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An Analysis Students' Writing Skills at Seventh Grade Of SMP Wahidiyah Kediri By Using Internet

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ABSTRACT

Writing is one of important skill in English. Many students is difficult to write in English. This research focuses on students' abilities in write descriptive text by using internet. This research aims to know the students' ability in writing's skills at seventh grade A of SMP Wahidiyah Kediri by using internet in academic year 2022/2023. The method used in this research is descriptive quantitative research. The subject are 47 students. In collecting data, the researcher use tests writing as instrument. The components analyzed are developing ideas, organizing ideas, grammar and vocabulary. The Researcher analyze the writing ability of students by five categories: excellent, very good, good, enough, and poor. The results of this study that the students found difficulties in developing ideas on the text that they wrote. The organizing ideas found difficulty in writing how to deliver coherence sentences for descriptive text. The grammar component found difficulty in writing the correct sentence arrangement. The component vocabulary is also still found some difficulties in applying vocabulary English appropriately.

Keywords: *Writing; Descriptive text; Internet.*

A. INTRODUCTION

English is an international language and it is used for communication. but this journal discusses that English is taught in junior high school as a foreign language. It has purposed to give basic knowledge of English for students, so they will do much better in English especially in writing skill. Writing is an important skill which must be learnt besides listening, speaking and reading, because it is used to communicate, students must be able to communicate not only in oral form but also in written form. Writing is the process of thinking to figure ideas out, thinking about how to express good writing, and arranging the ideas into paragraph or written form clearly¹¹. It means that

¹ Caroline Linse and David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003) p.88.



writing is a complex process through someone to think, explore and organize ideas and arranging sentences into good paragraph.

Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic²². So, Writing is a part of the language skills that can express of language in the form of words through a writing based on their knowledge, idea or feeling someone.

Harmer stated that there are four steps in the writing process. The first step is planning, writers need to make the detail notes. They have to think about three main issues. They have to consider the purpose of their writing, the audience, they are writing for, and they have to consider the content structure of the piece how best to sequence the facts, ideas, or arguments which they have decided to include. The second step is drafting, in this step, a writer can refer to the first version of a piece of writing as a draft which is often done on the assumption that it will be amended later. The third step is editing, writers have produced a draft. Then, writers can read through what they have written to see where it works and where it doesn't. The fourth step is final version, writers have edited their draft, then, they make the changes of the writing. In this step, the writer is now about to send the written text to its intended audience.³

Based on the theories that writing is process to express idea, thought, opinions, and felling in the context of language learning. Besides that, to express ideas, they use eyes, hand, and brain to help them create a piece of writing. It is used as the process of communication in order to the readers understands what they read and what the writer wants to show. Descriptive text is a genre that asks the students to describe experience, emotion, situation, qualities and characteristics, etc. This genre encourages the students' ability to create a written account of a particular experience. What is more, it allows for a great deal of artistic freedom (the goal of which is to paint an image that is vivid and moving in the mind of the reader.⁴

George E. Wishon Julia M. Burks (1980), p.128 said that "gives sense impression, such as the feel, sound, taste, smell and look of things. Good descriptions usually have three important qualities. They have a dominant impression supported by specific details, a clearly recognizable

² Hyland Ken, *Second Language Writing*, (New York: Cambridge University Press, 2003) p.9.

³ Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004) p.31.

⁴ I Wy. Dirgeyasa, *Collage Academic Writing: A Genre-Based Perspective*, (Medan: Unimed Press, 2014) p.3



mood, and logical development”.⁵ Pardiyono, (2007), p.36 said that There are some types of writing descriptive text, the first is description of a person, place or thing contain sensory details that bring to life actual people, places and things. The second is observations describe an event the writer has witnessed. Often, the event takes places over an extended period of time. The third is travel brochures contain factual information as well as persuasive language to encourage tourism. The fourth is character sketches describe fictional characters, their appearances, personalities, hopes and dreams. In writing descriptive text, we need to give attention to arrange the writing agrees with its generic structures. There are two generic structures of descriptive text which have to be fulfilled or mastered by the writer. They are: identification is a statement describing and illustrating about the topic or theme to be described. The statement must be interesting and able to attract and to provoke the reader so that the reader becomes interested in reading the complete description. Then, the use of adjective and degree of comparison is advisable. Description is a complete description about the condition of object that can evaluated from several aspect: location, means of transport, people, weather, size, etc.⁶ So, the Descriptive text is a kind of text that having a purpose to give information about the things, people or places which can be described in writing texts.

Education as a means preservation of culture and development of science and technology (IPTEK) no inevitable from the impact of advances in information technology both as a medium and as learning resources. According to Sudiran (2011), p.177-210 there are several models of internet utilization as a medium for learning English in high school. Teachers must study using technology to change the paradigm of learning in the classroom (Bitner and Bitner, 2002). In other words, to be able to use the internet, the teacher must follow the appropriate training explain and practice several internet operating procedures. No practice and adequate practice, teachers will experience difficulties in using the internet. Thing This is because the internet is an electronic device that consists of hardware and soft.⁷

In this research, the students wrote about a place. The students should include several informations from internet. For example, a student wants to describe about his house, then he should have background knowledge about parts of his house, such as What are the objects in your house?,

⁵ George E. Wishon Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing. Revised Ed.,1980) p.128

⁶ Pardiyono, *Teaching Genre-Based Writing*, (Yogyakarta: Andi Offset, 2007) p. 36

⁷ Sudiran, *A Model of The Use of Internet Media in Reading Comprehension. CELT: A Journal of Culture, English Language Teaching & Literature. Vol. 11, No. 2, December 2011. Pp. 177 – 210*



what is the color of the chair?, etc. The researcher is interested to analyze and focus on students' difficulties in writing descriptive text such as developing their ideas, grammar and using vocabulary appropriately because many students were not interested in writing about something or about their life. They prefer reading and speaking than writing, So Writing becomes the most difficult skill when it is learned by the foreign language learners. Furthermore, the researcher will help the students to develop their writings as one of the tools in communication by using internet. So, the students would find the good topic up to date. They would interest to write because the information that they got from internet still up to date.

In writing a descriptive text, the students often found some difficulties although they have been guided by their teachers to write it. There were some difficulties during writing the descriptive paragraph. First, the problem in developing the ideas. Some students wrote many main ideas in one paragraph, so it would make ambiguous. Second, the students found difficulties in organizing ideas about how to deliver coherence sentences for descriptive text. Third, the students were difficulties in grammar. The students were difficulties when they put to form the correct sentences. Fourth, the students were difficulties in vocabularies. The students were lack of vocabularies when they practiced in writing skills. Some students were still in doubt with choosing the correct words while composing descriptive text. The students have to choose correct words that they need.

The advantages of using internet in writing descriptive texts are :

1. the students more creatively in writing based on the information that they got from internet up to date.
2. the students can learn individually or cooperatively with their pair in group.
3. Helping the students to explore their ideas in describing something.

Based on the explanation above, the writer wants to know the students' ability in writing's skills at seventh grade A of SMP Wahidiyah Kediri by using internet in academic year 2022/2023.

B. THEORITICAL REVIEW

1. Basic Concepts of Writing Descriptive Text

The basic of writing descriptive text is from the problem in writing skill at seventh grade A SMP Wahidiyah Kediri in academic year 2022/2023. The students are not interested in writing because they feel that a writing is not important for their life. They prefer like speaking or reading. The researcher try to help the students in order to love in writing with descriptive text. The



researcher choose the descriptive text because it will more interesting cause the researcher will explain by using picture.

There are some genres of text in writing based on I Wy. Dirgeyasa, (2014), p.3. the writing are:(1) Descriptive text is a text that describe or illustrate the object, person or idea by his/her eyes physically. (2) Recount text is a text that retelling or recounting of an event or an experience (3) Narrative text is a text that amuse and to deal with actual or vicarious experience in different ways. (4) Report text is a text that describe the way things in around of our environment are described. (5) Procedure text is a text that discusses and explains how something works or how something is done. (6) Explanation text is a text that explaining a process of formation. (7) Discussion text is about problematic discourse. (8) Hortatory exposition text is text that belongs to the class of argumentation. The other genres of text are (9) Analytical exposition text is the writer's idea about the phenomenon surrounding. (10) News item text is a about the daily and real factual happenings in human life. (11) Spoof text is about a funny incident or event that has happened in the past. (12) Anecdote text is about an account of an unusual or amusing incident. (13) Commentary text is about analysis and interpretation to find patterns of meaning in events, trends and ideas. (14) Book review text is both description and an evaluation of a book. (15) Critical review text is the summarization and evaluation of the ideas and information in an article⁸.

Based on the explanation above, the researcher can conclude that writing is a complex process to write it down on paper with procedure. It is as a form of communication as written form to explore their ideas, to organize them, to convey meaning in well-constructed sentences. The researcher take descriptive text as the material this research. This research, the researcher used theory from Pardiyono, (2007), p.36 said that There are some types of writing descriptive text, the first is description of a person, place or thing contain sensory details that bring to life actual people, places and things. The second is observations describe an event the writer has witnessed. Often, the event takes places over an extended period of time. The third is travel brochures contain factual information as well as persuasive language to encourage tourism. The fourth is character sketches describe fictional characters, their appearances, personalities, hopes and dreams. In writing descriptive text, we need to give attention to arrange the writing agrees with its generic structures.⁹

There are two generic structures of descriptive text which have to be fulfilled or mastered by the writer. They are: identification is a statement describing and illustrating about the topic or

⁸ Ibid⁴

⁹ Ibid⁶



theme to be described. The statement must be interesting and able to attract and to provoke the reader so that the reader becomes interested in reading the complete description. Then, the use of adjective and degree of comparison is advisable. Description is a complete description about the condition of object that can evaluated from several aspect: location, means of transport, people, weather, size, etc.¹⁰

2. Basic Concepts of Using Internet

Learning is very important. It is not only conveying information or knowledge but also how the students to learn, what is the purpose of learning and whatever they get. to improve writing skill for seventh grade A students of SMP Wahidiyah Kediri, the writer uses internet in order to get information up to date. It will help them to write something creatively. The concepts that relevan of using internet from the research Munir, (2008) p.14 stated communication technology is a device technology consisting of hardware, software, process and system, which used to assist processing communication, which aims to successful in communication or communicative.¹¹

Generally, Lucas (2000) p.13 stated Information technology is everything form of technology applied to process and transmit internal information electronic form, microcomputer, computer main frame, barcode reader, device transaction processing software, software worksheets and tools communications and networking are examples information technology.¹² Rajashekar, (2004) p.3 stated internet is Interconnection of computers and computer networks using TCP/IP communication protocol.¹¹ So, Internet is a global system of interconnected computer network that use the standard internet protocol.¹³

C. RESEARCH METHODS

This research is a descriptive quantitative. This research was conducted at grade VII A the students of SMP Wahidiyah Kediri in academic year 2022/2023. Then, there was only one class which consisted of 47 students. The data were collected the writing test for 90 minutes with a minimum 350 words . The topic of the test was about the place, such as House, School, Market, Zoo, etc. The topic was chosen by the students about the place that they were interested in by using

¹⁰ Knapp, Peter and Megan Watkins, *Genre, Text, Grammar Technologies For Teaching And Assesing Writing*, (Sydney: University of New South Wales,2005) P.80

¹¹ Munir, *Kurikulum Berbasis Teknologi Informasi dan Komunikasi*, (Bandung:Alfabeta, 2008)p.14

¹² Lucas, H, *Information Technology for Management (7th ed.)*, (Irwin/McGraw-Hill,2000) P.13

¹³ Rajashekar. T.B, *Introduction to Internet*, (Bangalore: Indian Institute of Science, 2004) p.3



internet. In this research, the learning material was focused on descriptive text by using internet. So, the students could develop their ideas up to date.

The data were collected the writing test, those were pre test and post test. The topic of the test was about the place. Descriptive method used to describe from the analysis result. Quantitative method was used to analyze the students' writing test. The aspects which were: developing ideas, organizing ideas, grammar and vocabulary. The students' tests were scored by the teacher and the researcher with percentage for each component of writing descriptive text.

D. RESULTS

The researcher computed the percentage of formula by hatch and farhady (1982) p.92.¹⁴ as follows:

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

Where :

P = Percentage from questionnaire

F = Frequency

N = Number of students

In scoring the test of writing descriptive the researcher applied the writing scoring technique by Jacobs. The technique applied five indicators of writing descriptive text. They are content, developing ideas, organizing ideas, vocabulary and grammar. The result of students' ability in writing's skills for descriptive text at seventh grade A of SMP Wahidiyah Kediri by using internet in academic year 2022/2023 were presented in the following table 1.

Table 1.

The students' total scores of writing descriptive text by using internet for Pre test.

| No. | Category | Developing Ideas | | Organizing Ideas | | Vocabulary | | Grammar | |
|-----|-----------|------------------|-----|------------------|-----|------------|-----|---------|-----|
| | | | | | | | | | |
| 1. | Excellent | - | - | - | - | 4 | 9% | - | - |
| 2. | Very good | 7 | 15% | 9 | 19% | 13 | 28% | 11 | 23% |

¹⁴ Hatch & Farhady, Research Design and Statistic for Applied Linguistic, (Massachusetts:Newbury House Publisher, 1982) p.92



| | | | | | | | | | |
|----|--------------|----|------|----|------|----|------|----|------|
| 3. | Good | 22 | 47% | 10 | 21% | 10 | 21% | 6 | 13% |
| 4. | Enough | 15 | 32% | 20 | 43% | 15 | 32% | 20 | 43% |
| 5. | Poor | 3 | 6% | 8 | 17% | 5 | 11% | 10 | 21% |
| | Total | 47 | 100% | 47 | 100% | 47 | 100% | 47 | 100% |

From the table 1. presents the students' scores for each component of descriptive writing skill by using internet. It can be said that there were 9% got excellent for vocabulary. On the other hand there were 15% students who got very good 15% for developing ideas, the students who got very good 19% for organizing ideas, the students who got very good 28% for vocabulary and the students who got very good 23% for grammar. The students who got good are 47% for developing ideas, 21% for organizing ideas, 21% for vocabulary and 13% for grammar. The students who got enough were 32% for developing ideas, 43% for organizing ideas, 32% for vocabulary and 43% for grammar. The students who got poor were 6% for developing ideas, 17% for organizing ideas, 11% for vocabulary and 21% for vocabulary.

From the explanation above, it shows that the students' scores for each component analyzed in students' descriptive writing skill by using internet. Most of the students got very good in vocabulary, the students got good category for developing ideas, the students got enough category for grammar and they got poor for grammar. It means that the students ability of four components were good, that is 47% for developing ideas.

In the second test, the students still used a descriptive text with the same topic about the place by using internet and they had to present about their writings with different title as the first test. Before the writing activity began, the researcher reminded the student about the component and the theory of writing descriptive text. They were not allowed to take their test home. The time for writing descriptive text was about 90 minutes with minimum 350 words. The students' scores in writing descriptive text were presented in the following descriptions.

Table 2

The students' total scores of writing descriptive text by using internet for Post test.

| No. | Category | Developing Ideas | | Organizing Ideas | | Vocabulary | | Grammar | |
|-----|-----------|------------------|-----|------------------|-----|------------|-----|---------|-----|
| 1. | Excellent | 12 | 25% | 9 | 19% | 25 | 53% | 4 | 9% |
| 2. | Very good | 20 | 43% | 21 | 45% | 20 | 43% | 18 | 38% |
| 3. | Good | 15 | 32% | 17 | 36% | 2 | 4% | 16 | 34% |
| 4. | Enough | - | - | - | - | - | - | 9 | 19% |
| 5. | Poor | - | - | - | - | - | - | - | - |



| | | | | | | | | | |
|--|--------------|----|------|----|------|----|------|----|------|
| | Total | 47 | 100% | 47 | 100% | 47 | 100% | 47 | 100% |
|--|--------------|----|------|----|------|----|------|----|------|

From the Table 2. present the students' score of writing descriptive text by using internet. It can be seen that nine or 19% of the students got enough for grammar component. There are 32% of the students got good score for developing ideas, 36% students got good for organizing ideas, 4% students got good for vocabulary and 34% students got good for grammar. There are 43% students got very good for developing ideas, 45% got very good for organizing ideas, 43% students got very good for vocabulary and 38% students got very good for grammar. There are 25% students got excellent for developing ideas, 19% students got excellent for organizing ideas, 53% students got excellent for vocabulary and 9% students got excellent for grammar.

DISCUSSION

Based on the research finding above, the researcher found The components of writing descriptive text. Knapp and Watkins (2005: 80) said that "organizing writing according to parts of the whole helps a reader to better visualize the items being described". The components of writing descriptive are developing ideas, organizing ideas, grammar, vocabulary and mechanics.¹⁵ but the researcher took four components of writing descriptive text, those were developing ideas, organizing ideas, grammar and vocabulary.

By analyzing the four components of the students' writing skill in descriptive text by using internet, the researcher found the students' skill in writing descriptive text.

1. Developing Ideas

It was about developing the students' ideas well. The students said that they had studied how to make a good descriptive writing text. But, in practice, they did not succeed to make a good descriptive text. The first problem is dealing with developing ideas. They confessed that they already wrote the object and the topic, but they were only writing a small number of ideas presented. The second problem that they had a good topic sentence. However, they could not develop it into a good paragraph. So, the students was due to the difficulties of transforming the ideas into written text.

2. Organizing ideas

¹⁵ Ibid¹⁰



Based on the findings, the students faced difficulties in organizing the ideas because they do not know how to deliver it in English well.

3. Grammar

The students had difficulties in grammar. those were the students made a few mistakes in grammar component when pre test. It might be caused by the frequent occurrence of simple present in descriptive text. But, it was better in grammar after given treatment by the teacher and the score was better on post test.

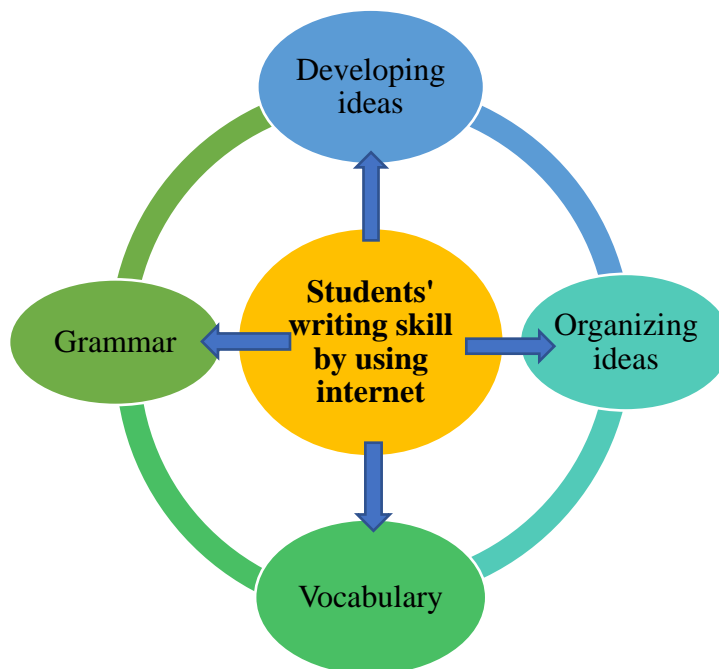
4. Vocabulary

Many of the students had poor choice of words. The Students only got the vocabulary input when the teacher explains the material. Beside that, the ideas of the students were too general. It might be because the students did not know how to use vocabularies in English and they did not know how to say the words in English.

In this case the researcher would describe the students' skill in writing descriptive text by using internet based on their writing test result.

Table 3

Describing the students' skill in writing descriptive text by using internet



Sudarwati and Eudia (2005:27) mention that “there are two components of the generic structure of descriptive text. They are identification; identify phenomenon to be described and description; describes parts, qualities, and characteristics”.¹⁶ The researcher took descriptive text because it was simple material and it would help the students to improve their writing's skills.

The researcher had indicators to value the writing descriptive text by the students. The Indicators of students writing Descriptive text by using internet would be described here:

Table 4

The indicators of writing descriptive text

| The Content | Indicator | Sub - Indicator |
|---------------------|---|--|
| 1. Developing Ideas | - Paragraph Unity | - Topic - Supporting sentences - Understandable |
| 2. Organizing Ideas | - Coherences - Identification - Description | - Using key words from sentence to another sentence appropriately - Identify and describe the complete from the material. That is about palce. The example: the name of place, location and describe the complete features of the place |
| 3. Vocabulary | - Word choices | - Choosing the appropriate vocabulary based on |

¹⁶ Sudarwati, Th.M. and Eudia Grace, *Look Ahead 2: An English Course for Senior High School Students Year XI*, (Jakarta: Erlangga,2005) p.27



| | | |
|------------|--|---|
| | | <p>the material to express the idea</p> <ul style="list-style-type: none"> - Using relational verbs to describe the material |
| 4. Grammar | <ul style="list-style-type: none"> - Simple Present tense | <ul style="list-style-type: none"> - Describing a thing by Using simple present tense - Arranging the sentences appropriately |

Internet as a medium for learning English. these steps can be detailed as follows :

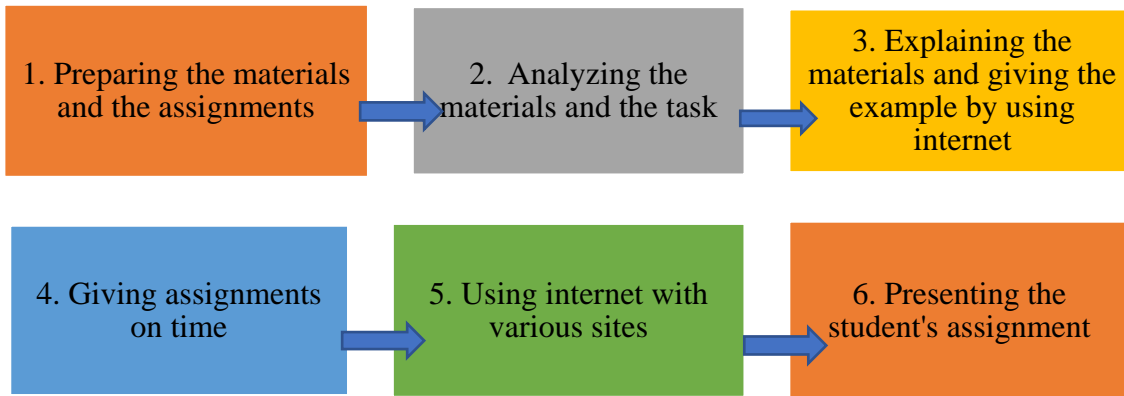
The procedures of writing descriptive text by using internet in the class

- 1) The teacher prepared the materials and the assignments that will be given to students
- 2) The teacher analyzed the materials and the task based on the level of difficulty
- 3) The teacher explained the materials and giving the example by using internet directly
- 4) The teacher gave assignments to students in the class with the materials up to date and they submit their assignments on time
- 5) Furthermore, the students used internet facilities in the class to do the assignments that had given by the teacher through various sites (web addresses) that have been explained by the teacher previously.
- 6) After finishing the assignment, the students must present their assignment in front of class.

Table 5

The procedures of writing descriptive text by using internet





In this research, the researcher analyzed the students' difficulties when writing descriptive text. Then the researcher examined the problems that they face. It was concerned with process than specifying outcome or product. Then the data were analyzed by using four components (developing ideas, organizing ideas, grammar and vocabulary). In scoring the test of writing descriptive text, the researcher used a technique in five categories by Sara Chusing Weigle(2002), p.144. ¹⁷(poor, enough, good, very good, excellent) to collect data and to find the relevant information to get the conclusion but it has been modified by the researcher based on the condition in the class now. The five categories would describe it. It followed here:

Table 6

The Criteria of Writing Descriptive Text

| Level | Point | Criteria |
|-------------------------|---------|---|
| Developing Ideas | | |
| 1. Excellent | ≥ 90 | Clear main idea through the development of main idea, detailed and relevant to main idea. |
| 2. Very good | 75 - 89 | Lack of detailed development of the main idea and support. |

¹⁷ Sara Chusing Weigle, *Assessing Writing*, (New York:Cambridge University Press, 2002), p.144



| | | |
|-----------|---------|---|
| 3. Good | 65 - 74 | Limited development of the main idea to assigned the topic, lack of detailed and support. |
| 4. Enough | 50 - 64 | The limited of knowledge the subject and little substance in adequate of the development topic. |
| 5. Poor | < 50 | The writing does not show knowledge of subject, non substantive or not enough to evaluate. |

| Level | Point | Criteria |
|-------------------------|-----------|--|
| Organizing Ideas | | |
| 1. Excellent | ≥ 90 | Well organized with introduction, body and conclusion for an essay, appropriate opened, body and conclusion. |
| 2. Very good | 75 - 89 | expressing only one main idea and well paragraph with topic sentence. |
| 3. Good | 65 - 74 | Paragraph, but not always logically or choppy, loosely organized but main idea stands out. |
| 4. Enough | 50 - 64 | The students are confusing of idea and disconnected, lack logical sequencing or |



| | | |
|---------|------|--|
| | | development, paragraph unclear or non-existent. |
| 5. Poor | < 50 | The students no paragraphing or organization not enough to evaluate. |

| Level | Point | Criteria |
|-------------------|-----------|---|
| Vocabulary | | |
| 1. Excellent | ≥ 90 | Sophisticated range, effective word or idiom choice. |
| 2. Very good | 75 - 89 | The students Use Vocabulary appropriately |
| 3. Good | 65 - 74 | The students who adequate range, occasional errors of word or idiom form, choice and usage. |
| 4. Enough | 50 - 64 | Limited range, frequent errors of words idiom form, choice and usage. |
| 5. Poor | < 50 | The students how little knowledge of English vocabulary, idiom, or enough to evaluate. |

| Level | Point | Criteria |
|----------------|-----------|---|
| Grammar | | |
| 1. Excellent | ≥ 90 | The students" who effective complex instruction, few errors of agreement, tense |



| | | |
|--------------|---------|---|
| | | and number, article, pronoun and preposition. |
| 2. Very good | 75 - 89 | The students a few errors of structure sentences by using tense, number, article, pronoun, preposition and conjunction. |
| 3. Good | 65 - 74 | Effective but simple instruction, minor problem in complex construction, several error of agreement, tense, article, preposition and pronoun but meaning seldom secured. |
| 4. Enough | 50 - 64 | Major problem in simple construction, frequent errors of negation, agreement, tense, article, number, word order, pronouns, preposition and fragment, meaning something obscured. |
| 5. Poor | < 50 | The students who virtually no sentence construction rules, dominated by errors, obscured meaning and not enough to evaluate. |

D. CONCLUSION

Based on findings, it can be concluded that the quality of the students pre test is good for developing ideas and the students post test is excellent for vocabulary but the students still have problem in writing descriptive text by using internet.



1. The students are still unable to transfer and develop their idea well into a written.
2. The students can not show well to organize a written. They do not use identification and description process on writing appropriately. They do not follow the order of writing process. They do not write a list of their ideas; they just directly wrote without planning.
3. The students can not apply correct in grammar without pay attention about tenses.
4. The students have difficulties in vocabularies. They just put the words in written.

Those problems make the students writing skill is still weak because they already know the rules of writing but they are unable to apply it. They seldom to practice writing good. They will not success if they can not follow the process writing descriptive text by using internet facilities.



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