

The Impact of a Descriptive Essay on Midwifery Students' Writing Achievement

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ABSTRACT

The objective of this research was survey the students' ability in writing a descriptive text of midwifery students of STIK Bina Husada and STIKES Aisyiyah. It was a survey research, 40 students majoring Midwifery as the sample of this research taken by using total sampling. The data were obtained by using writing test. To verify the hypotheses, the primary data were analyzed by using pre and post test and paired sample t test by means of Statistical Product and Service Solution (SPSS) 20th version computer program. Based on the data analysis, the influencing of descriptive essay strategy to the students' writing on paired sample t test were obtained was 6.091. from the data of both places there were improvement of students' achievement from their pretest to posttest. It can be stated that the descriptive essay strategy can improve the students' writing achievement.

INTRODUCTION

In the development era, the students are provided by many resources such as media, course, formal education etc in gaining the ability of English language. They can easily learn as individual by using the media learning that they have chosen such as YouTube. Many students learn by watching the video in YouTube. Through media offers positive effect for the students' learning, it is support by Simone P (2019), he argues that there is a positive impact of online media in learning on the outcomes of their studies. by having the medias that are offered as online and offline, they lead the students choose the appropriate media learning. Furthermore, many students have own purposes in learning English such as mastering the speaking ability or even writing ability. Some of them success and some face the difficulties in mastering the ability of language. Sabri (2010:107) argues that media acts as a "mediator" to communicate the message and "stimulates students' thinking, feeling and development so that the teaching - learning process can function optimally."

Indonesian students frequently encounter significant challenges in their writing achievement, particularly with descriptive essays. These issues arise from various factors, including limited exposure to English language environments, inadequate vocabulary, and a poor understanding of grammatical structures. Moreover, students often struggle to organize their thoughts cohesively and articulate their ideas clearly. The education system's focus on rote learning rather than fostering creative and analytical skills exacerbates these problems. As a result, students find it difficult to develop their writing abilities, leading to a lack of confidence and motivation. The scarcity of quality writing resources and constructive feedback further impedes their progress. Many Indonesian students lack sufficient practice in writing different types of essays, including descriptive ones, which demand the ability to vividly portray scenes, objects, or experiences. This lack of practice and experience contributes to their low confidence and proficiency in writing. Additionally, the influence of their native language on their English writing often results in errors in syntax and word choice, complicating their efforts to produce high-quality essays.

Cultural factors also play a role; some students may hesitate to express their thoughts freely due to fear of criticism or a lack of encouragement, stifling creativity and making it difficult to write engaging and detailed descriptive essays. For midwifery students, these writing challenges are especially relevant, as effective communication and documentation are essential skills in their field. By addressing these issues and examining the impact of descriptive essay writing on their writing achievement, this study aims to provide valuable insights and strategies to enhance midwifery students' writing skills, ultimately improving their academic performance and professional readiness.

Mastering language skills, particularly in educational settings like schools, institutions, or universities, is a collaborative effort between teachers and students. English is taught at all educational levels, from elementary school to university, presenting a challenge for teachers to devise effective strategies for helping students master the language, especially in writing. Finding suitable strategies in the classroom to make it easier for students to enhance their skills

and achieve better results is not an easy task. Additionally, students come from diverse linguistic backgrounds, making it even more challenging to find a universal approach. Effective teaching methods must take into account individual student needs, learning styles, and varying levels of language proficiency. Teachers must also keep up with the latest educational tools and methods to provide the best learning experience. Continuous assessment and feedback are crucial for identifying students' strengths and weaknesses, allowing for targeted interventions to improve their writing skills. Collaborative learning, the use of multimedia resources, and integrating real-world applications of language can further support students in becoming proficient writers.

In English learning writing took place in several meetings in English subjects. According to Bailey (2006), academic writing is intended for overseas students enrolled in English-taught courses at colleges and universities. In mastering the language, the students consider that writing is important to be learned especially for those that want to improve the ability in English especially in writing. According to Javed, et al (2013) writing skills can help students succeed academically because they allow them to improve their vocabulary, strengthen their grammar, shape the scientific framework of human existence either orally or in writing, and support other language skills like speaking, listening, and reading. Furthermore writing is the art of expressing thoughts, feelings, and opinions via written words. In summary, writing is a sophisticated process that allows us to convey our ideas, thoughts, and feelings through written texts (Ruhama, 2019).

In writing, the students should be aware how to write well whether formal or informal written there are component of writing that should be known by students. according to Rizky (2018), there are component of writing, mainly content, format, spelling, grammar, vocabulary and punctuation. Writing needed ability to choose good word with right grammar. Students sometimes got the difficulties and error in their writing. In line with Mustafa (2016), students make several errors in their written content, including spelling, grammar, plural, verb, tenses, prepositions, articles, capitalization, and punctuation. Not only grammar as a factor that made them hard to write well. According to Pratiwi (2015), there are several issues students encounter when writing, such as: first, students lack language competence, making it difficult for them to convey their ideas in words. Second, due to their lack of grammar proficiency, the pupils struggle to compose correct sentences. Third, the kids' spelling and punctuation skills are lacking, preventing them from writing properly and accurately. Fourth, the students are unmotivated to learn writing, therefore they lack confidence in their writing abilities.

From several aspect of writing, the students should be aware when they write something into good paragraph essay. The aspects of writing should be mastered by teacher also in order to measure students' performance in writing and the teacher knows learners' ability in it. Assessing and understanding students' performance in writing classes is essential in teaching English. This allows English teachers to identify learners' weaknesses and strengths, providing valuable feedback to improve their writing skills (Setyowati & Sukmawan, 2019).

Since not all the students can write well with the aspects of written, some students have difficulties in writing, the students afraid on grammatical or tenses where the tenses have own function in every written. Many students struggle to develop descriptive writings because their instructor just teaches the basic structure and procedure for generating descriptive texts; the teacher does not apply any unique ways or approaches to train the students (Meisuri, 2013).

The lack of diverse instructional strategies can leave students feeling unprepared and lacking confidence in their writing skills. Without engaging and innovative teaching methods, students may struggle to understand the subtleties of descriptive writing, such as employing vivid imagery and sensory details. Additionally, the absence of personalized feedback and interactive activities tailored to different learning styles can impede students' progress. To address these issues, incorporating a range of dynamic teaching methods—such as collaborative projects, peer reviews, and multimedia resources—can create a more supportive and effective learning environment. This approach would not only help students tackle their writing challenges but also enhance their confidence and skill in crafting well-developed descriptive texts.

The writing has many types, such as descriptive, narrative etc. based on the experience of researcher during teaching English in midwifery students, they have difficulties in writing an essay, whether narrative that often use past tense and descriptive uses present tense. According to Chitravelu et al. (2005), descriptive writing is a detailed explanation of the physical aspects as well as the traits of a person, object, or location. It caters to the senses—sight, hearing, smell, touch, and taste—to portray the full image. According to Dietsh (2003), there are several purposes for using description. One is to entertain, such as with an amusing depiction of a teenager's bedroom. Another is to express feelings, like describing your favorite outdoor retreat to convey why you enjoy it so much. Descriptions can also relate experiences, for example, by illustrating your childhood home to show the poverty you grew up in. Additionally, descriptions can inform readers unfamiliar with the subject, such as explaining what a newborn calf looks like to someone who has never seen one. They can also inform by creating a fresh appreciation for the familiar, like describing an apple to help the reader rediscover its simple joys. Lastly, descriptions can be used to persuade, such as by detailing a music video to argue that some music videos degrade women.

Descriptive writing can be used as teachers' strategy to motivate students write an essay. The students can lead themselves in writing correctly with all the aspect of descriptive writing especially for the students who lack in knowledge of writing such as in midwifery students in STIKES Aisyiyah and STIK Bina Husada. The students have the problem in writing, some of them often write an essay with a few sentences, lack of vocabulary, and ungrammatical, sometimes they often write many paragraphs but the content was not related to the topic. Based on the problems, the researcher selected the strategy to help the midwifery students improve their writing achievement through descriptive essay technique.

LITERATURE REVIEW

Impact refers to the significant effect or influence that something has on a situation, individual, or process. In research, it indicates how a particular action, method, or factor changes or affects an outcome. A descriptive essay is a type of writing designed to give a detailed and vivid account of a person, place, object, or event. It aims to create a strong sensory experience for the reader by using rich, descriptive language, imagery, and sensory details to provide a clear and engaging depiction. Writing achievement is the measure of how well an individual performs in their writing skills. This includes factors such as clarity, coherence, organization, grammar, creativity, and the ability to effectively express ideas. It is often evaluated through various assessments, including essays and written assignments, to determine a writer's capability to communicate their thoughts effectively. As defined by the National Assessment of Educational Progress (NAEP), writing achievement includes "the ability to produce clear and effective written communication, demonstrated through elements such as coherence, organization, grammar, and the ability to convey ideas effectively."

Writing a descriptive essay is crucial for several reasons, as it significantly contributes to the development of effective communication and cognitive skills. Firstly, it enhances students' observational abilities by requiring them to notice and articulate detailed aspects of people, places, or events. This practice not only sharpens their attention to detail but also improves their vocabulary and language use, as they learn to employ vivid adjectives and sensory descriptions to make their writing more engaging. The ability to create rich, sensory experiences in writing also fosters creativity, allowing students to explore and express imaginative ideas through detailed portrayals. This exercise strengthens their overall writing skills, including coherence and organization, and helps them convey their thoughts more clearly.

Moreover, descriptive writing encourages students to think critically about how to structure their descriptions effectively, which supports their analytical skills. It also enhances sensory awareness by encouraging the use of sensory details, which enriches the reader's experience and makes the writing more vivid and relatable. Additionally, it supports emotional expression by enabling students to describe personal experiences and feelings in depth, thereby building a stronger connection with readers and enhancing their ability to communicate complex emotions. The skills gained through descriptive writing are not only beneficial in academic settings but also applicable in various real-world contexts, such as marketing, journalism, and creative writing, making it a valuable exercise beyond the classroom. Furthermore, the process of writing descriptively aids in developing critical thinking, as students analyze and reflect on specific aspects of their subjects. This holistic development of skills through descriptive writing equips students with essential tools for effective and expressive communication, preparing them for diverse professional and personal applications.

METHODOLOGY

The researcher employed a survey method for the present study to assess the writing ability of midwifery students in descriptive text. The study focused on students from STIK Bina Husada and STIKES Aisyiyah during the academic year 2023-2024. Using a total sampling technique, the researcher selected 20 third-semester students from STIK Bina Husada and 20 first-semester students from STIKES Aisyiyah, totaling 40 participants. As the researcher taught English as a Foreign Language (EFL) at both institutions, these students were chosen as the sample. The survey aimed to identify their interests and difficulties in writing, conducted during the teaching and learning process from October to November 2023.

In obtaining the data of the research, the researcher gave the written test that related to the topic, there were about description essay. In writing the essay the students should use the simple present as description something as they have chosen. Both institutions the data were analyzed from the pre and post to see the influence of descriptive essay to the students' writing achievement and T test. To score their written, the research used modified banded marking scheme from Brown (2007). In analyzing the data, the writing rubric was used to analyze students' writing. There were several aspects that were used to analyze mainly vocabulary, structure, organization, content and mechanism.

Table.1 Writing Rubric

	Poor	Fair	Good	Very good
Vocabulary	1 - 2	3 - 4	5 - 6	7 - 8
Structure	1	2 - 3	4	5
Organization	1 - 2	3 - 4	5 - 6	7 - 8
Content	1	2 - 3	4	5
Mechanics	1	2	3	4

Maximum score possible total; 30

RESEARCH RESULT AND DISCUSSION

After collecting the data, the research obtained several data of written test that was given in before and after the treatment in order to determine the students' writing achievement, mainly:

First, from the result of pre-test and post test of STIKES Aisyiyah it was found the result of pre-test that the lowest score was 50 gotten by 2 students and the highest score was 83 gotten by 1 student. The mean score was 68.65 with standard deviation was 9.901. And from the result of post-test that the lowest score was 60 gotten by 2 students and the highest score was 91 gotten by 1 student. The mean score was 76.10 with standard deviation was 9.256. The following table provides descriptive statistics.

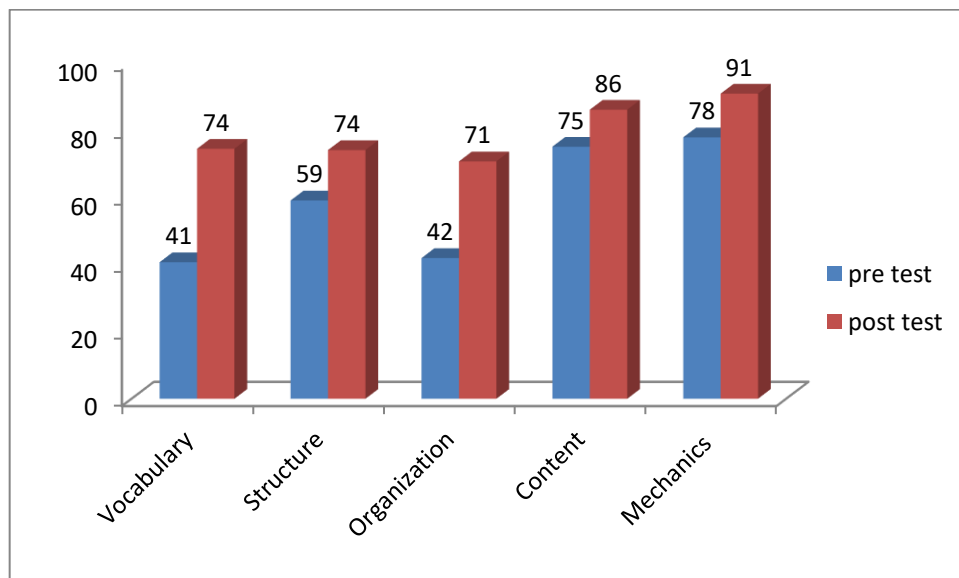
Table 2. The Result of Descriptive Statistic

	N	Minimum	Maximum	Means	Std Dev
pre test	20	50	83	68.65	9.901
post test	20	60	91	76.10	9.256

From the result it can be seen that after the test by using descriptive essay, on the students of stikes Aisyiyah obtained the post test result was higher than the mean of pretest score. It indicated that the students' writing achievement was improved significantly.

The Result of Percentage of Pre-Post Test

It's obtained the percentage of the aspects of writing of pretest and post test. In pretest the aspects obtained the average and percentage were the vocabulary was 3 (41%), structure 3 (59%), organization was 3 (42%), content was 4 (75%) and mechanics was 3 (78%). And from post test found that vocabulary was 6 (74%), structure 4 (74%), organization was 6 (71%), content was 4 (86%) and mechanics was 4 (91%). From the result of pre and post test, it can be seen that the aspect of writing that improved significantly was in vocabulary that was in 34% and the rest such as organization was 29, structure was 15, mechanics 11 and little improvement was in content 11%.. It can be seen on the Chart 1.



Picture.1 The Percentage of Writing Aspects

Second, from the result of pre-test and post test of STIK Bina Husada, it was found the result of pre-test that the lowest score was 47 gotten by 1 student and the highest score was 87 gotten by 2 students. The mean score was 67.60 with standard deviation was 9.87. And from the result of post-test that the lowest score was 63 gotten by 1 student and the highest score was 90 gotten by 2 students. The mean score was 75.55 with standard deviation was 7.97. It can be seen 3 table.

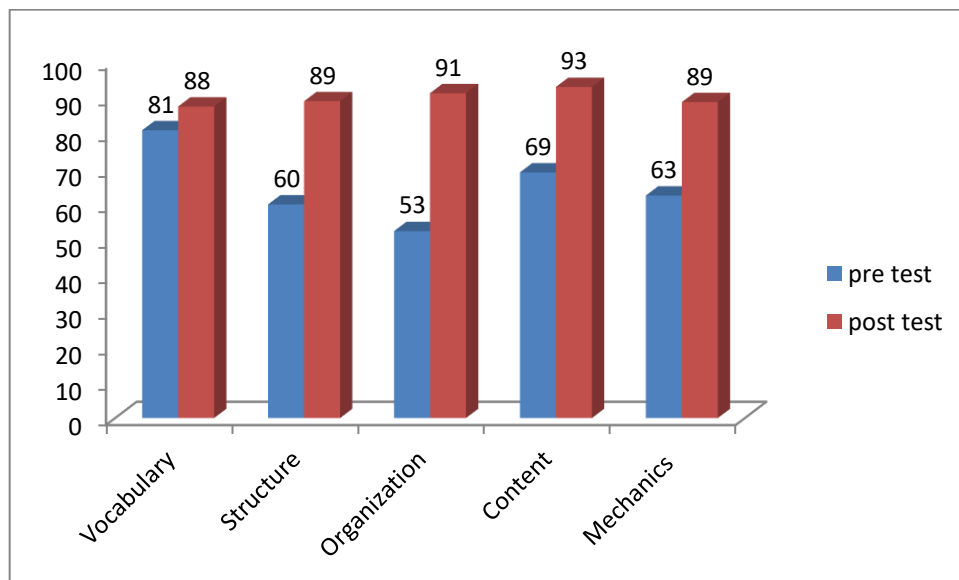
Table 3. The Result of Descriptive Analysis

	N	Minimum	Maximum	Means	Std Dev
pre test	20	47	87	67.60	9.870
post test	20	63	90	75.55	7.970

From the result it can be seen that after the intervention by using descriptive essay strategy, on the students of STIK Bina Husada obtained the post test result was higher than the mean of pretest score. It indicated that the students' writing achievement was improved significantly.

The Result of Percentage of Pre-Post Test

It's obtained the percentage of the aspects of writing of pretest and post test. In pretest the aspects obtained the average and percentage were the vocabulary was 5 (81%), structure 3 (60%), organization was 4 (53%), content was 3 (69%) and mechanics was 3 (63%). And from post test found that vocabulary was 7 (88%), structure 4 (89%), organization was 7 (91%), content was 5 (93%) and mechanics was 4 (89%). From the result of pre and post test, it can be seen that the aspect of writing that improved significantly was in organization was 39% and the rest such as structure was 29, mechanics was 26, content was 24 and little improvement was in vocabulary was 7.. It can be seen on the Chart 2.



Picture.2 The Percentage of Writing Aspects

CONCLUSIONS AND RECOMMENDATIONS

In this study, the researcher aimed to determine the Impact of descriptive essay to the students' writing achievement on midwifery students of STIKES Aisyiyah and STIK Bina Husada. From this study, it obtained the data from both places which gave information the result of pre-post test and paired sample T test showed that the used of descriptive essay technique can be used to help teacher teach English as foreign language especially in writing and lead the students motivate themselves to be able mastering the language.

Based on the conclusion, several recommendations can be made to enhance writing achievement among midwifery students. First, incorporating descriptive essay writing into the curriculum can significantly improve students' writing skills, making it a valuable component of English language instruction. Teachers should also receive targeted professional development to effectively implement and adapt these techniques to diverse student needs. Creating a motivating classroom environment is crucial; educators should provide constructive feedback, celebrate writing successes, and offer opportunities for students to share their work, which will help boost their engagement and confidence. Additionally, fostering student self-motivation through activities that promote self-reflection and goal setting can empower students to take ownership of their learning. Integrating technology and multimedia resources, such as writing software and online platforms, can further support and engage students in the writing process. Lastly, promoting collaborative learning through peer reviews and group projects can provide valuable feedback and create a sense of community, which enhances students' motivation and writing proficiency.

ADVANCED RESEARCH

Still adding further research to find out more about The Impact of a Descriptive Essay on Midwifery Students' Writing Achievement.

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