

STUDENTS' ABILITY ON WRITING DESCRIPTIVE TEXT USING PICTURE MEDIA IN CLASS X HOSPITALITY 3 AT VOCATION HIGH SCHOOL 4 JAMBI CITY

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ABSTRACT

This research design uses quantitative research methods with data collection techniques through tests. Where the population in this study was 293 students with samples taken were students of class X Hospitality 3 with a random sampling technique consisting of 26 students. This research consists of problems, research objectives, research methods, research findings and conclusions. The background of this research doing this research was the writing of students' descriptive texts using picture media. The components analyzed in this study were organization, grammar, vocabulary. In collecting data, this research used a written test instrument. This research analyzed students' writing based on five categories, namely: very good, good, average, fair, poor. The results of this study concluded that 26 students of class X 3 at vocation high school 4 Jambi City at the level of writing descriptive texts got an average score of 31.40 from the results of the tests carried out and according to Harris (1969) the average value was included in the fair category. Meanwhile, the average score for each aspect obtained by students, namely, in the organizational aspect was 2.3, this was included in the fair category, and the grammatical aspect was 1.73 which was included in the poor category and the vocabulary aspect was 1.42 including the poor category.

Keywords: *Writing Descriptive Text, Picture Media.*

INTOROUCTION

Writing is a linguistic activity that holds an important position in the dynamics of human civilization. By writing people can communicate, express ideas both from within and from outside, and can enrich their experiences. Through writing activities, people can also benefit for their growth. Writing skill is a mechanistic skill. Writing skills cannot be understood only through theory, but are carried out through regular practice so as to produce well-organized writing.

Writing is also a communication activity to convey messages or information in writing to other parties using written language as a tool or medium.

Writing is also a creative process to express ideas in written language for a purpose, such as informing, convincing, or entertaining. Writing can also be said as part of the skills taught in language lessons. Language skills consist of four

aspects, namely listening skills, speaking skills, reading skills, and writing skills. The use of linguistic aspects in the learning process is often related to one another. Listening and reading are closely related because both are tools for receiving communication. While speaking and writing are ways of expressing meaning.

Writing is an activity to express information obtained from the process of listening and reading. Thus, the more information received, the more will be disclosed in writing. Writing skill is the ability to express ideas to other parties in writing. Writing according to experience, time, opportunity, training, special skills, and hands-on teaching to become a writer, demands ideas that are logical, clearly expressed, and attractively laid out. Writing is one aspect of language skills that is very important to be mastered by students in language

learning to support the function of language as a communication tool.

According to Harmer (2004: 79-80), writing is a basic language skill that is used to communicate indirectly. There are many forms of writing skills that are taught to students, such as writing narrative essays, descriptions, expositions, arguments, and persuasion. The importance of writing skills in schools requires students to be able to write, one type of writing that students can use to write is descriptive text.

Descriptive text is an explanation or description in words clearly and in detail. and to make a descriptive text in writing, students must provide an explanation or description of an object clearly and in detail so that the reader seems to see, hear, and can feel what is described. this is what is needed when writing descriptive texts, namely the existence of organization, grammar, vocabulary, and mechanics in writing descriptive text sentences besides that the accuracy between one sentence and another must be interconnected, between paragraphs and the next paragraph so that it becomes a sentence. . . which is good and true.

However, when researchers conducted research at SMKN 4 Jambi City, researchers saw the low desire of students in terms of writing skills. this can be seen from the lack of motivation and interest of students when asked to write texts, especially descriptive texts at school. Therefore, this research wanted to examine the writing of students' descriptive texts.

In this study, this research used image media as a reference for students in writing. This is used by researchers to make it easier for students to express their creativity. that way students will enjoy it more and more easily express their ideas when writing. because students will be asked to make a descriptive text based on the image media that has been determined by this research. The presentation of this image media was also given by this research to make it easier

for students to write descriptive text. Thus, the ideas and ideas of students in terms of writing will be more easily poured out clearly, concretely, and completely.

Based on the description above, this research is interested in conducting a study entitled "Students' Ability to Write Descriptive Text Using Picture Media in Class X Hospitality 3 SMKN 4 Jambi City.

WRITING

According to Harmer (2004: 79-80), writing is a basic language skill, because it is like speaking, listening, and reading. Students need to know how to write letters, how to compile written reports, how to reply to advertisements and more and more ways of writing using electronic media.

According to Oshima and Hogue, (1997: 2), writing is a progressive activity. This means that when you first write something, what you have been thinking you will say and how you will say it. After you finish writing, you reread what you have written and make changes and corrections. Therefore, writing is never a one-step action, it is a process that has multiple steps. Brown (2004:335) states that writing is a written product of thinking, composing, and revising which requires special skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into writing. the text, how to revise the text for clearer meaning, how to edit the text for proper grammar and how to produce the final product.

Writing is a fundamental component of language. When a child writes, thoughts and knowledge are mixed together to create a unique meaning (Jones, et al., 2010). Leeches, et al. al., (1983) stated that writing has the advantage of being relatively permanent, which allows recording in a form that is independent of the memory of those who keep the notes. The meaning of writing differs from other English skills in that

writing is more permanent and written in form. As a medium of communication between the writer and the reader, writing must be understood so that the reader knows clearly what this research means. If readers cannot understand it clearly, then they will not catch the idea that this research wants to convey.

Heaton (1975:138) makes a statement about difficulties in writing, which says that writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual elements and considerations. That is, the teacher must bring the skills of grammar rules and other skills in teaching writing.

From the above definition it can be concluded that writing is a process of action or the process of building a larger unity of ideas, thoughts, and feelings to form words in sentences or paragraphs, but also when people write, they must organize some interesting things, namely experiences or ideas in written form.

ENGLISH FOR SPECIAL PURPOSE (ESP)

At the end of the Second World War, English for Special Purposes (ESP) emerged at a time of major changes in science, technology and business that caused English to stand as the lingua franca. Due to this phenomenon, there is a high demand for international language learning focused on teaching English for use in certain situations. ESP actually emerged around the 1960s in England due to the advancement of economic development so many international students came to the US, UK and Australia to study there.

There are so many definitions of English for Special Purposes in the teaching and learning process according to experts, so there are many terms. English for Special Purposes is a teaching-learning process of English as a second language which aims to learn English for certain circumstances.

The purpose of the ESP teaching and learning process is oriented to the needs of students. Experts say that the

position of English for Special Purposes in language learning is as an approach. Because, according to Barthia and Bremner, ESP tends to stand as an approach rather than a product in a teaching and learning position. Hutchinson and Waters, similarly argue that the real question of teaching ESP is about how people learn

bringing ESP teaching and learning processes into a language-centred approach.

In addition, Anthony also stated that English for Specific Purposes (ESP) is an approach in the language teaching process with the aim of professional or academic needs. ESP learners will focus on a skill or genre to meet the need to use specific or general teaching materials and methods. Not only that, what distinguishes ESP from English in general is the awareness of needs. How ESP implementation can lead people to conclude that there is a significant difference between ESP learning and general English, but in reality. ESP is a teaching and learning process that combines a specific language and a common language. The purpose of using general or specific materials is intended to meet the needs of students.

In particular, the function of English for Special Needs is to regulate the language characteristics of learners or to enhance their need for the required language skills. used for a discipline, job, and working conditions. ESP acts as a branch of Applied Linguistics in the teaching and learning of English as a Foreign Language (EFL) intended to apply English to learner, study, work, and vocational needs.

Although there is a difference between learning English for Special Purposes and learning general English or what is known as ELT. According to Hadley, the main difference is that in ESP the focus of the teaching and learning process is on the "S" for specifics. Specific words can be an abbreviation of the learner's needs or the learner's goals from the learning process.

Based on the definition of ESP taken from experts, this research concludes that English for Special Purposes refers to the teaching and learning of a second language that focuses on the needs of learners where the aim is that students must be proficient in English in relation to professionals. and academic situations.

DESCRIPTIVE TEXT

According to Mukarto (2007), descriptive text is a type of text to describe something. Descriptive writing means describing something, place or person with the aim of making the reader feel the writing itself. Tompkins (1994, p. 111) states that descriptive writing is painting pictures with words. Another expert is Gerot and Wignel (1994) who stated that descriptive text aims to describe a particular thing, person or place that shows the reader about the physical appearance of something clearly. In addition, McCarthy (1998, p. 5) also states that descriptive writing is a writing domain that develops images through the use of appropriate sensory words and phrases, and through devices such as metaphors and sounds of words.

Based on the definition of descriptive text above, it can be concluded that descriptive text is a text that describes a person, object, or place that writes down its physical appearance and characteristics.

RESEARCH METHODOLOGY

This research used quantitative research design. According to Creswell (2014) quantitative methods can be interpreted as research methods based on a process of collecting, analyzing, interpreting and writing the results of a study. In this study, this research looked at the students' descriptive text writing skills using picture media.

The population in this study are students' of public vocational high school 4 Jambi cities in the 2021/2022 academic year. The total class for the tenth class is nine classes. The total population is 293. For the sampling

technique, this research used random sampling to take the sample. According to Sugiyono (2017:126) Random sampling is a form of sampling where each sample has the same opportunity to be selected, and researchers use the lottery method to obtain the sample. One common way is to use the lottery method, which is a mechanical example of random sampling. In this method, this research assigns a number to each member of the population. This research took a number from the box randomly to choose a sample and the sample of this study were students from X Hospitality 3.

In collecting data, this research used a written test as a research instrument. The writing test used was to look at the students' ability to write descriptive text through the picture media provided by this research as the topic of writing descriptive text. Then, they will compose into three paragraphs of media picture that they see on paper. This test is intended to see the students' ability to write descriptive texts.

This research find out the students mean score by using the following formula :

$$M = \frac{\sum F}{n}$$

M : Mean

F : Total Score

n : Total Sample

This research give the score clasification, there are five of students' writing ability encompassing excellent, good, average, fair, poor, Harris (1969)

Tabel
The students' score skill level

No	Score	Criteria
1	81 – 100	Excellent
2	61 – 80	Good
3	41 – 60	Average
4	21 – 40	Fair
5	0 – 20	Poor

Adapted from Harris (1969)

DISCUSSION

From the data analyzed specifically, every aspect was analyzed by this research. which comes from three aspects, namely organization, grammar, and vocabulary.

The first aspect that will be analyzed by this research was Organization. There were 2 aspects contained in the organization, namely Identification and Description. The criteria contained in the identification and description were, Complete identification and description prepared with appropriate conjunctions, almost complete identification and description prepared with almost exact conjunctions, Incomplete identification and description prepared with little misuse of conjunctions, Identification was done incomplete and The description was structured with the use of conjunctions. With the criteria that have been determined by the skill score, researcher can collect and analyze data. And the results of the study show that the average results of the criteria for writing skills obtained were 2,3 and this was included in the fair category.

The second was the grammatical aspect. This aspect consists of word selection. Aspects of word choice in question were very few grammatical inaccuracies, slight grammatical inaccuracies but do not affect the meaning, many grammatical inaccuracies, grammatical inaccuracies often occur. criteria in this way, researcher can collect and analyze data. And from the results of data collection and analysis, it was known that there were still grammatical deficiencies that students have, this can be seen from the classification of the average writing ability of students who scored 1.73 and according to the classification theory the value was included in the poor level.

The third was the vocabulary aspect. This aspect consists of word selection. the aspect of word choice in question was the selection of the right and appropriate words to express ideas. Criteria in vocabulary such as, Effective

choice of words and forms of words, Slight misuse of vocabulary, tenses, but does not change the meaning, Confusing range of words and forms, knowledge of words, poor form of words, and cannot be understood. criteria in this way, researcher can collect and analyze data. And from the results of data collection and analysis it was found that there was still a lack of vocabulary owned by students, this can be seen from the average classification of students' writing skills who got a score of 1.42 and according to the classification theory the value was included in the poor level.

From the average value of students in each aspect obtained from all students, it can be seen that the weakness of students in writing descriptive text using picture media was in the aspects of grammar and vocabulary with a score of 1.73 and 1.42. where according to the criteria for the level of writing said by Harris (1969) was poor. And from these results it can also be seen that students were quite capable of mastering the generic structure contained in the descriptive text, this can be seen from the organizational aspect which was obtained with a score of 2.3. with a fair level of criteria. Meanwhile, from the results of data presentation in general, this research obtained the result that the average score obtained by students in writing descriptive texts was 31.40 and according to the.

CONCLUSION

As mentioned in the first chapter, the purpose of this research was to analyze students' descriptive text writing that focuses on 3 aspects, namely organization, grammar, vocabulary, in class X hospitality 3 At Vocation High School 4 Jambi City. This research concluded that 26 students of class X Hospitality 3 At Vocation High School 4 Jambi City at the level of writing descriptive texts were still at the fair level. This was indicated by the average value of 31,40 from the results of tests conducted by researcher on students. And the average value of aspects obtained by

students in the organizational aspect was 2.3, the grammar aspect was 1.73 and the vocabulary aspect was 1.42

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