THE ABILITY TO PRODUCE DESCRIPTION TEXTS FOR CLASS VII STUDENTS OF MTS AL-QALAM, JEREWEH DISTRICT

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Abstract

This study aims to determine the ability to produce descriptive text of class VII students of MTs Al-Qalam, Jereweh District, by paying attention to aspects of descriptive text content, descriptive text structure, and linguistic characteristics of descriptive text. The method used in this research is descriptive quantitative. The data collection technique used is an ability test in the form of a written test. The population in this study were all 7th grade students of MTs Al-Qalam, Jereweh District in the 2021/2022 academic year, totaling 13 students, consisting of 9 boys and 3 girls. Jereweh saw from the aspects assessed, that students have not been able to write a descriptive text. This is evidenced by the results of student work which shows that students who get a score of 90 are 1 person and those who get a score of 70 are 2 people, who get a score of 65 as much as 3 people, who get a score of 60 as much as 5 people, who get a score of 55 as much as 2 people. The conclusion is that the ability to produce texts for class VII students of MTs Al-Qalam, Jereweh District for the 2021/2022 academic year, totaling 13 has not been able to be as mandated by the 2013 Curriculum.

Keywords: descriptive text; text structure; linguistic features

INTRODUCTION

In the 2013 curriculum, the development of the Indonesian language curriculum uses a text-based language learning approach. Through this approach, students are expected to be able to produce and use texts in accordance with their social goals and functions. Indonesian is taught not only as language knowledge, but as a text that carries out the function of being a source of self-actualization for its users in an academic socio-cultural context. The Indonesian language learning method at the Junior High School, Senior High School, and Vocational High School levels consists of four stages, namely: 1) building context, 2) text modeling, 3) making texts together, and 4) making texts independently. In the technical instructions for implementing the 2013 Curriculum for each subject (Permendikbud Number 58 of 2014 in Appendix III) it is stated that teachers play an active role in developing culture in schools. The behavior and attitudes of students grow and develop while in school and their development is influenced by the structure and culture of the school, as well as interactions with components in the school, such as principals, teachers, and between students.

Text is a unit of language that is carrying out a function (Halliday & Hasan, 1992). Descriptive text is a text that has a social purpose to describe an object/object individually based on its physical characteristics (Mahsun, 2014). Moreover, descriptive essay is an essay that describes or describes a certain object or event in words clearly and in detail so that the reader seems to feel or experience directly what the author is describing (Dalman, 2012). A language unit

that is carrying out its function, then the text can be said as a language unit that has a complete idea or thought. Therefore, text-based language learning, in addition to being intended so that students can use language according to the context, can also be a means of developing thinking skills. In other words, students are required to be able to produce text. In addition, text is a result of thoughts born from experience, reading, actions, and feelings that are poured into verbal or written expressions (Zainurrahman, 2011). The results of thoughts formed through writing can be read based on the rules of proper writing.

The selection of research objects at MTs Al-Qalam Jereweh, because according to the author's observations that there are still many students who have not been able to produce descriptive texts. This is because learning to write is mostly presented in the form of theory, not much writing practice. The situation in the field also shows that the ability of students to accept, build new knowledge, and experience in accordance with the learning material is still low. Students find it difficult to communicate their knowledge in written form.

Based on the problems above, and considering the importance of students' writing skills, especially descriptive text. Therefore, it is very necessary to conduct research to find out "Ability to produce descriptive texts for class VII students at MTs Al-Qalam, Jereweh District, for the Academic Year 2021/2022. If research is not conducted, it is possible that students' abilities in producing descriptive texts will not develop and the way the teacher conveys the material will be monotonous, namely only giving a lot of theory and very little practice directly how to write good and correct descriptive texts. Based on the problems above, this study aims to determine the students' ability in producing descriptive text. Thus, there are efforts to improve the quality of education, especially in terms of writing.

The results of previous research, such as (Budiyono, 2016; Burhanuddin, 2019a, 2019b; B Burhanuddin, Rusdiawan, Intiana, Sukri, & Suyanu, 2021; Burhanuddin, Sumarlam, & Mahsun, 2019; Diana, Mahsun, & Burhanuddin, 2018; Maretta, 2018; Munawaroh & Markhamah, 2016; Nurfidah, Mahsun, & Burhanuddin, 2020; Paridi, Burhanuddin, & Yulida, 2019; Paridi, Sudika, & Burhanuddin, 2018; Purbania, Rohmadi, & Setiawan, 2020; Syafrida, Tiur, & Malan, 2018; Syahrawati, Burhanuddin, & Mahyudi, n.d.). Budiyono (2016) studied improving the ability to write descriptive text with serialized image media for seventh grade students of Public Junior High School 19 Bengkulu City. Munawaroh and Markhamah (2016) examined students' abilities in making descriptive texts based on picture media in class VII students of Muhammadiyah Junior High School 5 Surakarta. Permanasari (2017) examines the ability to write descriptive texts for class VII Public Junior High School 1 Sumber Jaya Lampung Barat. Juliyanti and Suryani (2018) studied learning to write descriptive text using the discovery learning method in class X students. Maretta (2018) studied improving the ability to write descriptive texts through the use of image media for class VII Public Junior High School 23 Medan. Syafrida et al. (2018) studied the development of descriptive text module based on contextual for students class x of state senior high school Gunung Meriah Aceh Singkil. Nurfidah et al. (2020) studied the understanding of Indonesian language teachers in SMA, SMK and MA in Mataram City towards Text-Based Indonesian Language Learning. Burhanuddin, Mahsun, Sukri, Mahyuni, and Saharuddin (2020) studied Teachers' Ability on Language Devices and Social Objective of the Text in Text-Based Indonesian Language Learning at Junior High Schools Level in Mataram City. Purbania et al. (2020) examines the ability to write descriptive texts of vocational high school students. Kichi (2020) examines improving the ability to write descriptive texts for Class VII Junior High School students

based on the beginner level using the semantic network retrieval technique. Maru and Nur (2020) applying video for writing descriptive text in Senior High School in the Covid-19 Pandemic Transition.

Based on the results of the research above, the authors are interested in conducting research with the title "Ability to produce descriptive texts for class VII students at MTs Al-Qalam Jereweh.

METHOD

This research describes how the ability of class VII students of MTs Al-Qalam Jereweh in producing descriptive text. Therefore, this study uses qualitative and quantitative research methods by observing the subject and object of research based on the existing facts. The facts found are described in depth. In this study, the researcher is the main data collector, meaning that the research cannot be represented. Researchers participate in activities carried out by research subjects so that researchers get accurate information. The research was conducted at MTs Al-Qalam Jereweh with 13 students. The research instrument used in this research is an assignment in writing descriptive text. The theme used by the researcher is "pet animals". Based on this, the steps in analyzing the data are as follows. First, collect student worksheets that have been done. Second, evaluate the results of writing a descriptive text based on the specified assessment criteria. The results of student work are corrected based on the assessment components, namely the structure of the description text and the linguistic rules of the descriptive text. Based on these considerations, the study gave a maximum score of 100 for each criterion (Nurgiyantoro, 2013). The maximum score is divided into two aspects of the same assessment with the details of the structural aspects. Description text is given a score of 50 and linguistic rules is given a score of 50.

Table 1. Guidelines for Scoring Students

Research Aspects	Score	Sub-Assessment	Qualification	Score	Total
Description text structure	50	Identification	Good	15	15
			Less Good	10	
			Not Good	5	
		Part Description	Good	25	25
			Less Good	10	
			Not Good	5	
		Conclusion/ Impression	Good	10	10
			Less Good	5	
			Not Good	3	
		Nouns	Good	10	10
			Less Good	5	
			Not Good	3	
		Noun Phrases	Good	10	10
			Less Good	5	
			Not Good	3	
		Adjectives	Good	10	10
			Less Good	5	
			Not Good	3	
		Adjectives	Good	10	10
			Less Good	5	
			Not Good	3	

Research Aspects	Score	Sub-Assessment	Qualification	Score	Total
Language Rules	50	Adverbs	Good Less Good Not Good	10 5 3	10
		Verbs (opinions/feelings)	Good Less Good Not Good	10 5 3	10

Results and Discussion

Based on the results of the research, student assignments on the assessment of aspects of the structure of the text can be seen in the following table.

Table 2. Students' Abilities in Text Structure Aspects

No.	Name	Structure Text			Total Score	Value
		Identification	Description Section	Conclusion/ Impression		
1	M. Aldi	15	25	10	50	100
2	M. Hanif Rifki Alifansyah	15	10	5	30	60
3	Muhammad Ashari Azzaki	15	20	5	40	80
4	Muhammad Erwin	15	25	5	45	90
5	Novriandri Risma Saputri	15	25	10	50	100
6	Olivia Zarlianti Auliah	15	15	10	40	80
7	Riyens AG Asfiawar	15	15	10	40	80
8	Yusril Syahri Ramdani	15	15	5	35	70
9	Zalfah Rizqi Annisa	15	25	10	50	100
10	Nailah Dhea Sya'wanah	15	25	10	50	100
11	Fariz Ahmad Mumtaz	15	20	5	40	80
12	Arin Sofia Merdeka Matari	15	20	5	40	80
13	Amira Firda Haqifah	10	5	5	20	40

Based on the table above, most of the students' ability in text structure is in the capable category, there are 2 students whose scores are still below the standard, 60 and 40.

The ability of students from the aspect of linguistic rules can be seen from the table below.

Table 3
Students' Abilities in Aspects of Language Rules

No.	Name	of Language Rule					Total Score	Value
		Noun (KB)	Noun Phrase (FB)	Adjective (KS)	Adjective Note. (KKet)	Verb (KK)		
1	M. Aldi	10	10	5	10	10	45	90
2	M. Hanif Rifki Alifansyah	10	5	10	5	10	40	80
3	Muhammad Ashari Azzaki	10	5	10	5	10	40	80
4	Muhammad Erwin	10	10	10	10	5	45	90
5	Novriandri Risma Saputri	10	5	10	10	10	45	90
6	Olivia Zarlianti Auliah	10	5	10	10	10	45	90
7	Riyens AG Asfiawar	10	5	10	10	10	45	90
8	Yusril Syahri Ramdani	10	5	10	10	10	45	90
9	Zalfah Rizqi Annisa	10	5	10	10	10	45	90
10	Nailah Dhea Sya'wanah	10	10	10	10	10	50	100
11	Fariz Ahmad Mumtaz	10	3	10	5	5	33	66
12	Arin Sofia Merdeka Matari	10	5	10	5	5	35	70
13	Amira Firda Haqifah	10	3	5	5	5	28	56

The value of the table above is the ability of students in the aspect of linguistic rules to be classified as capable.

Table 4. Student Values From Aspects of Text Structure and Language Rules

No.	Name	Structure of Text			Language Rules					Score	Value
		I	DB	S	KK	FB	KS	KKet	KK		
1	M. Aldi	15	25	10	10	10	5	10	10	95	95
2	M. Hanif Rifki A	15	10	5	10	5	10	5	10	70	70
3	Muh. Ashari Azzaki	15	20	5	10	5	10	5	10	80	80
4	Muhammad Erwin	15	25	5	10	10	10	10	5	90	90
5	Novriandri Risma S	15	25	10	10	5	10	10	10	95	95
6	Olivia Zarlianti Auliah	15	15	10	10	5	10	10	10	85	85
7	Riyens AG Asfiawar	15	15	10	10	5	10	10	10	85	85
8	Yusril Syahri R.	15	15	5	10	5	10	10	10	80	80
9	Zalfah Rizqi Annisa	15	25	10	10	5	10	10	10	95	95
10	Nailah Dhea S	15	25	10	10	10	10	10	10	100	100
11	Fariz Ahmad Mumtaz	15	20	5	10	3	10	5	5	73	73
12	Arin Sofia Merdeka M	15	20	5	10	5	10	5	5	75	75
13	Amira Firda Haqifah	10	5	5	10	3	5	5	5	48	48

Description:
I   = Identification
DB. = Part Description
S   = Conclusion

Based on the table above, the results of the ability to write descriptive texts of students vary, 2 people get a value of 100, 2 people get a value of 95, 2 people get a value of 85, 3 people get a value of 80, 2 people get a value of 75, 1 person gets a value of 70 and 1 person got a score of 48. Students' writing ability can be seen from the results in the table above that most of the students are able to write descriptive text correctly and there are some whose scores are still low.

Based on the presentation of the results of data analysis, the seventh grade students of MTs Al-Qalam Jereweh in writing descriptive texts are classified as capable. Students are in the category of being able to describe a text based on the pattern of writing descriptive text which can be seen through writing the structure of the text and the characteristics of the linguistic rules of the text made by students. By looking at the results of the acquisition of grades, there are several students who can describe the meaning of the actual descriptive text. In addition, the researchers also found that students were quite able to describe something that could describe the structure of the text in detail and it was still difficult to find the characteristics of linguistic rules contained in students' writing by looking at the scores of students who were in the quite capable category and needed additional learning so that students better understand writing patterns. good description text. The ability to write descriptive text based on the structure of the text, the seventh grade students of MTs Al-Qalam Jereweh obtained an average score of 82.3 and were in the capable category.

The value of the text structure and linguistic rules from the results of this study, VII grade students of MTs Al-Qalam Jereweh in writing descriptive texts, the researchers got the following final results: 1 student got a score of 100 which was obtained by students with code number 10 on behalf of Nailah Dhea Sya'wanah, 3 students got a score of 95 students with code numbers 1, 5 and 9 on behalf of M. Aldi, Novriandri Risma Saputri and Zalfa Rizki Annisa, 1 person got a score of 90 which was obtained by students with code number 4 on behalf of Muhammad Erwin, 2 people got a score of 85 namely students with code numbers 6 and 7 on behalf of Olivia Zarlianti Auliah and Riyens AG Asfiawar, 2 people got a score of 80 obtained by students with code number 3, and 8 on behalf of Muhammad Ashari Azzaki and Yusril Syahri Ramdani, 1 person got a score of 75, namely student with code number 12 on behalf of Arin Sofia Merdeka Matari, 1 person got a score of 73, namely students with code number 11 on behalf of Fariz Ahmad Mumtaz, 1 person got a score of 70, namely students with n number 2 is in the name of M. Hanif Rifki Alifansyah, and 1 person gets a score of 48 with code number 13 on behalf of Amira Firda Haqifah. By looking at the results of students writing descriptive texts, it can be concluded that the ability to write descriptive texts for class VII MTs Al-Qalam Jereweh is included in the capable category, although there are still some students who need to be given guidance and re-understanding regarding how to write descriptive text correctly.

There are some students who fall into the capable category in the aspect of text structure, but get less marks in the aspect of linguistic rules, for example, students with code 1 (M. Aldi) get a score of 100 on the aspect of text structure and get a score of 90 on the aspect of linguistic rules. There are also students who get low marks in the aspect of the structure of the text but in the aspect of linguistic rules, these students get good grades. For example, students with code 8 (Yusril Syahri Ramdani) got a score of 70 on the text structure aspect and got a score of 90 on the aspect of linguistic rules, and a child with code 2 (M. Hanif Rifki Alifansyah) also got a low score on the text structure aspect, namely 60 and on the aspect of linguistic rules gets a score of 80. There are also children who get low scores in both aspects, namely the child with code 13 (Amira Firda Haqifah) who gets a value of 40 on the aspect of text structure and gets a score of 56 on the aspect of linguistic rules. This is because during the learning process there are still some students who pay less attention to the teacher's explanation and pay attention to other things so that they do not understand the writing learning material, especially in writing this descriptive text. So there are some children who are categorized as less capable in writing descriptive text.

CONCLUSION

From the results of research on 13 students and based on the results of the research and discussion that have been described previously.

The ability to write descriptive texts in class VII MTs Al-Qalam Jereweh seen from the assessed aspects, that students are able to write descriptive texts well. This is evidenced by the results of student work which shows that students who get a score of 100 are 1 person and those who get a score of 95 are 3 people, who get a score of 90 as many as 1 person, who get a score of 85 as much as 2 people, who get a score of 80 as much as 2 people , who got a score of 75 as many as 1 person, who got a score of 73 as many as 1 person, who got a score of 70 as many as 1 person and who got a score of 56 as much as 1 person.

In some students, the ability to write descriptive texts in class VII MTs Al-Qalam Jereweh seen from the linguistic rules of the text is still low.

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