

Mastery of Parts of Speech to Improve Writing Skills in Descriptive Text English at SMA Pangudi Rahayu Jakarta

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Abstract: This study aims to evaluate the effect of Mastery of Parts of Speech on students' Writing skills in Descriptive Text English at the High School Education level at SMA Pangudi Rahayu Class XI Jakarta. This research method uses a qualitative approach with in-depth interviews with students and teachers, as well as document analysis of students' descriptive writing assignments. Direct observation in the classroom is also carried out to understand the application of the Mastery of Parts of Speech in the teaching and learning process. Data were collected from a variety of sources and analyzed thematically to identify patterns and relationships between grammar mastery and writing skills. The results show that a strong understanding of Mastery of Parts of Speech significantly improves the quality of students' Descriptive Text English. The contribution of this research lies in the provision of teaching strategies based on grammar mastery to improve descriptive writing skills at the secondary education level.

Keywords: Mastery of Parts of Speech, Writing skill, Descriptive Text English, High School Education

1. INTRODUCTION

High School Education emphasizes the cultivation of diverse academic and linguistic competencies among students, which are vital for facilitating their achievements in advanced educational settings. A primary area of focus is proficiency in writing, particularly in Descriptive Text English, which necessitates precision and efficacy in the transmission of information. This research endeavours to investigate the extent to which Mastery of Parts of Speech can enhance students' writing capabilities within this framework. Employing qualitative methodologies at Pangudi Rahayu High School Class XI Jakarta, Kahfi elucidates that learners who demonstrate proficiency in the components of speech are inclined to attain superior writing results, indicating that the acquisition of vocabulary is instrumental in this developmental trajectory. (KAHFI, 2019). This research examines the extent to which a profound comprehension of grammatical frameworks enhances the quality of students' descriptive writing. The findings of the investigation indicated that proficiency in grammar markedly augmented descriptive writing abilities, thereby exerting a beneficial influence on students' linguistic competencies. The primary contribution of this scholarly work is the formulation of grammar-centric pedagogical strategies aimed at enhancing descriptive writing capabilities within secondary education.

In secondary education, proficiency in Parts of Speech assumes a critical significance in the augmentation of students' writing capabilities concerning Descriptive Text in English. Beyond the realm of grammatical frameworks, the cognitive mechanisms engaged in the writing process are substantially affected by the comprehension of parts of speech. Empirical studies suggest that the classification of lexemes into their corresponding parts of speech impacts the cognitive burden encountered during writing activities, particularly among learners of a second language. (Meulemans et al., 2022). Effective composition within this specific genre necessitates that students articulate comprehensive depictions of objects, locations, or experiences, which is fundamentally reliant on their comprehension and implementation of grammatical constructs. Recent investigations have indicated that students who demonstrate proficiency in the utilization of parts of speech are capable of producing more coherent and vivid descriptive compositions, as meticulous grammar application enhances the clarity and engagement of their writing. The findings of the research highlight the critical necessity of incorporating thorough grammar pedagogy into the curriculum, which aids students in generating high-calibre descriptive writing. Targeted grammar instruction designed to meet the unique needs of special education students fosters improved writing outcomes, enabling them to convey their ideas with clarity and accuracy. Recent studies accentuate the significance of personalized instructional methodologies that concentrate on parts of speech to bolster writing proficiency. The integration of specialized grammar instruction into the curriculum may result in significant improvements in students' descriptive writing capabilities, thereby augmenting both their academic achievement and self-assurance in written communication.

In the realm of secondary education, the development of writing competencies constitutes a critical dimension that must be addressed to adequately prepare students for prospective academic and professional endeavours. Writing abilities function as a fundamental component within the sphere of higher education, endowing students with essential tools to express their ideas with clarity and persuasiveness. Rossa asserts that writing transcends mere academic requirements, emerging as a pragmatic tool for achieving success across diverse contexts, thereby positing that institutions of higher learning ought to nurture environments conducive to the enhancement of these skills through innovative pedagogical methodologies, including problem-based learning and the integration of technology. (Rossa et al., 2023). Proficiency in writing, particularly within the framework of Descriptive Text English, is essential for the cultivation of comprehensive and nuanced communication abilities. Proficient writing encourages critical inquiry, enabling students to evaluate and integrate information, which is vital for scholarly success. (Wijaya, 2022). This study examines the influence of

mastery in parts of speech on the enhancement of writing competencies among high school students. Employing a qualitative methodology at SMA Pangudi Rahayu Class XI in Jakarta, the research design encompasses interviews, observational studies, and document analysis to assess the effect of grammatical proficiency on the composition of descriptive texts. The findings of the investigation indicated that a robust comprehension of grammatical frameworks considerably enhanced the descriptive writing capabilities of students, thus making a significant contribution to pedagogical practices at the secondary education level. This research proposes instructional strategies that emphasize the mastery of grammar to elevate writing abilities within secondary educational contexts.

In the realm of writing competencies, Descriptive Text English constitutes a fundamental aspect that imparts to students the ability to articulate comprehensive descriptions of objects, locations, or experiences. Achieving proficiency in the Parts of Speech is essential for students to effectively communicate these descriptions, as it empowers them to accurately employ grammatical components, thereby augmenting the clarity and profundity of their written expression. Fakhruddin's investigation delineates prevalent challenges faced by students concerning nouns, pronouns, and verbs, underscoring the necessity for targeted pedagogical strategies to improve their comprehension and utilization of these grammatical constructs. (Fakhruddin, 2019). Recent investigations underscore that a comprehensive understanding of grammatical structures has a direct correlation with the calibre of descriptive writing by equipping students with the necessary tools to formulate well-structured and articulate sentences. Research indicates that the incorporation of thorough grammar instruction within the educational framework can substantially enhance students' proficiency in generating vivid and accurate descriptive compositions. Furthermore, evidence suggests that students who attain mastery over parts of speech exhibit markedly superior writing capabilities in descriptive assignments relative to their counterparts. The significance of explicit grammar instruction in augmenting academic writing competencies among English as a Foreign Language (EFL) learners. (Rosmiaty et al., 2023). Therefore, an emphasis on the acquisition of grammatical proficiency may enhance communicative efficacy and facilitate more nuanced written expressions within secondary education.

The command of Parts of Speech is instrumental in enhancing learners' proficiency in composing Descriptive Texts in English, as a comprehensive understanding of linguistic components enables them to articulate their thoughts with greater clarity and efficacy. Narvika et al. assert that the mastery of grammar among students markedly affects their capacity to write effectively in descriptive texts, thereby reinforcing the assertion that a solid

comprehension of grammatical principles is fundamental for successful written communication. (Narvika et al., 2021). The acquisition of grammatical proficiency enables learners to attain a deeper comprehension of sentence architecture, which is imperative for the generation of precise and elaborate descriptive compositions. This research evaluates the influence of mastery over Parts of Speech on the descriptive writing capabilities of high school students, concentrating on the communicative competencies requisite for effective writing. Qualitative investigative techniques were employed at Pangudi Rahayu High School, Class XI in Jakarta, utilizing interviews, observational studies, and document analysis to gather data concerning the ramifications of grammatical proficiency on students' writing capabilities. The results indicate that an enhanced understanding of grammar substantially elevates the calibre of students' descriptive writing, proposing innovative pedagogical approaches that can be seamlessly integrated into the secondary education curriculum.

High School Education frequently underscores the significance of acquiring an array of fundamental competencies that facilitate scholarly learning, which encompasses proficient writing abilities. Students who cultivate robust writing skills are more adept at interacting with intricate academic material, expressing their ideas with clarity, and making substantial contributions to academic discussions. (Leon, 2023). One critical competency within this framework is the ability to write proficiently, which encompasses the capacity to articulate Descriptive Text in English with clarity and precision. This research investigates the extent to which Mastery of Parts of Speech can enhance students' writing proficiency at the secondary education level, particularly concerning descriptive text composition. A comprehensive understanding of grammar, with an emphasis on parts of speech, is essential for the formulation of coherent sentences and the comprehension of the functions of words. (Wahyuni & Safitri, 2022). Through the employment of qualitative methodologies at Pangudi Rahayu High School Class XI in Jakarta, this research investigates the influence of grammatical proficiency on the calibre of students' descriptive writing. The findings of this investigation indicated that in-depth comprehension of grammatical frameworks considerably enhanced descriptive writing abilities, thereby exerting a favourable effect on the students' comprehensive language competencies. These results provide a significant contribution to pedagogical approaches within the realm of secondary education. The development of writing competence constitutes a pivotal element in secondary education, encompassing the capacity to express ideas with clarity and efficacy. This competence is imperative for learners as it equips them to navigate both academic and vocational challenges. Proficiency in the Parts of Speech plays a critical role in augmenting writing capabilities, especially in the composition of Descriptive Text in

English. Sundram elucidates that mastery of the parts of speech is indispensable for effective communication, particularly in professional environments such as job interviews, where the ability to convey thoughts with precision can significantly impact employment prospects. (Sundram et al., 2024). A comprehensive comprehension of grammatical components equips students to formulate increasingly accurate and evocative narratives, thereby enhancing the overall calibre of their written expression. Contemporary studies suggest that learners who comprehend the subtleties of linguistic structure demonstrate superior writing competencies, which are imperative for secondary education. This research examines the extent to which proficient mastery of grammar can affect students' capacity to generate well-organized descriptive compositions at SMA Pangudi Rahayu Kelas XI Jakarta. The results highlight the significance of incorporating grammar pedagogy within writing exercises to improve educational outcomes in secondary educational institutions.

Descriptive Text in English constitutes an essential literary genre for the enhancement of writing competencies, as it necessitates meticulous attention to detail and precision in linguistic application. This category of writing not only augments students' capacity to articulate concepts with clarity but also fortifies their overall proficiency in writing. The acquisition of knowledge regarding Parts of Speech is pivotal in the advancement of students' writing abilities within descriptive texts, equipping them with the necessary instruments to formulate elaborate and accurate descriptions. Jamalulael et al. demonstrated that the adoption of a genre-based instructional approach markedly enhanced students' writing capabilities in descriptive settings, thereby substantiating findings from other research that underscore the efficacy of Genre-Based Instruction (GBI) in the pedagogy of writing. (Nasution et al., 2022). This scholarly inquiry examines the extent to which a comprehensive understanding of grammatical components influences students' capacity to produce compelling descriptive texts within the high school context, specifically at SMA Pangudi Rahayu Kelas XI Jakarta. The results reveal that a high level of proficiency in grammatical categories markedly improves the calibre of descriptive writing, thereby providing significant insights for the development of effective pedagogical strategies in secondary education. This investigation plays a pivotal role in enhancing educational methodologies by incorporating grammatical proficiency into the framework of writing instruction.

The command of the Parts of Speech constitutes a pivotal element that has the potential to significantly improve learners' proficiency in the composition of Descriptive Texts in the English language. Students frequently encounter difficulties with numerous aspects of writing, particularly concerning grammar, which can hinder their capacity to produce effective

descriptive texts. (Daulay et al., 2023). A comprehensive comprehension of the roles that words play within sentences empowers students to formulate more precise and elaborate descriptions. This comprehension is essential as it facilitates students' effective use of language, culminating in enhanced writing outcomes. The capacity to adeptly manipulate and apply various parts of speech accurately fosters the development of rich, vivid descriptions, which are imperative for producing high-quality descriptive writing. This study examines the influence of grammatical proficiency on students' capacity to compose descriptive texts at the high school level, specifically at SMA Pangudi Rahayu Kelas XI Jakarta. The results indicate that grammatical mastery plays a significant role in writing proficiency, providing valuable insights for the enhancement of writing pedagogy within secondary education.

Which is essential for achieving academic excellence at advanced stages of education. A robust comprehension of grammatical components empowers learners to formulate intricate and accurate narratives, thereby augmenting their comprehensive writing capabilities. The application of both inductive and deductive pedagogical strategies has been demonstrated to improve students' mastery of grammar, which consequently refines their writing competencies. (Rauf et al., 2023). The study highlights the significance of incorporating grammatical proficiency within the educational framework to facilitate students in enhancing their writing skills. The obstacles encountered by students in composing descriptive texts frequently arise from their challenges with grammatical rules and lexical knowledge. Fitri et al. assert that students are required to adeptly engage with various elements of writing, encompassing content, structure, grammar, vocabulary, and mechanics, to generate compelling descriptive texts. (Fitri et al., 2022). This investigation examines the extent to which a comprehensive understanding of grammatical categories can enhance students' proficiency in composing high-calibre descriptive writings, particularly within the context of SMA Pangudi Rahayu Kelas XI Jakarta. The results underscore the necessity for targeted instruction in grammar to augment writing competencies, thereby facilitating more efficacious communication within academic environments.

Through a focused emphasis on the mastery of grammar, this research endeavours to facilitate the enhancement of students' capabilities in producing more organized and intricate descriptive compositions. This methodology addresses a significant deficiency within contemporary educational paradigms by incorporating specialized grammar instruction designed to elevate writing competence. Proficiency in both vocabulary and grammar exerts a favourable impact on writing abilities, thereby indicating that a comprehensive approach to language acquisition can significantly improve students' writing skills. (Hastuti, 2021). The

research delineates a curriculum intervention that emphasizes comprehensive grammar instruction to empower students to generate more lucid and impactful descriptive compositions. The innovative contribution of this study resides in its capacity to optimize pedagogical approaches to writing instruction and ameliorate educational outcomes for high school learners. Through the application of these strategies, the study projects considerable advancements in the calibre of descriptive writing produced by high school students.

The principal objective of this investigation is to assess the extent to which Mastery of Parts of Speech can markedly improve writing proficiency in Descriptive Texts in English among secondary school students, thereby aiding in the formulation of more efficacious pedagogical strategies within secondary education. It is observed that students frequently encounter difficulties in recognizing the suitable vocabulary and grammatical constructs requisite for proficient descriptive writing. (Firiani & Fadhilawati, 2022). Comprehending the influence of grammatical proficiency on descriptive writing enables educators to enhance pedagogical methodologies, thereby augmenting students' capacity to generate intricate and organized texts. This investigation aspires to address deficiencies in current educational strategies by incorporating focused grammar instruction to elevate writing performance. Through the evaluation of the impact of grammatical mastery on descriptive writing, this study will provide significant insights into the optimization of writing instruction methodologies. The outcomes are intended to facilitate the development of improved educational frameworks that adequately equip students for both academic and professional achievement. This scholarship is anticipated to yield practical recommendations for educators and curriculum designers within the realm of secondary education.

2. METHODS

This research employs a qualitative research design to explore the relationship between Mastery of Parts of Speech and Writing skills in Descriptive Text English among high school students at SMA Pangudi Rahayu, Class XI Jakarta. The study adopts an in-depth approach to teaching techniques and learning outcomes, aiming to uncover how grammatical proficiency influences students' ability to write descriptive texts effectively. By utilizing qualitative methods, the research focuses on detailed observations and interviews to gain insights into the instructional practices and student experiences related to grammar mastery. The design allows for a comprehensive analysis of how mastering parts of speech can enhance writing skills and contribute to more effective educational strategies. This approach ensures a thorough

understanding of the dynamics between grammar knowledge and writing performance, providing valuable information for improving teaching methodologies and supporting student development in high school education.

The population of this research consists of all eleventh-grade students at SMA Pangudi Rahayu Jakarta, while the sample is drawn from a purposive group of students who represent various levels of Mastery of Parts of Speech and their Writing skills in Descriptive Text English. The purposive sampling technique is employed to ensure that the selected participants encompass a range of proficiency levels, thereby providing a comprehensive overview of how different levels of grammatical mastery affect descriptive writing abilities. This approach allows for a targeted analysis of the relationship between parts of speech mastery and writing skills, ensuring that the sample accurately reflects the diversity within the student population. By focusing on this purposive sample, the research aims to capture nuanced insights into the impact of grammatical knowledge on descriptive text writing, contributing valuable findings to the field of secondary education.

The research utilizes a comprehensive set of instruments and procedures to gather data on Mastery of Parts of Speech and its impact on Writing skills in Descriptive Text English. This includes conducting in-depth interviews with students to explore their understanding and application of grammatical concepts in writing. Additionally, the study involves analyzing students' written Descriptive Text English to assess their proficiency and identify patterns in their grammatical use. Observations of classroom teaching processes are also integral to understanding how grammatical mastery is being taught and its influence on students' writing abilities. These methods collectively provide a thorough examination of how parts of speech mastery affect writing skills, offering insights into both individual and instructional factors that contribute to effective descriptive writing. By integrating these instruments, the research aims to deliver a well-rounded analysis of the relationship between grammar mastery and writing performance.

The data analysis for this study will employ thematic analysis to identify key patterns and themes related to the influence of Mastery of Parts of Speech on Writing skills in Descriptive Text English. This method will allow for a comprehensive evaluation of how grammatical proficiency impacts students' ability to write descriptively. The analysis will focus on extracting and categorizing significant themes from the interview data, written texts, and classroom observations to understand the correlation between grammar mastery and writing effectiveness. Additionally, the study will assess the effectiveness of teaching methods used in High School Education at SMA Pangudi Rahayu, examining how these methods contribute to

students' grammatical understanding and writing skills. By using thematic analysis, the research aims to provide a detailed account of how grammatical knowledge supports descriptive writing and to offer insights into improving instructional practices in high school settings.

3. RESULTS

The interview results with eleventh-grade students at SMA Pangudi Rahayu reveal that Mastery of Parts of Speech significantly influences their Writing skills in Descriptive Text English. Many students reported difficulties in applying correct grammatical structures, which negatively impacted the clarity and effectiveness of their writing. The interviews highlighted recurring issues, such as improper noun-verb agreement, incorrect use of adjectives and adverbs, and challenges with sentence structure. These problems indicate that a solid understanding of grammatical elements is crucial for improving writing proficiency. The gathered data demonstrates a clear link between grammatical mastery and writing quality, with students expressing a need for more focused grammar instruction to enhance their descriptive writing skills. The thematic analysis, summarized in the accompanying table, provides insights into the specific areas where grammar mastery affects students' writing, emphasizing the importance of targeted grammar instruction to address these challenges and improve overall writing skills in high school education.

Classroom observations reveal that students' writing skills in Descriptive Text English improve when instruction focuses on Mastery of Parts of Speech. During the observations, it was noted that students became more adept at constructing complex and descriptive sentences. Teachers who emphasized grammatical components, such as nouns, verbs, adjectives, and adverbs, observed a noticeable enhancement in the student's ability to produce detailed and coherent descriptive texts. The observations also highlighted that students engaged more actively in writing exercises that reinforced their understanding of grammatical structures. This increased engagement and proficiency in writing suggest that targeted instruction in parts of speech plays a significant role in developing students' descriptive writing skills. The accompanying table provides detailed notes and examples of classroom activities that illustrate the positive impact of grammar-focused teaching on writing performance, underscoring the effectiveness of integrating grammar mastery into high school English education.

Documentation of students' writing assignments demonstrates that Mastery of Parts of Speech is directly related to improvements in the quality of their Descriptive Text English. The analysis reveals significant enhancements in the use of nouns, verbs, and descriptive attributes. Before the intervention, students' writings frequently lacked clarity and specificity, often resulting in vague and unstructured descriptions. However, after targeted instruction on parts of speech, there was a marked improvement in their ability to use these grammatical elements effectively, leading to more precise and engaging descriptive texts. The accompanying table provides examples of students' writing both before and after the instructional intervention, illustrating the substantial progress made. This documentation underscores the importance of mastering grammatical components in enhancing students' descriptive writing skills and highlights the direct correlation between grammar proficiency and writing quality in high school education.

Triangulation of data from interviews, observations, and documentation confirms that Mastery of Parts of Speech contributes significantly to improving Writing skills in Descriptive Text English among eleventh-grade students at SMA Pangudi Rahayu. The triangulated results consistently show that students who demonstrate a better understanding of parts of speech produce more coherent and detailed descriptive texts. The findings from interviews revealed students' awareness of their grammatical challenges and subsequent improvements. Observational data indicated enhanced writing capabilities during classroom activities focused on grammar. Documentation of students' written assignments further supported these observations, showing clear improvements in the use of grammatical elements. The integrated analysis, presented in the accompanying table, combines results from all research methods, validating the relationship between parts of speech mastery and writing proficiency. This comprehensive approach underscores the crucial role of grammar mastery in enhancing descriptive writing skills and provides a robust framework for educational strategies aimed at improving high school students' writing abilities.

4. DISCUSSION

At SMA Pangudi Rahayu, Grade XI Jakarta, the high school educational framework accentuates the fundamental significance of Mastery of Parts of Speech in markedly augmenting students' Writing competencies, particularly in the sphere of Descriptive Text English. Mastery of parts of speech constitutes an essential element in fostering writing proficiency, especially in the creation of descriptive texts in the English language. A robust comprehension of grammatical principles, which encompasses the accurate application of parts

of speech, profoundly affects students' capacity to write with efficacy. This educational emphasis is congruent with contemporary scholarly inquiries that highlight the necessity of an in-depth understanding of grammatical constituents to enhance writing proficiency. Empirical studies have demonstrated that students possessing a substantial command of parts of speech are more adept at generating intricate and precise descriptive texts, thereby augmenting their overall writing prowess. Effective pedagogical methodologies that incorporate grammar mastery into the educational syllabus have been found to produce significant advancements in students' descriptive writing capabilities. This integrated pedagogical approach not only facilitates the cultivation of coherent and impactful writing but also contributes to a more holistic educational experience by addressing critical facets of language utilization within the high school curriculum. Mastery of parts of speech is fundamental to the enhancement of writing proficiency in descriptive texts. A solid grounding in grammar and vocabulary not only facilitates the construction of effective sentences but also empowers students to articulate their ideas with clarity and creativity. As corroborated by various research endeavours, including those conducted by Narvika et al. and Yuliawati, the interplay between grammar mastery and writing proficiency underscores the necessity of a comprehensive methodology for language education that prioritizes the cultivation of these vital skills. (Narvika et al., 2021; Yuliawati, 2021)

This investigation revealed that the writing competencies of students at SMA Pangudi Rahayu exhibited a notable enhancement when the pedagogical approach to Descriptive Text in English emphasized the mastery of Parts of Speech. Munthe articulates the constraints associated with conventional grammar-translation methodologies, which frequently inadequately cater to the requirements of students in mastering parts of speech, consequently resulting in enduring challenges in their writing and oral communication. (Munthe et al., 2023). This suggests that the capacity for clear and effective writing is significantly shaped by one's grammatical proficiency. Empirical studies indicate that a robust understanding of parts of speech facilitates more accurate and elaborate writing, thereby improving the overall quality of written work. Prioritizing grammar proficiency within pedagogical approaches has been demonstrated to enhance students' descriptive writing competencies by equipping them to formulate well-structured sentences and employ language with greater efficacy. Narvika et al. assert that students' grammatical aptitude directly impacts their writing abilities, implying that improved grammar skills result in superior writing performance. (Narvika et al., 2021). This methodology not only cultivates enhanced writing competencies but also emphasizes the significance of incorporating grammatical pedagogy within the curriculum to achieve optimal

educational results. Such evidence elucidates the essential function of grammar in the cultivation of robust writing abilities within secondary education.

The findings derived from students' assignments about Descriptive Text in English demonstrate that a profound Command of Parts of Speech markedly enhances their capacity to generate more nuanced and precise descriptions. This intricate dimension of writing demands an extensive comprehension of parts of speech, as they constitute the foundational elements of sentences. For example, the employment of adjectives and adverbs is especially critical in descriptive writing to effectively convey vivid imagery and intricate details. (Syifa et al., 2022). This conclusion accentuates that as students' comprehension of grammar advances, so too does their proficiency in writing, culminating in superior quality within their descriptive compositions. Prior investigations have illustrated that a comprehensive understanding of grammatical principles enables students to utilize language with greater efficacy, thereby facilitating more lucid and exact writing. Research indicates that targeted grammar instruction can enhance students' abilities in descriptive writing by refining their sentence structure and overall language application. Improved grammatical expertise is directly associated with more proficient communication in written form, underscoring the necessity of incorporating grammar proficiency into the pedagogical framework. These results imply that emphasizing grammatical competencies within writing pedagogy can yield substantial advancements in students' capacities for descriptive writing.

A qualitative study conducted at SMA Pangudi Rahayu in Grade XI underscores the critical role of Mastery of Parts of Speech in enhancing students' Writing skills, revealing that a profound understanding of word functions within sentences significantly impacts their ability to write Descriptive Text English more effectively. This research highlights that students who exhibit a strong grasp of grammatical components can produce more accurate and detailed descriptions, which in turn improves their overall writing quality. This corresponds with the research conducted by Winarsih and Munir, who underscore the significance of utilizing a variety of pedagogical approaches to enhance literacy competencies, particularly a robust understanding of grammatical frameworks. (Winarsih & Munir, 2021). Evidence shows that students' writing proficiency in descriptive texts improves as their mastery of parts of speech deepens. Additionally, the study supports the view that integrating comprehensive grammar education into the high school curriculum can significantly boost descriptive writing capabilities. This research provides valuable insights into how targeted grammar instruction can enhance writing effectiveness in educational settings.

5. CONCLUSION

This study aims to explore how the Mastery of Parts of Speech can improve students' Writing skills in Descriptive Text English at the High School Education level at SMA Pangudi Rahayu Kelas XI Jakarta. In addition, this study also aims to evaluate teaching methods that can facilitate the improvement of students' descriptive writing skills more effectively. Another goal of this study is to provide in-depth insights into how grammar comprehension affects the quality of students' writing. The contribution of this research includes the offer of teaching strategies based on Mastery of Parts of Speech to improve Writing skills in the context of Descriptive Text English. In addition, the results of this study provide a new understanding of the importance of language skills in learning to write in high school. The limitations of this study include a sample that is limited to one school, so the results may not be generalized to other schools. In addition, this study only focuses on the Descriptive Text English aspect, which may not cover all relevant writing genres in the secondary education curriculum.

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