



# Analyzing Students' Ability in Writing Giving Warnings Dialogues at Senior High School

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## Abstract

This research aims to determine abilities and find out what causes students' mistakes in writing warning dialogues at Man 1 Aceh Barat Daya. This research was designed as a quantitative descriptive method. Because this research describes variables that are supported by data in the form of numbers generated from the actual situation by using the method of observing students' scores in writing warning sentences, a method used to observe actual symptoms, events, or conditions in the field related to numbers or values. This research was designed systematically to be reliable, therefore, the steps in this research began with planning, introduction, compiling instruments, processing data, and concluding. In this research, it can be seen from the results of the frequency test carried out by the author that several causes cause students to make mistakes in writing warning dialogues, such as the number of errors in vocabulary and grammar which result in poor results which can be seen from the test results. The frequency is that there are 65.5% of students make mistakes in writing vocabulary and there are 37.9% make mistakes in writing grammar, where the results obtained are that there are many errors in writing vocabulary and grammar in writing this warning sentence. This research has significant implications for improving the quality of English language education regarding writing giving warning dialogues. This research focuses on assessing student assignment results through the assessment method carried out by Etik, 2014.

**Keywords:** *Analyze Students' Ability, Writing Giving Warning, Giving Warning Dialogue*

## Introduction

English is a language that has the status of an international communication language that dominates all international sectors, including economics, politics, trade, education, and so on (Goddard, 2021). English is a mandatory subject in the curriculum in Indonesia to develop students' abilities in English. Learning is

divided into four basic skills, namely listening, speaking, reading, and writing (Schosser, 2018).

Writing skills are considered the most complex and complicated language skills of all other types of language skills, warning dialogue is an expression in English that is used when we want to warn someone about something. Writing skills are considered the most complex and complicated language skills of all other types of language skills. In previous research, writing skills in English are the most difficult skills, because in writing students must have other skills as components of writing skills such as vocabulary, grammar, spelling, and so on. Harmer 2007, argues that writing provides more opportunities for thinking than speaking (Yulia, 2017).

Warning dialogue is an expression in English that is used when we want to warn someone about something. In the modern era, language learning is made easier by the availability of the Internet. The internet, which is used as a language learning medium, is used as a learning medium to encourage students to use the internet so that the internet will easily access various educational information, expand students' knowledge, and learn successfully (Nurdyansyah, 2019).

Therefore, there are many educational sites available on the internet today. One of the internet media in the form of video in question is YouTube (Samosir et al., 2019). When using video media which is analyzed as learning material for writing skills, it must be based on the curriculum that takes place in Indonesia. The Indonesian government created the Merdeka curriculum which is currently being implemented. In this curriculum, learning is carried out using a project-based approach.

The independent curriculum prioritizes the freedom and creative thinking of students and teaching staff, teachers are a combination of personal, scientific, technological, social, and spiritual abilities (German O, et al, 2022). Based on the background above, the researcher wants to analyze students' ability to develop English dialogue in giving warnings for class XI 1 IPS MAN 1 ABDYA. The researcher used video media from YouTube which was displayed, then the researcher asked the students to rewrite the words in the video and then assessed by looking at the results of the dialogue written by the students. To obtain the purpose of this study, the following research problems were proposed:

1. How are students' abilities in writing warning dialogues?
2. What are the mistakes in writing warning dialogues?

## Method

In writing warning dialogue. Quantitative descriptive analysis used to analyze the student's skill in developing the giving warning dialogue. The grading scale of Etik's(2014) is used. This research was designed as a quantitative descriptive method Because this research describes variables that are supported by data in the form of numbers generated from the actual situation by using the method of

observing students' scores in writing warning sentences, a method used to observe actual symptoms, events, or conditions in the field related to numbers or values. This research was designed systematically to be reliable, therefore, the steps in this research began with planning, introduction, compiling instruments, processing data, and concluding. To gather the data, the researchers used a test. The test is carried out by observing and assessing students' assignment scores. In this research, the author teaches using YouTube videos about giving warnings, then the author gives assignments to students to create a giving warnings dialogue. The author assesses students' content, organization, vocabulary word, grammar, and mechanics. This research uses quantitative research based on the philosophy of positivism which emphasizes the use of numbers or numbers, so that the data processing and analysis process uses SPSS Statistics. The sample in this study used total sampling, namely the total of the entire population. The data collection technique in this research is a case study which is an in-depth approach to collecting data about the individual, group or situation being studied.

**Table 1** How to Assessment skills in writing Giving Warnings dialogue

Assessment Skills	/1Criteria	Score Scale	Category
Contents	Ideas, topics, themes, facts, and suggestions	30-27 26-22 21-17 16-13	Very Good Good Pretty Good Not Good
Organizations	Express ideas clearly and fluently in writing	20-18 17-14 13-10 9-7	Very Good Good Pretty Good Not Good
Vocabulary	Use and choice of appropriate words/phases and choice of word and their	20-18 17-14 13-1- 9-7	Very Good Good Pretty Good Not Good
Grammar	Correct and effective use of complex sentences	25-22 21-19 18-11 10-5	Very Good Good Pretty Good Not Good
Mechanic	Control the writing conventions of spelling and punctuation	5 4 3 2	Very Good Good Pretty Good Not Good

Source: Etik, 2014

To find out the frequency of assessment results for writing warming dialogues, a calculation method is used by combining the results of student scores obtained from the results of the number of categories examined, where there are assessment criteria, namely very good if the student gets a score of 76-90 from the total score obtained by referring to the assessment provided. done, followed by the score. 66-75 in the good category, 56-65 in the quite good category, and the lowest score was 0-55 in the not-so-good category (Etik, 2014).

Category	Range score
Very Good	76-90
Good	66-75
Pretty Good	56-65
Not Good	0-55

Source: Etik, 2014

## Results

Table of tatistics mean, median, mode, std. devitation, minimum and maximum value

							Assassemen t_Of_Warmi ngs_Dialogu e
	Content	Organization	Vocabullar y	Gramme r	Mechanic s		
N Valid	29	29	29	29	29		29
Missing	0	0	0	0	0		0
Mean	2.1379	1.6897	3.4483	2.9655	2.5517		2.3103
Median	2.0000	2.0000	4.0000	3.0000	3.0000		2.0000
Mode	2.00	1.00	4.00	4.00	1.00 <sup>a</sup>		2.00
Std. Deviation	.87522	.80638	.90972	1.05162	1.24172		.84951
Minimum	1.00	1.00	1.00	1.00	1.00		1.00
Maximum	4.00	4.00	4.00	4.00	4.00		4.00

a. Multiple modes exist. The smallest value is show

Based on the table above, the results obtained from data analysis for each aspect of MAN 1 Abdya using SPSS can be described. In the content aspect, the mean results were 2.13, the median was 2.0 and the standard deviation was 0.8. Based on the Mean and Median values, the mean value is greater than the median, which means the distribution has a positive value. In the organizational aspect, the results obtained are a mean of 1.6, a median of 2.0, and a standard deviation of 0.8. Based

on the mean and median values, the mean value is smaller than the median, which means the distribution has a negative value. In the vocabulary aspect, the mean result is 3.4, the median is 4.0, and the standard deviation is 0.9. Based on the mean and median values, the mean value is smaller than the median, which means the distribution has a negative value. In the Grammar aspect, the mean result is 2.9, the median is 3.0, and the standard deviation is 1.0. Based on the mean and median values, the mean value is smaller than the median, which means the distribution has a negative value. In the mechanics aspect, the results obtained are a mean of 2.5, a median of 3.0, and a standard deviation of 1.2. Based on the mean and median values, the mean value is smaller than the median, which means the distribution has a negative value. . In the assessment of warming dialogue aspect, the mean result was 2.3, the median was 2.0 and the standard deviation was 0.8. Based on the Mean and Median values, the mean value is greater than the median, which means the distribution has a positive value.

**Table 4.1**

Frequency of the result Assessment Skills of Content Category writing dialogue giving warning

No	Content	Frequency	Percent %
1.	Very Good	6	20,7
2.	Good	16	55,2
3.	Pretty Good	4	13,8
4.	Not Good	3	10,3
Total		29	100

Source: Data Primer

Based on Table 4.1 above, the frequency of the result assessment skills of content category writing dialogue giving warning, the content category is dominated by respondents in the good category, namely 16 respondents, followed by very good, namely 6 respondents, then quite good with 4 respondents and finally not good with 3 respondents.

**Table 4.2**

Frequency of the result Assessment Skills of Organization Category writing dialogue giving warning

No.	Organization	Frequency	Percent %
1.	Very Good	14	48,3
2.	Good	11	37,9
3.	Pretty Good	3	10,3
4.	Not Good	1	3,4
Total		29	100

/1Source: Primary Data

Based on Table 4.2 above, the results of the frequency of respondent data based on the assessment of the results of warning dialogue writing skills in the organization category are dominated by very good respondents, namely 14 respondents, followed by good with 11 respondents, then pretty good with 3 respondents, and finally not good with 1 respondent.

**Table 4.3**

Frequency of the result Assessment Skills of Vocabulary Category dialogue giving warning

No .	Vocabulary	Frequency	Percent %
1.	Very Good	2	6,9
2.	Good	2	6,9
3.	Pretty Good	6	20,7
4.	Not Good	19	65,5
Total		29	100

Source: Primary Data

Based on Table 4.3 above, the frequency results of respondent data based on the results of warning dialogue writing skills, the vocabulary category is dominated by the not good category, namely 19 respondents, followed by pretty good with 6 respondents, then there are very good and good with 2 respondents.

**Table 4.4**

Frequency of the result Assessment Skills of Grammar Category

No .	Grammar	Frequency	Percent %
1.	Very Good	4	13,8
2.	Good	4	13,8
3.	Pretty Good	10	34,5
4.	Not Good	11	37,9
Total		29	100

Source: Primary Data

Based on Table 4.4 above, the frequency results of respondent data based on the results of warning dialogue writing skills in the grammar category are dominated by the not good category with 11 respondents, followed by pretty good with 10 respondents, and then there are very good and good with 4 respondents.

**Table 4.5**  
Frequency of the result Assessment Skills of Mechanic Category

No .	Mechanic	Frequency	Percent %
1.	Very Good	9	31
2.	Good	4	13,8
3.	Pretty Good	7	24,1
4.	Not Good	9	31
Total		29	100

Source: Primary Data

Based on Table 4.5 above, the frequency results of respondent data based on the results of warning dialogue writing skills in the mechanical category are dominated by the not good and very good categories, namely 9 respondents, followed by pretty good with 7 respondents and then finally there is the good category with 4 respondents.

**Table 4.6**  
Frequency of the result Assessment of warnings dialogue writing Skills

No .	Assessment of warnings dialogue	Frequency	Percent %
1.	Very Good	5	17,2
2.	Good	12	41,4
3.	Pretty Good	10	34,5
4.	Not Good	2	6,9
Total		29	100

Source: Primary Data

Based on Table 4.6 above, the results of the frequency of respondent data show that based on the assessment of skills in writing warning dialogues in this study, it is dominated by the good category with 12 respondents, followed by the pretty good category with 10 respondents, then there is the very good category with 5 respondents, and finally, there is the category not good as many as 2 respondents.

## Discussion

Writing skills in English are the most difficult skills because in writing students must have component skills from other skills as components of writing skills such as vocabulary, grammar, spelling, and so on. These errors of course the lack of understanding of the language for if it is, impossible they are a mistake in giving warming, English grammar and interference from using their mother tongue causes students to make many mistakes in their writing.

Based on the assessment carried out by the author by giving assignments to students to write warning dialogues, and teaching students by watching YouTube videos, the author carries out tests on students by giving assignments to write warning dialogues, then the author provides assessments using the assessment components carried out by Ethics in 2014 by assessing content, organization, vocabulary, grammar, mechanics, and skills in writing warning dialogues.

The frequency of the result assessment skills of content category writing dialogue giving warning, the content category is dominated by respondents in the good category, namely 16 respondents, followed by very good, namely 6 respondents, then quite good with 4 respondents and finally not good with 3 respondents. The results of this table are included in the good category, it can be seen that students who obtained the very good category were 2 students (6.06%), the good category was 26 students (78.79%), while the sufficient category was 5 students (15.15%).

The results of the frequency of respondent data based on the assessment of the results of warning dialogue writing skills in the organization category are dominated by very good respondents, namely 14 respondents, followed by good with 11 respondents, then pretty good with 3 respondents, and finally not good with 1 respondent. The results of this research in connection with research by Yanti Yulianti (2009), show that the average organizational score is 14.42 which is included in the good category. Scores in the very good category were achieved by 2 students (6.6%), in the good category 25 students (75.76%). The remaining 6 students reached the sufficient category.

The frequency results of respondent data based on the results of warning dialogue writing skills, the vocabulary category is dominated by the not good category, namely 19 respondents, followed by pretty good with 6 respondents, then there are very good and good with 2 respondents. The results of this research in connection with research by Yanti Yulianti (2009), show that the average score in the aspect of word choice obtained by students was 15.12, which is included in the good category. Of the 33 students, 10 students (30.30%) were in the very good category, 18 students (54.55%) were in the good category, and 5 students (15.15%) were in the fair category.

The frequency results of respondent data based on the results of warning dialogue writing skills in the grammar category are dominated by the not good category with 11 respondents, followed by pretty good with 10 respondents, and then there are very good and good with 4 respondents. This research is related to research by Yanti Yulianti (2009), showing that the average score on the spelling aspect obtained by students was (12.7%) or in the sufficient category. Students obtained scores in the very good category (18.18%), the good category was

achieved by 18 students (54.54%), and the sufficient category was achieved by 9 students (27.28%).

The frequency results of respondent data based on the results of warning dialogue writing skills in the mechanical category are dominated by the not good and very good categories, namely 9 respondents, followed by pretty good with 7 respondents and then finally there is the good category with 4 respondents. The results of this research in connection with Lilies Suryani's research (2018), show that there are 15 students or 50% in the very good category. In the good category 7 students 23.3%. In the poor category 1 student 0%.

The results of the frequency of respondent data show that based on the assessment of skills in writing warning dialogues in this study, it is dominated by the good category with 12 respondents, followed by the pretty good category with 10 respondents, then there is the very good category with 5 respondents, and finally, there is the category not good as many as 2 respondents.

## **Conclusion**

In this research, it can be concluded from the results of frequency test carried out by research regarding the assessment of warnings dialogue writing skills that many students already understand how to write warnings dialogues correctly, seen from the results that they get a higher score of very good and good, namely 5 and 12 respondents compared to The pretty good and not good numbers were 10 and 2 respondents, so it can be concluded that more respondents already understand how to write a correct giving warnings dialogue, assessed from the aspects that were assessed in the research.

In this research, it can be seen from the results of the frequency test carried out by the author that several causes cause students to make mistakes in writing warning dialogues, such as the number of errors in vocabulary and grammar which result in poor results which can be seen from the test results. The frequency is that there are 65.5% of students make mistakes in writing vocabulary and there are 37.9% make mistakes in writing grammar, where the results obtained are that there are many errors in writing vocabulary and grammar in writing this warning sentence.

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