



Ability to Write Text Descriptions for Grade VII PKBM Homeschooling Primagama Yogyakarta Students

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ABSTRACT

This study aims to describe the ability to write descriptive texts for seventh grade students of junior high school at PKBM Homeschooling Primagama, taking into account aspects of the content of the description text, the structure of the description text, and the language features of the description text. This type of research is quantitative with a quantitative descriptive research design. The variable of this research is the students' ability to write descriptive text by paying attention to aspects of content, structure, and language features. The research data is in the form of students' scores in writing descriptive text using a predetermined score. The population of this study were all 15 students in class VII SMP at PKBM Homeschooling Primagama Yogyakarta. The research instrument used was a performance test for writing descriptive text based on aspects of content, structure, and linguistic characteristics. The technique used in collecting data is performance technique. The data analysis technique used is quantitative descriptive statistical techniques. The results showed that the average score of students in writing descriptive text contents was 68.4 with a percentage of 64.5% which was in the quite capable category; compiling the structure of a descriptive text, namely 62.8 with a percentage of 62.8% which is in the quite capable category; and using language features in writing descriptive text, namely 58.6 with a percentage of 34.4% which is in the underprivileged category. In general, the results of the data analysis show that seventh grade students of SMP at PKBM Homeschooling Primagama, as seen from an average score of 66.2 with a percentage of 64.3%, are quite capable of writing descriptive text. It is hoped that the results of this study can be used as evaluation material to improve quality in teaching Indonesian language subjects specifically in the process of implementing learning to write descriptive texts.

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Introduction

One aspect of language skills is writing skills. Language skills are the ability to use language which includes four aspects, namely listening, reading, speaking and writing. Of these four skills, they are divided into two types of skills, namely receptive skills and productive skills. Receptive skills include reading and listening skills, while productive skills include speaking skills and writing skills. These four skills are part of the Indonesian language learning material at school. One of the language skills that is very important for students is writing skills.

Writing is an expressive and productive activity. Expressive in the sense that by writing you can express and convey ideas, notions, thoughts and knowledge to be communicated to other people. A person's skill to express ideas, notions, thoughts and knowledge as a productive writing skill. Receptive skills such as aspects of reading and listening skills and speaking skills will greatly influence the mastery of writing skills.

Learning to write is a lesson taught in Indonesian language subjects. Indonesian language learning in the independent curriculum is text-based. There are several types of texts contained in Indonesian language subjects in the independent curriculum which are taught at the junior high school level, especially in class VII. These texts are descriptive texts, fantasy stories, procedures, news, fiction and non-fiction, as well as personal letters. Of the several types of text, the object of this research is descriptive text.

Learning Indonesian at school is a mandatory subject for everyone at all levels of education. The aim of language teaching at every level of education is to improve language skills which include four skills,

namely: listening, speaking, reading and writing. Developing writing skills in language learning activities is focused on improving and achieving students' language knowledge procedurally and systematically which involves students directly in the learning process (Hermansyah, Harsiwi, Purwanty and Tembang, 2018). In this case, the teacher will only be a motivator, mentor, teacher and supervisor of learning activities in the classroom (Ngaruaka, 2017).

Education is generally divided into formal education, non-formal education and informal education. Formal education is a structured and tiered educational path consisting of basic education levels, secondary education levels and higher education levels. Meanwhile, non-formal education is education that is carried out in a planned, flexible, systematic, integral manner and takes place outside formal education itself (school). This confirms that the position of formal, non-formal and informal education is equal. As an approach to development, non-formal education can bring people to be more qualified, advanced, highly competitive, have respect in social life, and ultimately it is hoped that it can improve people's standard of living (Sulistiani, 2019). Non-formal education programs have a function as an addition, replacement and complement, where this non-formal education program focuses on mastering knowledge and functional skills, and also this program focuses on professional attitudes and personality, so that this program can be beneficial for human life, and it can also generate income (Nurdin, 2016). One of the schools that is part of non-formal education is PKBM Homeschooling Primagama. Education at PKBM Homeschooling Primagama is the same as education in general at formal schools, including learning Indonesian.



Based on the results of observations made by researchers at PKBM Homeschooling Primagama, the level of students' understanding in writing activities is still low, including in writing descriptive texts. This was revealed when researchers interviewed Mrs. Rachel Widiastuti, one of the Indonesian language teachers at junior high school level at PKBM Homeschooling Primagama. He said that sometimes students find it difficult to express their ideas in the form of sentences properly and correctly in written language. Some students tend to combine standard and non-standard words. One of the students also said that sometimes when writing, students don't pay attention to writing good and correct sentences, because they don't care about what they write.

Writing competency is the last competency mastered by language students after listening, speaking and reading. This is because the ability to write requires mastery of various linguistic elements and elements outside the language itself which must form the content of the essay or writing. Writing is one of the most difficult competencies to master compared to other language competencies. Therefore, to be able to master writing competence requires a long time and intensive practice. Writing competence will not come automatically, but must go through a lot of practice on a regular basis.

Among the four basic competencies, writing is at the highest level. This is because writing is the most complex and productive activity. Therefore, in writing competency, the other three competencies must support each other. This complexity can also take the form of expressing ideas, thoughts, knowledge, knowledge and life experiences in writing and can be understood by other people.

Writing is one of the productive aspects of language acquisition. Through writing, a person is able to capture language in written form, such as opinions, thoughts or ideas, and feelings. When writing, students must really pay attention to the content of the writing, the organization of the writing, the structure used, the selection of appropriate vocabulary, and mechanical elements such as punctuation. Brown (2021: 335) states that writing activities are graphic representations of spoken language, while written representations are similar to oral representations themselves, the only difference is that they are graphic, not related to what is heard. According to this definition, writing is simply a representation of a second language. This insight suggests that the skills a person must have to write are different from the skills needed to speak. Writing is the act of attaching graphic symbols that describe a language that someone understands so that other people can read the graphic symbols if they know the language and graphic images. So, learning to write is learning to add letters more quickly compared to drawing ordinary symbols in a writing system that describes expressions in people's minds.

According to Watkins (via Handoyo, 2018: 101), writing is not just a communication tool, but also a tool for learning, thinking and organizing information or ideas. In other words, writing is a complex activity that involves several steps in the implementation of a compositional task. Writing is not only a means of communication, but also a means of meaningful learning, thinking, and completing informational tasks. In other words, writing is a complex activity that involves several stages of composition. Nurgiantoro (2020: 168) states that writing is an activity of creating language and organizing thoughts in written form. Apart



from that, this writing skill or ability requires everyone to be able to master various symbols or visual symbols, as well as the writer must master the writing system, especially those related to spelling mastery. This aims to ensure that writers can write their thoughts and ideas in good and correct language, precisely, neatly and completely.

According to Tarigan (2008: 3-4), writing is a language skill that is used for indirect communication, not face-to-face with other people. Writing is a productive and expressive activity. In writing activities, writers should use graphology, language structure and vocabulary. Writing is an effort to communicate or convey messages to readers through written media (Ishak, 2014: 5). Writing is not a reciprocal communication activity, but rather one-way communication. Even though writing is only one-sided communication, it requires strategy and argumentation as a very useful method, especially in face-to-face communication which is sometimes influenced by subjective points of view.

Mahsun (2014: 1) defines text as a unit of language that is used as an expression of social activities, both oral and written, with a complete structure of thought. This definition leads to the characterization of texts that can occur in the form of spoken or written language, or in any other way that is intended to express ideas. Zainurrahman (2013: 128) states that text is a collection of linguistic units, both spoken and written, that are of a certain size and have a certain meaning and purpose. The structure of the text is systematic and orderly, and contains elements where changes in one element have systemic consequences. A text can be words, sentences, paragraphs, or discourse that have certain characteristics that are accepted conventionally and can be

understood cognitively. Furthermore, these are the properties of the text itself, which are then called textual.

In descriptive text, Alwasilah and Senny (2005: 144) state that description is a verbal description of a person's behavior, appearance of objects, views or events. This way of writing describes something in such a way that the reader can (as if feeling, seeing, hearing, or experiencing) it as perceived by the five senses. Descriptions rely heavily on detailed and detailed images or specifications because they rely on the five senses. Descriptive text according to Kokasih (2006: 26) is an essay that describes an object whose aim is to make the reader feel as if they have seen the object being described for themselves. Descriptive text also has a social purpose, namely describing an object or substance individually based on its physical characteristics. Descriptive text is also writing that describes or presents something created by the author in such a way that the reader or listener has not seen for themselves the object being described.

According to Keraf (1982: 93) description is a form of writing related to the author's efforts to provide details about a subject. In his description, the author conveys his impressions, observations and feelings, as well as conveying the characteristics of the shapes found in objects and all their details. Asrom (1997: 13) states that description is writing that tries to evaluate or describe and represent the subject matter (for example: people, places, atmosphere or other things). A description must have at least two things, namely: (1) language skills that convey the nuances of form, and (2) accuracy and thoroughness of research on the subject being written.

Method

The method referred to in this research is related to working methods to obtain data to draw conclusions. The type of research used is quantitative research with a quantitative descriptive research design. In this research, the data used is data obtained from students' scores in writing descriptive text using scores that have been previously assessed. The main data in this research is the descriptive text of class VII students at PKBM Homeschooling Primagama Yogyakarta. This research uses performance techniques to collect data. The instrument used in this research was a performance test in writing descriptive text based on content, structure and linguistic characteristics. Then, the results of the student's score in writing descriptive text obtained are confirmed according to the established ability criteria, namely if the student achieves a score in the range 85-100 then the student is included in the very capable category and has the predicate A. If the student achieves a score in the range 75-84 then the student is included in the capable category and has a predicate of B. If the student achieves a score in the range of 55-74 then the student is included in the moderately capable category and has a predicate of C. If the student achieves a score in the range of 5-54 then the student is included in the less able category and predicated D.

Result

This research uses a quantitative descriptive research design. The main data source used in this research is the assessment of the results of descriptive texts made by junior high school students in class VII PKBM Homeschooling Primagama. The results of the descriptive texts created by students are assessed by the Indonesian language subject teacher using text writing assessment guidelines. There are 15

students in class VII at PKBM Homeschooling Primagama, consisting of 10 male students and 5 female students.

The student's ability to write descriptive text was obtained from 15 children, which is the total population of class VII junior high school students at PKBM Homeschooling Primagama Yogyakarta, namely a score in the range of 85-100 with a very capable ability level having a frequency of 1 person and a percentage of 6.7%. The value range is 75-84 with the ability level being able to have a frequency of 8 people and a percentage of 53.4%. The score range is 55-74 with a quite capable level of ability with a frequency of 4 people and a percentage of 26.7%. Scores in the range 25-54 with a less capable level of ability have a frequency of 2 people and a percentage of 13.3%. Thus, based on the Minimum Completeness Criteria at SMP Negeri 33 Makassar of 78, class VII students in writing descriptive texts are not classified as capable because from a total of 15 samples only 6 people reached the Minimum Completeness Criteria.

Discussion

Based on the results of the data analysis, it shows that the PKBM Homeschooling Yogyakarta Middle School students obtained from 15 samples, seen from the average score of 68.4, are quite capable in writing descriptive texts. Students are quite able to provide details of the objects that have been determined, namely the school environment. This proves that the score obtained shows something that is in line with the statement about descriptive text, which is a form of writing that is created based on the author's efforts to provide an overview and details about an object being discussed. In the description the author transfers his impressions, the results of his observations

and feelings, conveying the nature and all the details of the form that can be found in the object (Keraf, 1982: 93).

Based on the three aspects assessed, namely the ability to write the content of descriptive text, the ability to structure descriptive text, and the ability to use linguistic characteristics in descriptive text, class VII SMP students at PKBM Homeschooling Primagama still need deeper guidance from Indonesian language subject teachers in these three aspects. This is evident from the achievements of students who are only in the quite capable and less capable categories. As the theory of (Harsiaty 2016: 8) states that the content of descriptive text describes concretely. Therefore, in a descriptive text many special types of words are used. Then, in the body of a description text, it will explain the details of the parts of the object being described. Furthermore, the structure of the descriptive text should consist of three parts, namely identification/general description, section description, and conclusion/impression and be arranged systematically. Apart from that, when using linguistic characteristics in descriptive text, you don't only need to use special words, use language so that the reader seems to see, hear and feel what is being described, but also use detailed sentences, use synonymous words and use figures of speech.

Conclusion

Based on data analysis and discussion, the results of this research can be concluded that the competency or ability to write descriptive text for Class VII Middle School students at PKBM Homeschooling Primagama Yogyakarta is categorized as quite capable as seen from the average score obtained of 68.4 from the sample studied. Meanwhile, for the ability to structure descriptive text in the aspect of

composing text structure, an average score of 62.8 was obtained so that it was included in the quite capable category. For the aspect of ability to use linguistic features, an average score of 58.6 was obtained, which is in the less capable category.

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