WRITING DESCRIPTIVE TEXTS ABILITY OF TENTH-GRADE STUDENTS SMA KRISTEN KANAAN BANJARMASIN

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Abstract

Writing is a language production skill which is pivot and complicated to learn thoroughly, especially for sophomore EFL learners. Hence, this study was organized to describe and investigate the capability of sophomore EFL learners of Higher Secondary School Kristen Kanaan Banjarmasin in descriptive text composing . This study was organized by implimenting qualitativeapproach while the study design was descriptive. The study population was the sophomore of Higher Secondary School Kriten Kanaan Banjarmasin where 29 EFL learners from class X MIA were choosen as sample. In obtaining the data, the analyst implemented writing test as the study instrument. According to the test result, it could be discerned that the capability of sophomore EFL learners of Higher Secondary School Kristen Kanaan Banjarmasin in descriptive text composing was in fair category. It revealed that most EFL learners were unable to elaborate their paragraph and develop the topic adequately.

Keywords: Ability, basic English skills, descriptive text, writing.

INTRODUCTION
Study Background

Language is a pivot means of communication which posseses man relationship with various aspecs. Human will be strugled without language since when someone desirees to conve either his feelings or opinion to other people, he always implements language which might be implemented through action, gesture, or signal.

Language as defined by Brown (2001, p.141) mean of conveying ideas or feelings through conventionalized sounds, gestures, signs, or mars systematically which posess a degree of meanings. It indicates that those are tools to communicate and express ideas or feelings to other people. People communicate thrugh varius ways, namey written, oral, and symbol. In conversation, wedefine language based upon body language, sound or symbol to convey pivot information to the ricevir.

English Learning is an arduous task for Indonesian people. There still many people who cannot speak and write English well, despite it has been taught any school and education, either at informal or formal levels. In addition, the EFL learners have to deal with four basic skills in English learning, namely listening, speaking, reading, as well as writing, with writing posseses the highest difficuly. Richards and Renandya (2002, p. 303) refer it as the most challenging one, either for foreign or second language learners to learn thoroughly. It needs skills on how to write words correctly and how put and arrange those words into sentences which are supposed to be meaningful according to gramatical rules.

Many EFL learners who learn English believe that several issues were occurred when theytry to write in English. First is generating the idea. It means that they often be struggled in finding topics or developing ideas. Second is transforming the generated ideas into words, sentences, or paragraphs which should be conforming with grammatical rules. Then the other problem deals with the vocabularies. Many EFL learners find it hard to learn thoroughly English vocabularies regardlees their possessed ideas to write. It often becomes a hidrance for them when translating their ide into English words. Therefore, the analyst is intended to investigate the EFL learners' capability in descriptive text composing.

According to Cottrell (2003, p. 232), ones implemented descriptive writing four writing what is happen, what something is like, explaining story, and describing the time at which events occured. Descriptive text is quite difficult to be learned by the EFL learners. Hence, they need practice repeatdly and work hardly in producing good writing, thus the reader could clearly comprehend the messages. However, sometimes EFL learners have insufcient idea in writing. Therefore the analyst intended to conduct a study on the EFL learners' capability in descriptive text composing to measure their capability in descriptive text composing.

Statement of the problem

The study problem is as follow:

"How is the capability of the sophomore EFL learners of Higher Secondary School Kristen Kanaan Banjarmasin in descriptive text composing in academic year 2019/2020?"

Study Objective

The study objective is to discover EFL learners' writing capability possessed by sophomore EFL learners of Higher Secondary School Kristen Kanaan Banjarmasin EFL learners academic year of 2019/2020.

Study Significances

By knowing the study result, the analyst anticipated that that it is able to be implemented as:

1. Information to the English Educators. Educators can get additional knowledge about the capability of EFL learners in descriptive text composing, so they can improve their teaching and guide their EFL learners.
2. Valuable input for EFL learners, so they have good knowledge and capability in descriptive text composing.
3. A reference for the other analysts who are interested in the same field and similar topic.

Study Scope

The study scope of this study concerned the following:

1. The study location is at Higher Secondary School Kristen Kanaan Banjarmasin.
2. The study subjects are sophomore MIA of Higher Secondary School Kristen Kanaan Banjarmasin.
3. The limitation of this study is on the capability of the sophomore EFL learners of Higher Secondary School Kristen Kanaan Banjarmasin in descriptive text composing academic year 2019/2020.

RELATED LITERATURES

Writing

Writing Definition

Writing is an activity where people convey messages throug sins such as letters and punctuation in page, which further incorporated into words, sentences, and paragraphs. For being able to write, people should think what messages that they want to convey and to whom it will directed to. Nunan (2003, p. 88) suggests that this is both physical as well as mental act due to its' act of committing ideas into some medium. Contrarly, as mental act writing is an act of devising ideas, resoning how to organize, as well

as expressing them through sentences or pragraphs. Furthermore, Weigle (2002, p. 19) defines it as an activity which takes place according to a context which accomplishes a specific purpose, and then shaped for its intended readers.

Additionally, Palmer (1994, p. 5) mentions writing as a kind of thinking activity, which means that good writing needs careful thinking that can represented in form of generating idea, choosing the appropriate and suitable vocabularies, as well as organizing those ideas into a right concatenation. This is also in line with Palmer (1994, p. 102) who mentions that writing activity requires complex thinking that is involved in problem-solving and decision making.

Overall, previous statements shows that writing is a product of written language which possesses some characteristics that can be difered from the spokenone. Moreover, writing is an act that not only involves deep thinking in aranging the ideas and converting them into some words and sentences, but also making them sutable with the pupose, context, and audience.

Kinds of Writing

According to Prayogo (2009, p. 19) there are three kinds of writing. They are: free writing, controlled writing, and guided writing.

1) Free Writing
    Free writing is exact same as the name stated where ones are writing any topic without stopping, which means that we could wite whatever comes to the mind without worying that everything we write is correct or not. The intention behind it is to free up the mind for making association and connection.

2) Controlled Writing
    Controlled writing is the opposite of free writing. To implemen this kind of writing, a teacher would need to as the EFL learners to be focused on practicing getting words down on their paper where they should concentrate several issues at the tim. It is a suitable method of rinforcing grammar and vocabulary. This is the type of writing conducted by the subjects in this study.

3) Guided Writing
    Guided writing is less controlled than controlled writing. When implemeting this kind of writing in the classroom, EFL learners are given a first sentence, the last sentence, an outlinin their piece of writing. EFL learners should be capable of discussion, making notes, and sharing findings together before they begin writing.

Teaching Writing

A teacher must possess capability to decide which approach they want to use in teach writing. The most popular approaches are product-oriented approach. In the teaching of writing, Educators can focus both on its' process and product. Product-oriented approach was prevalent. In this approch, the thing to be focused on is the final product. There are some characteristics of a product-oriented approach (Brown, 2001, p. 335), those are (1) the compositions should reach certain escribed English with rhetorical style standards, (2) the compositions should grammatically accurate, and (3) they are organized in conformit. Furthermore, in this approach, EFL learners' writing will be measured based upon some criteria such as content, organization, grammar, vocabulary, and writing mechanics.

Descriptive Text

Definition of Descriptive Text

Descriptive text is one that describes a place, person, or object as real as possible which could be done by observing and recording specific details of the place, person, or object that attract to our readers'

senses. Scholes and Comley in The Practice of Writing (1985, p. 11) said, the written description should have a sensible, efficient, and carefully calculated plan. Descriptive can either be oriented from the specific to the general or the other way around. It is in line with Anderson (1998, p. 26), who stated that its purpose is making the reader picture or "see" a place, person, event, or situation. In his mind, as you provide specific details through the adjectives implementation make text more vivid.

The Descriptive Text Structure

According to Wardiman (in Alawi 2011, p. 15) defines;
1. The generic structures of a descriptive text as follows:
    a. Identification : identifies the phenomenon to be described
    b. Description : describes features in order of importance (parts/ things, qualities, other characteristics or the uniques).

2. The generic features of description:
    a. Are verbs (present tense)
    b. Adjective (describing subject's features)
    c. Topic sentences (starting paragraphs and organizing subject's various aspects)

3. A statement of general things found in the first paragraph:
    a. It introduces described subject or object to the readers.
    b. It could give audiences (readers) the brief details (where, when, what, or who) of the subject.

4. A sequence of paragraphs regarding the object or subject:
    a. Each paragraph mosty started with a topic sentence. It previews the details which will be appeared in the restof the paragraph.
    b. In the second paragraph write about subject or object looks like. In the third paragraph describe the subject or object in detail. Can include things we can see, feel, hear, smell, and taste.

5. A concluding paragraph (optional)
    It works as a signal for the text ending, including personal comments and/or recommendation.

Example of Descriptive Text

My school is green and beautiful. There are so many huge trees that make the air become so fresh. It is very large with an area around one hectare, bounded by high fences.

My school also has more than 27 buildings consisting of 10 classrooms, a teacher room, a science lab, a language lab, a library, 10 toilets, a multimedia room, a mosque, and a big corridor.

Although it has so many buildings, there are many plants with shady trees that lined in all corner. Even in front of each classroom, there is a quite large flower garden.

My school also has a large canteen. The canteen is located at the rear of tenth class exactly behind the language laboratory. My school's canteen sells a lot of foods, such as; snacks, meatballs, fried rice, noodles, and many more.

https://www.belajardasarbahasainggris.com/2016/04/07/descriptive-text-about-school-bahasa-inggris/

Previous Studies

There are several studies related to the EFL learners' capability in writing, one of them has been done by Hartati (2015) entitled "An Analysis of Students' Ability in Writing Descriptive Texts at SMAS PGRI Barabai Academic Year 2014/2015". The findings disclosed that the EFL learners were still demented in recognizing descriptive text's chematic structure. In addition, they faced difficulty in implementing appropriate linguistic features.

The second is conducted by Mardianti (2015) with title "An Analysis of Student's Writing Skill in Descriptive Text at Tenth-grade Students at SMAN 2 Barabai Academic Year 2014/2015". The intention of her study was to discover the EFL learners' capability in descriptive text composing, the content and organization of descriptive text at sophomore of SMAN 2 Barabai, which revealed that subjects' capability in composing descriptive text was fair where most problem faced by them were mechanism and grammar.

Moreover, Husna (2013) conducted a study that analyzed the writing capability and difficulties in descriptive text composing faced by the second grade EFL learners of MAN 2 Padang. The findings of the study were: (1) the EFL learners were still unable to transfer and develop their idea into a written form well in composing a text; (2) the EFL learners failed to show well-organized writing; (3) the EFL learners had insufficient vocabulary. Althoug the topics given were considered familiar to the subjects, there were some who were unable to develop their ideas well. The subjects admited that this problem was due to the difficultis of transforming the ideas because they have no idea how to deliver it in English. Hence, many of them failed to organize the text well. Furthermore, the insufficient vocabulary was still one of the main predicamets faced by them in composing an English text. Whereas, the EFL learners found it hard to develop their ideas well due to the insufficient vocabulary.

According to the studies above, it could be concluded that despite some EFL learners in general possess good score in composing a descriptive text, they still face difficulties in developing their ideas as well as organizing their writing. Additionally, they also had insufficient vocabularies. Therefore, the analyst is interested to conduct a study about the EFL learners' capability in descriptive text composing.

STUDY METHOD

Study Design

It is pivotal to know and to use the right method to achieve a good understanding regading the problem being studied. This study implemented descriptive quantitative design in the process of taking the data. The reason why the analyst implemented descriptive quantitative design is to gain formation about phenomena in order to describe existed condition in the field. Quantitative descriptive or survey study involves collecting data for answering questions regarding the study topics' curent status and obtaining information related to attitudes, preferences, concerns, practices, or interest of some groups.

The analyst analyzed the descriptive writing composed by the first semester EFL learners of sophomore. The analys focused on their capabilities in descriptive text composing based upon content, vocabulary, organization, grammar, and mechanics. Then, the data were inductively analyzed to provide meaning, where the analys worked to collect data and to find the relevant information and get the conclusion.

Study Subject

The population was the 10th grade EFL learners of Higher Secondary School Kristen Kanaan Banjarmasin. While the sample were two classes (X MIA and X IS) with total EFL learners were 58, which consisted of 29 EFL learners in each class. The analyst took one class to the observation of the study. Furthermore, by implementing a written test of descriptive text which the topic chosen by the EFL learners about describing place (my school / my house), the crucial data were gathered.

Instrument

An instrument is implemented for measuring the effectiveness, assessing individual ability, observing behaviour, developing a psychological profile regarding an individual, or interviewing a person (Creswell, 2002, p. 151). The instrument was writing test to measure EFL learners' performance, that is their capability in descriptive text composing. Creswell (2002, p. 151) states that performance measure is intended to assess an individual's capability to perform on an achievement test, intelligence test, aptitude test, interest inventory, or personality assessment inventory.

Validity and Reliability

Validity

Validity is a pivotal key to effective study. Validity is a requirement for studies, either qualitative or quantitative. This means that questions of a study instruments validity are always specific to the particular situation and the particular purpose for which were considred and establish in constructing a paragraph composition test implemented in the present study. A test sad to possess content validity if the test samples requires the test-taker to perform the measured behaviour, it could as well claim content-related evidence of said validity.

The physical appearance or the typing format of the test should give a notion of being right or good. In other words, the face validity of the paragraph writing test is viewed from its format. For possessing good face validity, text writing test must possess construct validity. Construct validity alludes to related theories and principles which have been adopted as bases to construct the study instrument. Construct validity is achieved by ensuring that performance on the test is reasonably explained by particular appropriate construct or concepts (Cohen et al. 2000, p. 132).

In this study content validity was used. Content validity alldes to the content and format of the instrument. Fraenkel and Wallen (2012, p. 148) stated that the instruments' content and format should be appropriate and consistent with what the analyst intended to measure. It means, the form of instrument implemented should be represents the purpose of study. Since course the study purpose is to discover the capability in descriptive text composing; hence, the form of instrument was asking them to write and the test design should be dealing with EFL learners learning material.

Reliability

Reliability tests consistent and dependable data (Brown, 2004, p. 20). This statement suggests if EFL learners are given exactly same test to the same or matched EFL learners on work different occasions, the test should produce similar result. Cohen et al. (2000, p. 132) suggests four main factors that might affect reliability: the range of the group that is being tested, the group's level of proficient, the extent of the measure (the longer the test the greater the chance of errors), and the way in which reliability is calculated.

The subjects of this study were required to write descriptive paragraph based upon the topic that is given by the analyst. A good test is implemented as a study instrument should also relable, because reliability is another essential requirement or characteristic of any good test. Hence, a particular test is considered reliable when it was shown to be consistent as well as dependable. In conclusion, the reliability of the test in this study has been determined by the expert and some theory that is implemented and suggested by Brown (2004, p. 21). It can be implemented by the analyst to collect the data.

For ensuring the scores' reliability and avoiding the subjectivity of the analyst, the analyst implemented inter-rater reliability. Inter-rater reliability is implemented when score on the test are independently estimated by two more judges or raters. In this case, the first rater of the study was the analyst and she asked Mrs. Henny the English teacher of Higher Secondary School Kristen Kanaan Banjarmasin as the second rater. Before scoring the EFL learners' descriptive text writing, it is pivotal

to confirm that both raters implemented the same criteria of scoring. The rater implemented scoring criteria adapted from Jacob et al's in Weigle (2002, p. 116). To know how reliable the scoring was, the analyst implemented Spearman Rank Correlation with the formula:

$$r = 1 - \frac{6.\sum d2}{N(N2 - 1)}$$

Where:
r: Coefficient of rank correlation
d: Difference of rank correlation
1 and 6: Constant number
N: Number of EFL learners
(Sugiyono, 2006, p. 228)

In this case, the analyst then analyzes the coefficient of rank correlation with the standard of reliability below:
0.8 – 1.0: very high reliability
0.6 – 0.8: high reliability
0.4 – 0.6: medium reliability
0.2 – 0.4: low reliability
0 – 0.2: very low reliability
(Arikunto, 1998, p. 260)

After calculating the outcome of student's descriptive text writing, the analyst calculated the data by implementing the formula above.

Data Collection

There are some procedures to collect the data. Firstly, the analyst asked permission to the school and English teacher that taught sophomore at Higher Secondary School Kristen Kanaan. Then, the analyst asked the EFL learners to compose a descriptive text based upon the instruction. After that, the analyst analyzed the EFL learners' worksheet in descriptive text composing one by one, which focused on the content, organization, vocabulary, grammar, and mechanics. The analyst determined and analyzed the capability is found in the data. Then, the analyst calculated the score of very aspect and knew what the dominan in writing capability of descriptive text.

The aim of collecting data is to get the material needed. The data were the 29 writing worksheets of sophomore EFL learners. By analyzing the data, the analyst desired to get the result made by EFL learners in descriptive text composing.

Data analysis

In analyzing the data, the analyst implements some steps as follows:
1. Analyzing the EFL learners' writings by implementing the scoring guide
2. The analyst then categorized the score that was analyzed based upon the capability level.

Table 1 Scoring Guide for Descriptive Text

No.	Aspects	Criteria	Scores
1	Content	- The topic is relevant; the writer uses juicy words, details, and strong adjectives and adverbs to describe place.	4
		- The topic is relevant but lacks of details; strong adjective and adverbs are used to describe the place.	3
		- The topic is relevant, but lacks of details; adjectives and adverbs are not properly used to describe the place.	2
		- The topic is not relevant, the details are not given, and the adjective and adverb are not properly used.	1
2	Organization	- The identification is complete and descriptions are arranged with proper connectors. (no error)	4
		- The identification is almost complete and descriptions are arranged with almost proper connectors. (1 misuse)	3
		- The identification is not complete and the descriptions are arranged with a few misuses of connectors. (2-3 misuse)	2
		- The identification is not complete and the descriptions are arranged with misuse of connector. (more than 3 misuse)	1
3	Vocabulary	- The effective word/idiom choice and usage (almost no errors)	4
		- The occasional errors of word/ idiom form, choice and usage (8-9 words)	3
		- Frequent errors of word/ idiom form, choice and usage (6-7 words)	2
		- Little knowledge of English vocabulary, idioms and word form (5 words)	1
4	Grammar	- There is almost no errors of agreement, tense, number, word order, articles, pronouns, or preposition	4
		- There are 2-3 errors of agreement, tense, number, word order, articles, pronouns, or preposition	3
		- There are 4-5 errors of agreement, tense, number, word order, articles, pronouns, or preposition	2
		- There are more than 5 errors	1
5	Mechanics	- There is almost no errors of spelling, punctuation, capitalization, and paragraphing	4
		- There are 2-3 errors of spelling, punctuation, capitalization, and paragraphing	3
		- There are 4-5 errors of spelling, punctuation, capitalization, and paragraphing	2
		- There are more than 5 errors of spelling, punctuation, capitalization, and paragraphing	1

Adapted from Jacob et al's in Weigle (2002, p. 116)

Table 2 Interpretation Table of Score

Score	Interpretation
90-100	Very good
80-89	Good
70-79	Fair
60-69	Poor
<60	Fail

From these data, some information gathered is:

Very good	: 90 – 100	= 4	(14%)	
Good	: 80 – 89	= 3	(10%)	
Fair	: 70 – 79	= 8	(28%)	
Poor	: 60 – 69	= 5	(17%)	
Fail	: < 60	= 9	(31%)	

STUDY RESULT AND DISCUSSION

Subject Description

The subject of this study is the EFL learners of Higher Secondary School Kristen Kanaan Banjarmasin especially the EFL learners at sophomore in academic year 2019/2020. Total numbers of EFL learners are 58 EFL learners from two classes. The analyst only took one class from two classes. It is X MIA which has 29 EFL learners. It was about 50% of the whole population. The analyst has given a test for the EFL learners to collect data. The analyst conducted the test.

Study Findings Description

The analyst presents the result from the study analysis which had been done by implementing the test of 29 EFL learners as a sample in this study. According to Reid (1992), there are five writing components, namely content, vocabulary, organization, mechanic, and language use. Those components are arguable and very pivotal in writing to support the process of the writing.

From the study, the data show the capability of the EFL learners at sophomore class of Higher Secondary School Kristen Kanaan Banjarmasin in descriptive text composing through five writing components indicator. Each component implements four categorize: excellent, good, fair, and poor in measuring the EFL learners' capability in descriptive text composing.

Table 3 EFL learners' Score Classification

Category	Content	Organization	Vocabulary	Grammar	Mechanics
Excellent	4	4	4	4	4
Good	3	3	3	3	3
Fair	2	2	2	2	2
Poor	1	1	1	1	1

EFL learners' Total Scores in Writing a Descriptive Text in Class X MIA

The EFL learners' capability in writing test was acquired by measuring total score categorically. To acquire the descriptions of the EFL learners writing test score, the data were classified into five categories: that are content, organization, vocabulary, grammar, and mechanics based upon the classification. Furthermore, detail classification was described in the following table. This table below is including score result of each student at sophomore of Higher Secondary School Kristen Kanaan Banjarmasin in written descriptive text.

Table 4 EFL learners' Total Score in Writing a Descriptive Text

No	Subjects	Score
1	Ss1	45
2	SS2	30
3	Ss3	40
4	Ss4	40
5	Ss5	50
6	Ss6	65
7	Ss7	25
8	Ss8	70
9	Ss9	85
10	Ss10	75
11	Ss11	85
12	Ss12	60
13	Ss13	100
14	Ss14	95
15	Ss15	70
16	Ss16	70
17	Ss17	70
18	Ss18	75
19	Ss19	70
20	Ss20	70
21	Ss21	65
22	Ss22	85
23	Ss23	100
24	Ss24	90
25	Ss25	40
26	Ss26	25
27	Ss27	45
28	Ss28	65
29	Ss29	65

Based upon the table above, the mean is:

$$\text{Mean} = \sum \frac{X}{N} = \frac{score\ of\ students}{the\ total\ of\ students} = \frac{1870}{29} = 64$$

The mean score was 64 which were categorized as 'poor' based upon the score interpretation implemented in the study as displayed previously.

Test Finding

The analyst distributed the test to sophomores in the X MIA class to measure their capability in descriptive text composing. There were 29 EFL learners, and they should make at least 3 – 4 paragraphs to describe the place they choose (house or school) which need to fulfill 5 components. Based upon the data, the average score of sophomore MIA is 64, and it is classified into poor ability.

The Finding on Each Component

Here are the findings of each component:
1. Content

The scores in the content category were analyzed to find the frequency. The findings revealed that the most frequent score was in the category of 'good' while the least was in the category of 'fair'. Table below displays the summary of the findings in content category.

Table 5 The Percentage of EFL learners capability in Content Category (N=29)

Category	Score	Frequency	Percentage
Excellent	4	7	24%
Good	3	12	41%
Fair	2	4	14%
Poor	1	6	21%
Total		29	100%

2. Organization

The percentage revealed that the most frequent score was in the category of 'good' while the least was in the category of 'fair'. Table 6 shows the inference of the findings in organization category.

Table 6 The Percentage of EFL learners capability in Organization Category (N=29)

Category	Score	Frequency	Percentage
Excellent	4	3	10%
Good	3	13	45%
Fair	2	9	31%
Poor	1	4	14%
Total		29	100%

3. Vocabulary

The outcome of calculation in vocabulary aspect shows more category of 'fair' than category of 'poor'. It can be discerned in table 7.

Table 7 The Percentage of EFL learners capability in Vocabulary Category (N=29)

Category	Score	Frequency	Percentage
Excellent	4	6	21%
Good	3	8	27%
Fair	2	12	42%
Poor	1	3	10%
Total		29	100%

4. Grammar

The findings revealed that the most frequent score was in the category of 'good' while the least was in the category of 'excellent'. Table 8 displays the summary of the findings in grammar category.

Table 8 The Percentage of EFL learners capability in Grammar Category (N=29)

Category	Score	Frequency	Percentage
Excellent	4	3	10%
Good	3	10	34%
Fair	2	9	31%
Poor	1	7	25%
Total		29	100%

5. Mechanic

The percentage revealed that the most frequent score was in the category of 'excellent' while the least was in the category of 'poor'. Table 9 below shows the inference of the findings in mechanics category.

Table 9 The Percentage of EFL learners capability in Mechanics Category (N=29)

Category	Score	Frequency	Percentage
Excellent	4	11	38%
Good	3	6	21%
Fair	2	9	31%
Poor	1	3	10%
Total		29	100%

Discussion

Based upon the outcome of study, the analyst found the data about EFL learners' capability in descriptive text composing which was categorized as 'poor'. Moreover, the analyst also found some weaknesses of the EFL learners in descriptive text composing.

The study result discovered that the main aspects in descriptive text composing that become the problem for the EFL learners are error in implementing tenses, error in implementing vocabularies, and error in spelling punctuation and capitalization. It is in line with Palmer (2002, p. 102) that states writing as a kind of thinking activity through written words. It means that good writing needs a careful thinking. Those thinking can be represented in form of generating idea, choosing the appropriate and suitable vocabularies, and organizing those ideas into a right concatenation.

The EFL learners' capability in descriptive text composing at sophomore of Higher Secondary School Kristen Kanaan Banjarmasin in academic year 2019/2020 revealed that four EFL learners (14%) belonged to very good category. There were 3 EFL learners (10%) belonged to good category and eight EFL learners (28%) belonged to fair category. Then, five EFL learners (17%) belonged to poor category and 9 EFL learners (31%) belonged to fail category. Furthermore, the mean score was 64 which meant that the EFL learners' capability in descriptive text composing at sophomore of Higher Secondary School Kristen Kanaan Banjarmasin in academic year 2019/2020 was poor.

When the data were examined closely, EFL learners' capability in each writing component could be revealed. The first aspect was content. The analysis on the content of descriptive text composed by the EFL learners revealed that 7 EFL learners (24%) belong to excellent category There were 12 EFL learners (41%) belonged to good category Next, there were four EFL learners (14%) belonged to fair category and there were six EFL learners who belong to poor category. Harris (1997:68) defined that the content of good writing should be knowledgeable substantive and relevant to the assigned topic. But, their sentences still lacked of detail. For example, most of EFL learners did not describe their school's color in detail.

Based upon the result, in the organization component of descriptive text made by sophomore of Higher Secondary School Kristen Kanaan Banjarmasin it was found that three EFL learners (10%) belonged to excellent category. There were 13 EFL learners (45%) who belonged to good category. There were nine EFL learners (31%) belonged to fair category, and there were four EFL learners (14%) who belonged to poor category.

The third aspect was vocabulary. Jacobs et al., in their scoring profile as cited in Weigle (2002, p. 16) defined that the vocabulary of good composition should apply effective word choice and usage. According to the test result, the component of vocabulary implemented by the EFL learners in composing descriptive paragraphs revealed that six EFL learners (21%) belonged to excellent category and 8 EFL learners (27%) belonged to good category. There were 12 EFL learners (42%) belonged to fair category and three EFL learners (10%) belonged to poor category.

Next is in the component of grammar. The EFL learners' grammar in descriptive text composing revealed that 3 EFL learners (10%) belonged to excellent category and ten EFL learners (34%) belonged to good category. Then, there were 9 EFL learners (31%) belonged to fair category and there were 7 EFL learners (25%) who belonged to poor category. The finding revealed that most of the EFL learners were in the categories of good and fair. Meanwhile, a study by Mardianti (2015) with title "An Analysis of Student's Writing Skill in Descriptive Text at Sophomore EFL learners at SMAN 2 Barabai Academic Year 2014/2015" revealed the greatest numbers of the EFL learners were in fair capability which was 30 EFL learners (78,94%) were in this category. The percentage revealed they still did not master the sentence construction rules in which their writings were dominated by errors and did not communicate their ideas.

The EFL learners' capability in implementing mechanics in descriptive text composing revealed that the majority of them (38%) belonged to excellent category and 31% of them belonged to fair category. On the contrary, a previous study by Husna (2013) entitled "Analyzing the writing capability and difficulties in descriptive text composing faced by the second-grade EFL learners of MAN 2 Padang" revealed that 22 EFL learners (57,89%) has poor abilities in composing descriptive paragraphs because they made many errors in spelling, punctuation, capitalization, and paragraphing.

The analysis on the findings discovered that the mean scores of EFL learners' capability in descriptive text composing at sophomore of Higher Secondary School Kristen Kanaan Banjarmasin in academic year 2019/2020 is poor. Overall, they had good capability in content, organization, and grammar but they had fair capability in vocabulary.

Based upon the previous analysis, the analyst found the outcome of study. The EFL learners have difficulties in writing a descriptive paragraph. The study result shows that the main aspects of writing descriptive text that become the problem for the EFL learners are vocabulary and grammar. In fact, vocabulary and grammar has a very pivotal role in descriptive text composing where EFL learners express ideas to describe things or objects by implementing appropriate vocabulary and correct grammar. Both determine the success in creating a paragraph that can be understood by the readers.

CONCLUSION AND SUGGESTION

Conclusion

This study is aimed to measure the capability of the sophomore EFL learners of Higher Secondary School Kristen Kanaan Banjarmasin in descriptive text composing . The written test is implemented as the instrument of this study. From the previous chapter, the study can conclude some points as follow:

1. The capability in writing a descriptive text of the sophomore EFL learners of HIGHER SECONDARY SCHOOL Kristen Kanaan Banjarmasin in academic year 2019/2020 is poor. The outcome of test shows that almost all of the EFL learners' score less than 70.
2. Most of EFL learners underprivileged in vocabulary and grammar; their writings show that they are lack of vocabulary and have difficulties in choosing correct words or idioms. This means that they cannot develop the topic well by themselves.

Suggestion

Based upon the conclusion above the analyst suggests as follow:

1. To improve EFL learners' capability in descriptive text composing, the EFL learners need more practice in writing. They need to be aware of their capability in descriptive text composing with special attention in grammar and language use.
2. The teacher as facilitator in the teaching-learning process of English should give more guidance on how to use appropriate grammar and vocabulary. Teacher should focus in improving the EFL learners' mastery in writing paragraph, especially descriptive text (in content, organization, vocabulary, grammar, and mechanic components).

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