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THE STUDY OF STUDENTS' WRITING ABILITY ON GRADE ELEVEN OF SMK NEGERI 1 KAMBOWA

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Abstract

The problem statement in this research was "How was the level writing ability of students at grade eleven SMK Negeri 1 kambowa?" The objective of this research was to investigate the students level ability in writing. This research used a quantitative method with a descriptive design. Source of data in this research was student at grade XI of SMK Negeri 1 Kambowa. Sample was taken by using saturated sample tehnik, the number of sample was 30 students. Instrument used in this study was a test. The data obtained were analyzed by descriptive analysis and inferential analysis in the form of t-test. The result showed that the students' writing ability were still lacking. This proved by the t-test that t-count was greater than T- table ($4,054 > 1,699$). Based on Hypothesis testing, it means that H_0 was rejected and H_a was accepted. So, it could be concluded that the students writing ability on grade eleven at SMK Negeri 1 Kambowa is not high.

Keywords: student, writing ability

Abstrak

Rumusan masalah dalam penelitian ini adalah bagaimanakah tingkat kemampuan menulis siswa kelas XI di SMK Negeri 1 Kambowa? Tujuan penelitian ini adalah untuk menginvestigasi tingkat kemampuan menulis siswa kelas XI SMK Negeri 1 Kambowa. Penelitian ini menggunakan desain deskriptif. Sumber data penelitian ini adalah siswa kelas XI SMK Negeri 1 Kambowa. Sampel diambil menggunakan teknik sampel jenuh, dengan jumlah 30 siswa. Onstrumen penelitian yang digunakan adalah tes. Data yang diperoleh dianalisis dengan analisis deskriptif dan analisis inferensial berupa uji t. Hasil penelitian menunjukkan bahwa kemampuan menulis siswa masih rendah. Hal ini dibuktikan dengan uji t yang mana t-hitung lebih besar daripada t-tabel

(4,054 > 1,699). Berdasarkan uji hipotesis, hal ini berarti bahwa H_0 ditolak, dan H_a diterima. Jadi, dapat disimpulkan bahwa kemampuan siswa kelas XI SMK Negeri 1 Kambowa tidak tinggi.

Kata kunci: siswa, kemampuan menulis

1. INTRODUCTION

Mastery of English is very important. As an international language, English dominates all aspects of life whether political, social, economic, cultural and educational. Furthermore, English also cannot be separated from the development of technology, science, economics, and education. Considering the importance of English, Indonesian government has chosen English as the first foreign language and fundamental subject in our educational system. English is taught as one of the main compulsory subjects in junior and senior high school. In educational system in Indonesia, English is included in curriculum for elementary school, junior high school, senior high school level, vocational school or university. Based Competence Curriculum, the teaching and learning of English has the purpose to develop four language skills: listening, speaking, reading and writing.

In 2006, teaching English in Indonesia used curriculum that explains about language skills which cover four aspects, namely listening skills, speaking skills, reading skills and writing skills. The aim of learning English in general at the high school level is students have the ability to develop communication competencies in oral and written.

One of the problems in English Education field in Indonesia is the lack of students' ability in writing. Writing is the most difficult language skills. It requires complex thinking. In the process of writing we always involve thinking skill and creative skill. Besides, it is supported by right rules. This makes writing skill is considered as the most complicated language skill to be learned, compared to other language skills.

Writing is a skill that is required in written communication.

Mastering vocabularies and tenses become the main key to get a good writing. However, a good writing is not always easy

and may be a challenge even for the best student. Students have to choose appropriate vocabularies to arrange words to be a sentence and develop it to be paragraph. Beside that, they also have to use a compatible tense to express an event in certain time

Many students have difficulties in writing English text, especially in written form. For example, in writing English paragraph, most of them get some difficulties in expressing their ideas into the written form. Most of students can not complete their writing assignment in doing their writing assignment. The students' difficulties in expressing their ideas into a piece of writing are caused by their low ability in developing their ideas and organizing their ideas into a good paragraph. Meanwhile, in teaching and learning English, the students are asked to do some activities in writing such as writing short stories, comparisons, descriptions of people, places, or objects and many more. Many teachers just give composition assignments, such as to write about the character of a person, and immediately the students focus only on vocabulary and grammar that can be used to complete the assignment. They cannot focus on what they write during the writing activity and still have difficulty to get the ideas of what they write. In addition, the classroom environment does not support them to write well so the students are not motivated to write in English form. Many students also look like getting bored to follow the classroom activity. Most of the teachers cannot provide an interesting writing activity in the classroom. As a result, the students cannot reach the writing standard competency since they lack of motivation in writing.

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Competency in written need to be mastered in order to have the ability to make good written. According to Brown [1], writing is a way to end up thinking something you couldn't started out thinking. In addition,

Harmer [2] states that writing is a form of communication to convey or express feelings through written form. Meanwhile, Writing is a language expression of language in the forms of letter, symbols, or words Utami [3]. Writing, on the other hand, is a mental chore to come up with ideas, think about how to express them, and organize them into statements and paragraphs that will be clear to a reader David [4].

In this regard, writing skills need to be developed in order to prepare graduates to study English at a higher level of education. One type of text taught in high school is narrative text. The purpose of narrative text is to entertain and provide the moral value of the reader.

In narrative text some aspects that can be analyzed namely generic structure, language features, vocabulary and mechanics.

Combination and analyzing every linguistic element in an essay is a must for writers. From this, it will be seen how far the author's knowledge is in creating an effective essay. Vocabulary and sentences used in writing activities must be clear so that they are easily understood by readers. In addition, the way the author's thoughts and feelings determine the direction of writing a quality paper or essay. In other words, quality essay results are generally supported by the language skills of a writer.

1.1 Purpose of Writing

Writing goals can achieve goals that are not simple. According to Tarigan [5], the author's intention is the response or answer expected by the author from the reader. Based on these limitations, the goals of writing include the following:

1. Writing that aims to inform or teach is called informative discourse
2. Writing that aims to convince or urge is called persuasive discourse (persuasive discourse);
3. Writing that aims to entertain or please or that contains aesthetic purposes is called literary writing (literary discourse)
4. Writing that expresses feelings and emotions that are strong and fiery is called expressive discourse.

1.2 Benefits of Writing

Writing has a very important role for humans who are always required to socialize

with other people, there are many benefits that can be obtained from writing activities. Komaidi in Indana [6] mentions some of the benefits of writing activities as follows.

1. If we want to write, it will definitely cause curiosity and train sensitivity in seeing the reality around us. Sometimes people who are not writers don't have this sensitivity in seeing an environmental reality.
2. Writing activities encourage us to look for references such as books, magazines, newspaper, journals and the like. By reading these references, of course we will increase our insight and knowledge about what we are going to write.
3. With writing activities, we are trained to arrange our thoughts and arguments in a coherent, systematic and logical manner.
4. By writing psychologically will reduce our level of tension and stress. All chants, feelings of joy, or sadness can be poured out through writing in which people can write freely without being disturbed or noticed by others.
5. By writing in which the results of our writing are published by the mass media or published by a publisher, we will get inner satisfaction because the writing is considered useful for others, besides that we also get an honorarium (award) that helps us economically.
6. By writing where our writing is read by many people (maybe tens, hundreds, thousands, even millions) makes the writer more popular and known by the reading public.

1.3 Narrative Text

Narrative text is telling a story by representing a sequence of events. Narrative can be the dominant pattern in many types of formal writing, such as history, biographies, autobiographies, and journalism as well as less formal ones such as personal letters and entries in diaries and journals. Narrative text is also an important part of casual conversation, and may dominate the story. Shaggy dog speeches and stories, as well as feature stories, are presented on television.

According to Keraf in Hasnawati [7] "Narrative text as a story tells or describing an action in the past time clearly. In addition, according to Percy and Zuhri [8], narrative is

a type of essay that tells a story or series of events that occur.

Although a narrative text may be written for its own sake—that is simply to recount events in most college writing narrative text is used for purpose, and a sequence of events is presented to state a thing.

The purpose of this type of text is entertaining because they deal with the unusual and unexpected development of events. They are instructed because they teach readers and listeners that problem behavior patterns generally should be appreciated.

1.4 Kinds of Narrative

Narrative writing are divided into two kinds by Feezz S. & Joyce [9] : (1) Non-fiction is a kind of narrative writing that tells the true story. It is often used to recount a person's life story, important historical event, or new stories. It is really a combination of narrative writing, (2) Fiction is a kind of narrative that tells untrue or untruthful stories. The story made up by the writer such as 12 short story, comics, novels, etc.

1.5 Generic Structure

According to Derewianka in Devigantari [10] narrative text has three elements that must be in a story or writing, as follows:

1. Orientation is the initial paragraph which contains an introduction to who the characters are involved in the incident. Besides that, it also contains the place of the incident and the time.
2. Complication, it consists of a paragraph explaining the beginning of the event or incident. The beginning of this incident became a series of storylines that continued in conflict, climax, and anti-climax. Complication usually contains the interaction of actors or characters in the story. Interactions that then lead to conflict
3. Resolution The end of the story is called the resolution. In this section there is a solution that makes the storyline end. Every problem that arises must have a solution, it can end up being happy or sad.

2. METHOD OF THE RESEARCH

2.1 Design of The Research

This research used descriptive quantitative design. According to Syamsudin

& Damiyanti [11], descriptive quantitative is a study aimed at explaining the existing phenomena by using the numbers to bid the characteristics of individuals or groups. The purpose is to analyze the student ability in writing narrative text. The quantitative data used to determine the score of the students in writing narrative text on the grade XI students of SMK Negeri 1 Kambowa.

According to Sugiyono [12] stated , “Descriptive research is research that is used to determine the value of independent variables, either one or more independent) variable without making comparisons, or linking them to other variable”.

2.2 Time and Place of the Research

The research was conducted at SMK Negeri 1 Kambowa. This research was focus in the students of junior high school especially Grade XI Students at SMK Negeri 1 Kambowa. This research was conducted on April to September 2020.

2.3 Population and Sample

The population of this research was the grade eleven students at SMK Negeri 1 Kambowa. Because the total population was less than 100 then all population would be sampled. Number of population around 30 students. The total class was three classes.

The sample of this research using saturation sampling, which taken from three class (XI Nurse, XI Agriculture and XI Accounting) which consist of 30 students.

2.4 Instruments and Technique of Data Collection

In collecting the data of this research, the researcher gave test to students in writing narrative text. The test gave to students to write individually with the aim to measure students' writing ability.

As for the result of students writing were analyzed using the scoring rubric of Glencoe [13].

Table 1. Narrative writing Analytic Scoring Rubric

Aspect of Assessment	Criteria of assessment			Score
	9-12	5-8	0-4	
Focus/Organization				

• The narrative fulfills its purpose by telling an interesting story.	- Interesting story	- The story is interesting but may lack in detail.	- Not interesting story and unclear or not related to the topic.	0 – 12
• The story is appropriate to its intended audience.	- The story is appropriate to audience	- The story is for some persons.	- Not appropriate to audience	0 – 11
• Time order is used to organize the story's events.	- Use time to organize the story's event	- The narrative shows the events, but may lack details.	- Not used time	0 – 12
			Score:	35
Elaboration/Support/Style	9 – 12	5 – 8	0 – 4	
• Every sentence is important to the story.	- Every sentences are strong and expressive with varied structure.	-Writing is clear but sentence may lack variety.	-Writing is confusing hard to follow.	0 – 12
• Enough details are provided to describe the setting and characters	- Setting and characters are detail	- Setting and Characters are not detail.	- Setting and characters are distraction.	0 – 11
• Transition words help move the story along.	- Transitions are mature and graceful	- Transitions are present	- Transitions are not present	0 – 12
			Score:	35
Grammar and	6 – 8	3 – 5	0 – 2	

Mechanics				
• The writing is free of misspelling.	- Spellings are generally correct	- A few errors in spelling	- Distracting errors in spelling	0 – 10
• Sentences are punctuated correctly. The words are capitalized correctly.	- Punctuation and capitalization are generally correct	- A few errors in punctuation and capitalization.	- Distracting errors in punctuation and capitalization.	0 – 10
• A narrative text usually uses past tense	- Used past tense correctly	- A few errors in tenses	- Errors in tenses	0 – 10
			Score:	30
TOTAL SCORE				100

The test was used to measure the presence or absence and the magnitude of the ability of the object under study, Arikunto [14]. Test technique in this study used to obtain data about the level of students writing ability.

2.5 Technique of Data analysis

To find out the percentage of student scores in the test data, then this formula used;

a. Mean

$$x = MT + \left(\frac{\sum fx}{N}\right) i$$

Where:

x = Nilai rata-rata

MT = Mean terkaan

i = Lebar kelas interval

fx' = deviasi dari ,MT

N = Jumlah sampel

b. Percentage Formula

$$Q = \frac{N}{K} x 100$$

Where:

Q = the percentage of the correct items

N = the number of the correct items

K = the all number of items

(Arikunto, 2006)

Then, to determine and analyze students' scores by using the passing grade standard at SMK N 1 Kambowa (KKM) of the students was 65, based at SMK N 1 Kambowa.

Quantitative Ability	Category of achiever	Ability
65- 100	High Achiever	Competent
55-64	Medium Achiever	Incompetent
< 54	Low Achiever	Incompetent

Therefore, Students who got score between 65 - 100 were categorized into high achievers, then when the range of score between 55 - 64, were categorized into middle achievers, and below 54, were categorized into low achievers.

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 Students' Writing Ability

This table was clarified into 3 categories: frequency absolute, frequency relative, and frequency cumulative. This category can be seen in the following table.

Table 2. The Table of Distribution Frequency Score in Writing Ability

Score	Frequency absolute	Frequency relative
>54	17	56.66%
55-64	6	20%
65-100	7	23.33%

The table above show that there were 17 students (56,66%) got a score of writing test in bellow average. 6 students (20%) got a score of writing test in average and 7 students (23,33%) got a score in above average. Meanwhile, the result of mean score and standard deviation of students presented in table below:

Table 3. Mean score and Standard deviation of test students.

Variable	Mean score	Standard deviation
Descriptive	53.9	14.997

From the data above the research found, the mean of the data was 53.9 and the standard deviation was 14.997. It means that students' writing skill are still lacking.

Furthermore, the result of T test scores of students in writing could be seen in table below:

T count	Df	T table
-4.054	29	1,699

Based on the table above show that score t (t count) was 4.054 and score T table was 1.699 with a degree of freedom (df) of 29. So (4,054 > 1,699). If T count greater than T table. It means the writing ability on grade eleven at SMK Negeri 1 Kambowa is not high. Test data shows that H_0 was rejected and H_a was accepted.

The above data were classified into 3 categories: high level, middle level, and low level. The high level scores were 65 - 100, the middle level scores were 55 - 64 and the low level were <54. This category can be seen in the following table:

Table 5. Level of Achievements

Score	Level of achievement	Frequency	Percent age	Ability
65 -100	High Level	7	23,33%	Competent
55 - 64	Medium Level	6	20%	Incompetent
< 54	Low Level	17	56,66%	Incompetent

From the table above show that 7 students got high level with percentage (23,33%), 6 students got medium level with percentage (20%) and 17 students got low level with percentage (56,66%).

B. DISCUSSION

Based on the result from the finding, it could be seen that the students writing ability still low. The standard passing grade (KKM) at SMK Negeri 1 Kambowa were 65, and only 7 students that got high score or able in writing. The other students we categorized as unable in writing, because they score shows their ability in writing still low and they didn't achieved the standard passing grade (KKM) of SMK Negeri 1 Kambowa.

We can see from the students' score percentage, such as : The students in high level or able were (23,33%) only 7 students, while the students in middle level or unable were (20%) 6 students, and the students in low level or unable were 17 students or (56,66%). So we can conclude that the students' ability in writing still low. The

graphic above describes clearly the students' achievement still low in writing.

Students in high level or competent only 7 students. It can be show that, the students were understood with this writing cause we can see from their achievement. The students already enough vocabulary based on their writing, but they are still low in language structure. For example: finally asked help for other people to help my sister, one day I go garden together mother, father with walk foot.

Students in middle level or incompetents were 6 students. The problem that we can see was the students still low in vocabulary, so they are very difficult to write because they didn't know the words. The students also difficult in generic structure, such as orientation, complication and resolution, the students just write the orientation. It can be show that the students are incompetent in writing. For example : Yesterday my friends and I went to play ball on the field. When I play balli I get injured, luckily my friend come to help me. There, student only wrote their orientation. The student did not explain how was injured and who his friends helped her and how she help her.

Students in low level or incompetent, there are 17 students. The difficult the students were the students didn't know the structure generic of narrative text The students told the story not to topic for example students wrote topic about the growing tomatoes but he did not tell him about how the tomato grew but told him about his activities in the garden. Still low in vocabulary because students are still writing word in Indonesian, for example: until we arrive there we take jambu. And also still low in grammar for examples : Yesterday I and my sister go to garden, until we arrive there we buy vegetables, us went in the garden by walk.

Based on the result of the study, the researcher conclude that the students' writing ability at SMK Negeri 1 Kambowa still low. This is proven by the result of T test that T- count was greater than T- table (4,054>1,699). Based on Hypothesis testing, it means that H_0 was rejected and H_a was accepted.

4. CONCLUSION

Based on the findings and discussion on the study of students' writing ability on grade eleven students at SMK Negeri 1 Kambowa the authors want to submit some of the following conclusions :

- 1) Students' ability in writing, by asking students to write narrative text. The data show that 7 students or 23,33% of the sample were high level or able to write.
- 2) The students ability in writing still low, the data show that 6 students or 20% of the sample were middle level or unable to write.
- 3) The data show that 17 students or 56.66% of the sample were low or unable to write.
- 4) Students are still lacking in knowledge of English vocabulary and also lack of grammar so that it makes students difficult to write English.
- 5) Result of T test that T- count was greater than T- table (4,054>1,699). Based on Hypothesis testing, it means that H_0 was rejected and H_a was accepted. So the students writing ability on grade eleven at SMK Negeri 1 Kambowa is no high.

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