An Analysis of Students' Skill in Writing Announcement Text at SMA Ekasakti Padang

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Abstrak

Penelitian ini bertujuan menganalisis kemampuan siswa dalam menulis pengumuman di SMA Ekasakti Padang. Penelitian yang menggunakan metode deskriptif kuantitatif ini memiliki populasi kelas sepuluh SMA Ekasakti Padang dengan sample yang dipilih melalui sistem random sampling. Alat penelitian yang digunakan adalah tes tertulis yang mengharuskan siswa membuat teks pengumuman. Data dianalisis menggunakan rubrik penilaian yang terdiri dari isi, organisasi, kosa kata, tata bahasa, dan penggunaan tanda baca. Hasilnya menunjukkan bahwa kemampuan menulis siswa ada dalam kategori biasa, hal ini ditunjukkan dengan siswa yang sangat paham dengan isis dan organisasi, namun kesulitan pada tata bahasa dan kosa kata. Temuan ini menunjukkan kebutuhan siswa untuk lebih intensif dalam latihan menulis dan umpan balik guru diperlukan untuk meningkatakn kemampuan siswa dalam menulis teks pengumuman.

Keywords: *Kemampuan Menulis, Teks Pengumuman, Siswa Sekolah Menengah Atas*

Abstract

This study aims to analyze students' skills in writing announcement texts at SMA Ekasakti Padang. This research employed a descriptive quantitative method. The population of the study consisted of tenth-grade students of SMA Ekasakti Padang, and the sample was selected through random sampling. The instrument used was a writing test requiring students to compose an announcement text. The data were analyzed using a scoring rubric covering content, organization, vocabulary, grammar, and mechanics. The results show that students' overall writing skill was at a moderate level. Students performed relatively well in content and organization, but they experienced difficulties in grammar and vocabulary. These findings indicate the need for more intensive writing practice and teacher feedback to improve students' writing skills in announcement texts.

Keywords: *Writing Skill, Announcement Text, Senior High School Students*

INTRODUCTION

Writing is one of the four essential language skills that must be mastered by students in learning English. Through writing, students are able to express ideas, thoughts, and information in written form (Marzona, 2022). The positive role of educational technology in enhancing language comprehension, especially through platforms that offer interactive learning experiences (Fitriani & Maulina, 2022). support the idea that digital learning tools reinforce reading abilities by providing immediate feedback and fostering interactive learning (Rahmawati & Widodo, 2021).

In the Indonesian senior high school curriculum, students are required to learn various genres of text. One of the brief functional texts taught in high school is called an announcement text (Zahra et al., 2021). Announcement text is used to convey important information clearly and concisely to the public and a text that the public submits and is distributed to others (Yuliani et al., 2020). Moreover, announcement text is a text used to inform other people about an event (Arifah & Subekti, 2020). However, many students still find it difficult to write a good announcement text. Based on preliminary observation at SMA Ekasakti Padang, students often made errors in grammar, vocabulary, and sentence

structure. Therefore, this research focuses on analyzing students' skills in writing announcement texts at SMA Ekasakti Padang.

Writing is a very important skill as well as support for further learning and Research. Writing cannot be produced without understanding the indicators in language, such as grammar, vocabulary, spelling consideration, translation, pronunciation, and so on. In line with Heaton, in order to master writing skill, students need some abilities: grammatical skill which is the ability to write correct sentence; stylistic skill which is the ability to manipulate sentence and use language effectively; mechanical skill which is the ability to use correctly (Fidari, 2021).

The writing itself had got types of its own (Sa'adah, 2020), there are narrative, expository, persuasive, descriptive, and creative writing. The researcher concluded that the announcement text is a combination of several types of writing skills. In the announcement text, there is a description that will be told to make the audience understand, thus narrative writing is also needed. Then, the announcement usually presents facts and data regarding a particular matter as an expository. After that, the announcement itself also invites audiences as a form of persuasion.

RESEARCH METHOD

This research used a descriptive quantitative method (Arikunto, 2021). The population of this study was all tenth-grade students of SMA Ekasakti Padang. The sample was selected using random sampling technique. The instrument used in this research was a writing test in which students were asked to write an announcement text based on a given situation. Students' writings were assessed using a scoring rubric covering five aspects: content, organization, vocabulary, grammar, and mechanics (Brown & Abeywickrama, 2025). The collected data were analyzed to determine the students' level of writing skill.

RESEARCH AND DISCUSSION

The results of the analysis show that the students' overall skill in writing announcement text was categorized as moderate. Most students were able to state the purpose of the announcement clearly. However, many students still made grammatical errors and used limited vocabulary. These weaknesses affected the clarity and effectiveness of their announcements.

Table 1. Students' Writing Score Classification

Score Range	Frequency	Category
80–100	5	Good
65–79	15	Moderate
≤ 64	10	Poor

Based on Table 1, most students were categorized into the moderate level. This indicates that although students have understood the basic structure of announcement text, they still need improvement in linguistic aspects, especially grammar and vocabulary. he dominance of the moderate category shows that most students have a sufficient ability to construct announcements in general, but their writing quality is not yet consistent enough to reach the good category. Meanwhile, the relatively large proportion of students in the poor category indicates that a group of students needs more intensive support.

From a language perspective, the main weaknesses were found in grammar and vocabulary. Many students still made errors in sentence structure and word forms, which made some parts of their announcements less clear and less effective. In addition, students tended to use limited vocabulary, shown by repeated words or expressions, inappropriate word choices, and minimal variation in verbs and adjectives to clarify information. These limitations affected the clarity and effectiveness of the announcements because messages that should be concise, direct, and clear became weaker or potentially ambiguous.

Overall, these findings confirm that students generally understand the basic structure of announcement texts, but they still need improvement in grammatical accuracy and vocabulary development so that the announcements they write become clearer, more formal, and more effective in delivering information.

Discussion

The dominance of the moderate category (15/30 students atau 50%) shows that students already have a foundation in writing announcement texts, but their performance is not yet stable enough to reach the good category. This pattern is consistent with Jasrial, (2019), who explains that writing is a complex skill involving process, linguistic rules, and non-linguistic factors; therefore, students' achievement often remains at a "fair" level when linguistic control has not become automatic.

The finding that most students were able to write the purpose clearly indicates an understanding of the social function and message direction. Within the Genre-Based Approach framework, strengthening the social function and text organization is viewed as an entry point before linguistic accuracy is consolidated through staged instruction. Fanani, (2018) shows that implementing GBA stages effectively supports writing skills, and Lail (2022) emphasizes the importance of good text models and writing cycles so students can follow language features more systematically.

The main weaknesses in grammar and vocabulary explain why many students remain in the moderate category and some are still in the poor category. In error analysis studies, Baharuddin (2022) stresses that recurring grammatical errors can be mapped to identify the most problematic structural areas; this aligns with your finding that grammatical inaccuracy reduces the clarity and effectiveness of announcements.

Limited vocabulary also weakens announcement texts because announcements require diction that is concise, precise, and unambiguous. An error-diagnosis approach can be directed to this weak point. Obisuru & Purbani (2016) show that writing instruction based on identified errors (grammar and vocabulary) through self-editing and self-correcting can improve writing performance substantially across cycles. Therefore, your findings can be interpreted as indicating the need to strengthen revision and editing practices based on error patterns to improve language quality.

Specifically for the announcement genre, the finding that the core message is present but still disrupted by linguistic problems is consistent with evidence from production-based learning. Azmita (2024) Azmita reports improved announcement-writing skills through Project-Based Learning, reinforcing the argument that when students are engaged in meaningful text production and receive feedback on language (grammar–vocabulary), the quality of their announcements tends to improve.

CONCLUSION

Based on the results of the study, it can be concluded that students' skills in writing announcement texts at SMA Ekasakti Padang are at a moderate level. The main difficulties faced by students are grammar and vocabulary usage. Therefore, it is recommended that English teachers provide more guided writing practice, explicit grammar instruction, and constructive feedback to improve students' writing skills.

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