 % of the students are in poor category, mean that 13 students Of the second year students of SMA 1 Pujut in academic year 2018/2019 got poor category, and the last is there are 5.5 % of the students are in very poor

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category, mean that just 2 students of SMA 1 Pujut in academic year 2018/2019, in very poor category.

After the writer calculated mean score, so the writer found the mean score of the student's competence in writing descriptive paragraph at the second year Students of SMA 1 Pujut in academic year 2018/2019 is 53.47. This indicated that the students' competence in writing descriptive paragraph was fairly good.

Based on the discussion above it was obtained that most of the second year students of SMA 1 Pujut in academic year 2018/2019 were able to make descriptive paragraph.

So, the writer found their competence and difficulties in this investigation especially in writing descriptive paragraph at the second year students of SMA 1 Pujut in academic Year 2018/2019 is fairly good with some reasons below.

1. The students knew about descriptive paragraph
2. The students knew the characteristic words to used when they describe people
3. The students little bit knew about grammatical and fluency and relevance.
4. They can write out more than 40 words, it means they can expose their vocabulary.

## DISCUSSION

Based on the result of investigation on April 2018 at the second year students of SMA 1 Pujut in academic year 2018/2019 with the title an analysis of students' competence in writing descriptive paragraph, the writer gave discussion as follows:

1. Description of students' individual score, percentage of the number of students in certain category, the mean score.

a. To identify the students' individual score. The writer used the formula:

$$X = X_1 + X_2 + X_3 + X_4$$

Where:  $X_1$  = grammar

$X_2$  = vocabulary

$X_3$  = mechanics

$X_4$  = fluency and relevance

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The results students' individual score was proved in the table 1, where all of those score are marked according to the points that should be grade are: grammar, vocabulary, mechanics, fluency and relevance.

b. To identify the number of students in percentage who are categorized excellent, good, fairly good, poor, very poor in descriptive writing paragraph, the writer used the formula below:

$$P = \frac{x}{n} \times 100\%$$

$$P = \frac{2}{36} \times 100\% = 5.5\%$$

So just 5.5% of students are in excellent category

$$1) \quad P = \frac{5}{36} \times 100\% = 13,8\%$$

The writer found that there are 13.8% of students in good category.

$$2) \quad P = \frac{14}{36} \times 100\% = 38.8\%$$

Just 38.8 % of students in fairly good category

$$3) \quad P = \frac{13}{36} \times 100\% = 36.1\%$$

Just 36.1 % of students in poor

$$4) \quad P = \frac{x}{n} \times 100\%$$

$$P = \frac{2}{36} \times 100\% = 5.5\%$$

And the last is, beside excellent, good, fairly good, and poor the writer found that there are 5.5 % of students in very poor category

So the writer wrote out in the table II, the rate percentage of the students, score in writing paragraph.

c. To know the students competence in writing paragraph at the second year students of SMA 1 Pujut in academic year 2018/2019 by this formula;

$$M = \frac{\sum x}{N} = \frac{1925}{36} = 53.47$$

After the writer calculated mean score, so the writer found the mean score of the student's competence in writing descriptive paragraph at

the second year Students of SMA 1 Pujut in academic year 2018/2019 is 53.47. This indicated that the students' competence in writing descriptive paragraph was fairly good.

Based on the discussion above it was obtained that most of the second year students of SMA 1 Pujut in academic year 2018/2019 are able to make descriptive paragraph.

So, the writer found their competence and difficulties in this investigation especially in writing descriptive paragraph at the second year students of SMA 1 Pujut in academic Year 2018/2019 is fairly good with some reasons below.

- The students knew about descriptive paragraph
- The students knew the characteristic words to used when they describe people
- The students little bit knew about grammatical and fluency and relevance.
- They can write out more than 40 words, it means they can expose their vocabulary.

## 2. Defining the difficulties

After the writer doing the investigation, it was found the students of SMA 1 Pujut in academic year 2018/2019, there were 36.1 % of students difficulties of grammar and relevance and the rest of the students are able to make descriptive paragraph.

## CONCLUSION

The most general conclusion which can be drawn is that the competence of the students of SMA 1 Pujut in academic year 2018/2019 in writing descriptive paragraph is fairly good.

Based on the result analyzed students' competence in writing descriptive paragraph percentage showed that 5.5 % of the students are in excellent category, meant that just little or 2 student at the second year students of SMA 1 Pujut in academic year 2018/2019 got excellent score category, 13.8 % of the students are in good category or 5 students of SMA 1 Pujut In good category, 38.8 % of the students are in fairly good score category, mean that 14 students of SMA 1



Pujut in academic year 2018/2019 in fairly good score category, 36.1 % of the students were in poor category or 13 students of SMA 1 Pujut in academic year 2018/2019 in poor category, and the last is 5.5 % of the students were in very poor category or 2 students of SMA 1 Pujut in academic year 2018/2019 in very poor score category.

From this investigation. It can be inferred that the students' competence in writing descriptive paragraph is fairly good, cause in the fact that 38.8 % of the students be able to make a paragraph of descriptive, the students are fairly good to describe their opinion by using their own words into a paragraph descriptive. Although the vocabularies that they know are limited in number, but the students try to make a paragraph descriptive at least more than 50 words, and in this case, the students got some problems, such as they can not understand how to make a simple paragraph based on the rule of grammar, and relevance.

Due to the lack this study, It is in need of further study on.

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HALAMAN INI SENGAJA DIKOSONGKAN