GENRE ANALYSIS OF DESCRIPTIVE TEXT WRITTEN BY STUDENTS OF SMP NEGERI 3 TERAS IN 2012-2013 ACADEMIC YEAR

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by

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SCHOOL OF TEACHER TRAINING AND EDUCATION

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ACCEPTANCE

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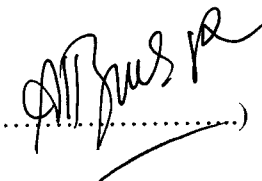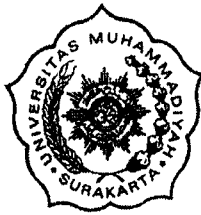
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ABSTRACT

The objectives of the study are: (1) to describe the genre of descriptive text written by the students of SMP N 3 Teras, and (2) to identify the problems faced by the student in writing descriptive text. The type of the study is a qualitative research. The object of this study is descriptive text written by SMP Negeri 3 Teras. In collecting data, the writer uses elicitation and documentation. There are three steps to collect data, namely: the writer gets the data of English composition made by the students from the teacher, reads the text written by students accurately, and identifying data which have mistakes in their genre. The collected data are analyzed by using theory of genre written in Readings on English Text by Halliday and Hasan theory. The result of the study shows that the students of SMP Negeri 3 Teras have low ability mastering in English, especially in writing. The writer finds there are some mistakes and error made by the students. From 6 numbers of data, only two students can complete the element of generic structure in descriptive text. But all of them are out of topic. Four another students can't complete the elements of generic structure. One of them can't make identification, two of them can't make description and the last one student can't make identification and description. The problems that faced by the students are: (1) the students do not understand the generic structure elements of descriptive text, (2) the student does not understand the purpose of descriptive text, (3) the students can't write well in English.

Keywords: Genre, Descriptive Text, Generic Structure, Language Feature

A. INTRODUCTION

In teaching English in Senior High School, there are four language skills to teach, namely; listening, speaking, reading and writing. To write well, every person must have good mastery in writing. Furthermore, someone who wants to make an essay or a story about something must be capable of writing and knowing the aspect of writing skill such as organizing ideas, constructing sentences, using spelling and punctuation.

Writing is one of the important skills in teaching English, but it should not be a simple thing. As the one of the language skills, writing has always filled in place in most of English language courses. In many classroom courses the emphasis is completely on the written language. Everybody also uses written language. Written language is much used in the public field such as book, newspaper, magazine and literary work. It shows that acquiring writing skills gets an important role in our live, because every people always use it for communication.

School-level based Curriculum in teaching English put genres as the main tool in language learning. The classroom activities used in teaching genre is Genre-based Approach. Genre-based Approach is "a framework for language instruction based on examples of particular genre" (Byram, 2004:234). Genre based teaching is concerned with what learners do when they write. Bryam argues if Genre-based Approach used in classroom activities, it makes the students write easily because they just write about something that they see, and hear at the same time. So they wouldn't remember in a long time.

Genres have the function to help the students understand the step involved in writing and it recognizes the student bring the writing classroom contributes to the development of the writing skill (Badger and White, 2000:153). There are twelve kinds of genre, namely: anecdote, description, discussion, explanation, exposition, hortatory, narrative, news item, procedure, recount, report and review.

In this study the writer is interested in researching descriptive text as one of types of genre implemented in teaching writing. Descriptive text is purposed to imagine somebody, something, a place, and an animal (Djuharie, 2001:24). By applying this genre, the writer is sure that students will be interested and be motivated in taking part in classroom activities, because the student wants to tell something to their friends.

Based on the evidence above the writer tries to describe in descriptive text produced by the students and identify the problems faced by the students in writing text. The writer argues that the student must write descriptive text clearly, as it is found in the syllabus of SMP N 3 Teras. So, the student must be competent in writing descriptive text to complete their standard competency.

The researcher takes a title Genre Analysis of Descriptive Text Written by Students of SMP Negeri 3 Teras in 2012-2013 Academic Year. Hopefully, the result of the researcher will improve knowledge of teaching learning strategies for the teacher and also give benefit to the education in this country in the next time.

B. RESEARCH METHOD

The type of research of this study is descriptive qualitative research because the writer collects the data, analyzes the data, and draw conclusion. To conduct the type of research above, the writer tries to analyze the descriptive text produced by the student first. The writer analyzes the generic structure and language features of descriptive text produced by the students before the error of the descriptive text.

The data are in the form of 6 descriptive texts. The data source is the form of 22 descriptive texts written by the students of SMP N 3 Teras that collected in March 14, 2013.

The writer collects the data on March 14, 2013 and using elicitation method is as follows: (1) the writer has collected of data in the form the student's homework by the teacher in SMP Negeri 3 Teras. And (2) the writer identifies the writing production of the student, and then marks the data which

is not suitable with the role of descriptive text and then the writer finds and classifies the data according to language feature.

In analyzing the data, the steps are follows: Classifying the data of the documents, classifying the generic structure, classifying the language features

C. RESEARCH FINDING AND DISCUSSION

This subchapter discusses the writer's analysis of the result and discussion. From the research of the genre analysis of descriptive text written by students, the result of the analysis is as follows:

1. RESEARCH FINDING

a. Generic Structure

Based on the analysis, there are some problems faced by the students in writing generic structure of descriptive text. The following are the explanation of those problems, (1) there are two students don't use identification in writing descriptive text. They don't understand that identification is important in generic structure of descriptive text, (2) there are four students don't use description. They don't focus on the element of generic structure. In this case is their parent's characteristic, (3) there are two students don't match in generic structure. Identification and description are not suitable. They don't understand that description is describes about identification.

b. Language Feature

Based on the analysis, there are some problems faced by the students in writing language feature of descriptive text. The following are the explanation of those problems, (1) there are three students don't use adjective, the students don't show the adjective because they don't make a description in their text. Adjective usually shows the description sentences. And (2) there is one student does not use simple present tense, the student can't write simple present tense, because she does not show the activity, general truth from the participant.

2. DISCUSSION

Genre is culturally specific text-type which results from using language (written or spoken) to help accomplish something (Readings on English Text, 2011:1). A text forms a piece of language use or a record of a communicative act that is 'language which is functional' (Halliday and Hassan, 1985). In general, texts which have the same sort of meaning and the same structural elements are said to belong to the same text type. Thus, a text genre is a type of written or spoken discourse. The finding of the writer shows that almost all of the students don't understand the element of descriptive text. The result of this study shows there are 33% of students in that class which has most mistake and error in writing descriptive text. Their writing shows that they can't use the function of generic structure in descriptive text. In language feature, there are three students don't use adjective. The students don't show the adjective because they don't make a description in their text. From the statement above, the writer argues, if the text does not have an adjective, the text does not have description too, automatically, the text is not descriptive text.

The conclusion is the students in everywhere have the same problem in writing descriptive text. Almost all of the student can't write a descriptive text clearly and all of them don't focus on generic structure of descriptive text.

D. CONCLUSION

Based on the data analysis presented in the chapter IV, the writer draws conclusion; those are:

1. The second – grade students of SMP Negeri 3 Teras, Boyolali, make some mistake in their writing descriptive text. In this research, the writer finds six descriptive texts that have mistake in writing their generic structure. The writer tries to find the generic structure and language feature that student uses in their descriptive text into the

theory. The result is all of the data does not use the generic structure clearly. For example they just use the identification without description conversely, and the other is out of topic. The writer argues the students don't focus and they don't learning seriously while the teacher explains the material. The writer also argues the teacher doesn't care about the student attention while the teacher explains the material.

2. The writer argues there are some problems that made the student can't write descriptive text well. First, the student does not understand the generic structure elements of descriptive text. The student does not understand what the purpose of descriptive text is. The student can't write well in English.

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