A GENRE BASED ANALYSIS OF STUDENTS' WRITING DESCRIPTIVE TEXT ON SEVENTH GRADE AT MTsN 3 PONOROGO

THESIS

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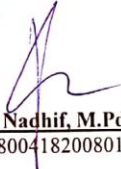**STATE ISLAMIC INSTITUTE OF PONOROGO**

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CHAPTER I

INTRODUCTION

In this chapter the researcher presents the background of the study, research focus, statement of problems, objectives of the study, significances of the study, and organizations of the thesis.

A. Background of study

In English language, there are four skills to be mastered. There are listening, speaking, reading and writing. In this section, the writer focuses on writing skill. Writing is one of the language skills that should be taught besides the other skills. Writing is regarded as a productive skill that aims at assisting students in expressing their ideas in writing.

Writing is verbal communication that is used by a writer to deliver an accepted message to the reader. According to Nunan, writing is a process of thinking to get some ideas in which they are to be confirmed into sentence and paragraph[1]. It means one should have ability in writing, otherwise, the writer has difficulty in delivering ideas to the reader. Writing is a complex process that allows the writer to explore his ideas, make the ideas visible and available to be reflected by the reader.[2] In writing, the writer conveys his message to the reader. Writer should always be on the mind of the reader to make the message comprehensible and intelligible.[3]

Writing is one of the language skills, which is taught in the school. In writing the students can express their feelings, idea, thoughts and their opinions. Writing more particularly, refers to things, writing as a noun, the thing that is written, and writing as a verb, which designates the activity of writing. It refers to the inscription of character on a medium,

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[1] David Nunan, *Practical English Language Teaching,* (New York: McGraw-Hill, 2003), 88.

[2] Ghazi Ghait, *Using Cooperative Learning to Facilitate Alternative Assessment,* (USA: Faculty of Arts and Sciences, 2002), 56.

[3] C. T. Linse, *Teaching Writing to Young Learners,* (New York:McGraw-Hill Companies Inc., 2005), 98.

there by forming words, and longer units of language, known as texts. It also refers to creation of meaning and information there by generated.

Writing is a productive skill, it uses the competence structure and coherent organization. According to Brown, the ability to write has become an indispensable skill in our global literature community, at least at a rudimentary level, under the conditions necessary for employment in many fields, and the simple is also clear in the considered literary culture. [4]

One of the productive skills which is very important to be mastered by English learners is writing skill. Harmer state that writing is the most difficult skill for second language learners.[5] Provisional skills such as the ability to express an author's opinions and ideas clearly and effectively are required. Therefore, writing skill is more complex and more difficult than other skills to teach because it is not only requiring mastery on grammatically and theoretically devices but also on conceptual and judgment devices. This is supported by Nunan (1991) who state that written language is complex when it comes to level clauses.[6]

Writing skills help the learners gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it.

According to Lyons, "Writing is an act of a writer, the writer takes an idea or prompts and transforms them into a "self-initialed" topic.[7] A writer must be able to write with the correct grammar so that the reader can understand its meaning. There are three forms of writing, namely a paragraph, text and essay. Paragraph is an idea in the form of a sentence

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[4]H. Douglas Brown, *Language Assessment Principle and Classroom Practices,* (San Francisco State University: Personal Educations, 2004) 218

[5]Jeremi Harmer, *The Practice of English Language Teaching*, (New York, 1991) 16

[6]David Nunan, *Language Teaching Methodology*, (UK: Sehuster International Group, 1991) 85

[7]J. Michael O'Malley & Lorraine Valdez Pierce, *Authentic Assessment for English Language Learner,* (USA: Wesley Publishing, 1996)

that is related to another, while text is an oral discourse in written form, and essay is a sort of a formal piece of writing.

Theoretically, in writing the writers must have the components of writing such as vocabulary, grammar, coherence, cohesion and the mechanic of writing. All that must be understood and mastered by students as a starting base for writing. Some types of text must be mastered by students are descriptive text, narrative text, recount text, procedure text, and report text. From several kinds of text above, the researcher takes descriptive text in this research.

According to Siahaan and Shinoda, descriptive is also considered as a text; it is a paragraph in which a writer tries to picture out an object. [8]The descriptive text is usually in simple present tense. It is necessary for the teacher to make teaching and learning writing descriptive text more interesting. In daily life we usually use descriptive to describe something. For the example, when the people want to visit a place and ask other people then the other people explain about the place by mentioning the characteristics of the place in detail, so the people can imagine and know the place. It mainly describes a place.

Descriptive text is one of the texts that is required to record a series of detailed observation.[9] It means that description is not what we actually saw, but what the reader needs to see in order to imagine the objects correctly. According to Oshima and Hogue, descriptive writing helps the readers to visualize and guess an event or person which is presented by the writer. It can be summed up that descriptive text is about producing some sentences as clue to the readers which are expected to guess it directly.

Anderson state that descriptive text is different from information report because they describe a specific subject rather than general group.[10]Descriptive text is a text which is

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[8]SanggamSiahaan, and KisnoShinoda, *The English Paragraph.* Yogyakarta: Graha Ilmu,2008. P. 119

[9]DolarYuwono, *Writing 1 from practice to theory: Getting smart and creative to write, (Yogyakarta: PustakaFelicha, 2015), 29-63.*

[10]DolarYuwono. 2015. *Writing, From Practice to Theory: Getting smart and creative to write.*Yogyakarta:PustakaFelicha, 66.

intended to describe a particular person, place or thing[11]. The generic structure of Descriptive text is divided into two: Identification and Description. Besides generic structure, descriptive text also has its own linguistic features. Linguistic features of descriptive text are: use specific participant, written in present tense, use linking verbs, use adjectives, use relational and material processes.

Genre is a group of text that is used to represent the meaning of situation that has been caught by the writer. Gerot and Macken cited in Hartono states there are two kinds of genres they are story and factual genre. The story genre consist of narrative, recount, anecdote, news story/ item, exemplum, and spoof whereas the factual genre consist of procedure, description, explanation, report, exposition, discussion, review, and commentary. By using genre, the students will be clear in writing text especially descriptive text. They will know the social function, generic structure, and language feature of descriptive text[12].

Based on the researcher experience in real teaching at the seventh grade of MTsN 3 Ponorogo, some students confess that writing is difficult to master. Difficulty in gaining idea, lack of vocabulary, and they also confused to make a descriptive text based on the generic structure of descriptive text.

Finally, based on the phenomenon above, the researcher chose the seventh grade students at MTsN 3 Ponorogo to conduct the research, and it is suggested to do research. The researcher chooses the title **"Genre Based Analysis of Students Descriptive Text in Seventh Grade of MTsN 3 Ponorogo."**

B. Research Focus

In this research, the researcher focuses on analysis students writing descriptive text based generic structure and language feature of descriptive text at the seventh grade students of MTsN 3 Ponorogo.

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[11]SitiMasitoh, DasepSuprijadi. 2015. *Improving Students Ability in Writing Descriptive Text Using Genre Based Approach (GBA)At The Eight Grade Students of SMP Islam TerpaduFitrahInsani*. ELTIN Journal Vol 3/1.

[12]TestianaDeniWijayatiningsih, MetiYuniaWardhani. *Genre Based Analysis of Students Descriptive Text in The Tenth Grade Students of MAN 2 Semarang*.

C. Statement of the problem

Concerning the background and research focus, the statement of the problem is formed into

1. What are the students' problem in writing descriptive text at seventh grade of MTsN 3 Ponorogo?

2. What are the teacher's solutions in overcoming the students' problem in writing descriptive text at seventh grade of MTsN 3 Ponorogo?

D. Objectives of the study

According to the statement of the problems, there are the objectives of this research described by the researcher:

1. To know the students' problem in writing descriptive text at seventh grade of MTsN 3 Ponorogo.

2. To know the teacher's solutions in overcoming the students' problem in writing descriptive text at seventh grade of MTsN 3 Ponorogoon.

E. Significances of the study

There are some expected benefits to achieve from this study. They can be figured out as follows:

1. Theoretical Significance

The result of this research is expected to give benefits and contribution. It helps to identify the students' problem in writing descriptive text, it encourages the educator to be active in creating some interesting strategies. Moreover, the students will be helped to learn writing after the teacher know their difficulties during writing process. The educator can determine the suitable media to solve their problems.

2. Empirical Significance

a. Teachers

It is expected to give useful contribution for English teachers to help them in teaching their students. After identifying the students' problem in writing descriptive

process, the teachers can give more attention to the students. This analysis will give positive impacts on both teacher and the students. In addition, the teacher will easy to decide some strategies that should be applied on teaching and learning process.

b. Students

It is expected to make the students to become more brave in expressing their feelings during writing teaching and learning process. Besides that, the students can know their weakness in practicing English in written form. They can realize that writing English is required to be mastered. They also can understand the theory is important but practicing is more important to master the English skills, especially writing skill.

c. Readers

The researcher hopes to give a recommended contribution to readers, particularly the students and the teachers of MTsN 3 Ponorogo to enhance their writing achievement using this strategy. The readers can find out some suitable media to solve the students' problems in achieving successful goals in learning this skill. They also can decide creative ways that is appropriated to enhance students' English skill.

d. The institution

It is expected to give contribution to the institution about getting better models of learning for applying in every class such as giving some useful steps in writing. It also can be one of writing sources that can be adapted in teaching speaking in the university. So, it can make the students more understand and get appreciation in the process of learning.

e. The future researcher

It is expected to help the future researcher to analyze the students' problem in teaching-learning process for helping the improvement of students in writing. She

can also know how to response and apply some strategies. In other world, this study can be a reference to know the students' problem during writing process, especially in descriptive writing text.

F. Organization of the thesis

The organization of this research consists of five chapters. It makes the readers know and understand the content of the research easily.

Chapter I : Introduction: Confirm the background of the study, research focus, statement of the problem, research objectives, significance of the study, and the organizations thesis.

Chapter II : Previous Related Study and Literature Review: Consist of several explanation based on the title and it includes the explanation of writing, descriptive text, and genre.

Chapter III :Research Method: Includes: Research approach and design, research role, research setting, data source, data collection technique, data analysis technique, checking validity and findings.

Chapter IV : Research Finding: It shows data presentation contains and research findings.

Chapter V :Discussion: It shows the results of the study.

Chapter VI :Conclusion: The conclusion and suggestion for the further study to making better study.

CHAPTER II

PREVIOUS RESEARCH FINDING ANDTHEORETICALFRAMEWORK

In this chapter, the researcher will explain some theories and theoretical framework that relate to the topic. Firstly, the researcher confirms several previous research studies. Secondly, the researcher explains the definition of writing, components of writing, process of writing, purpose of writing, problem of writing, criteria of good writing and genres of writing. Thirdly, the researcher explains four skills of TEFL. Fourthly, the researcher explains about teaching writing. The last, the researcher explain about writing assessment and descriptive assessment.

A. Previous research findings

The following are some previous studies related to this research:

The first previous research from Yusri Apriani Margaretha Turnip, Fransiska Vanny Guitara Marbun, Anita Lovia Girsang, Sri Ninta Tarigan on their journal with the title *"An Analysis Students Ability in Writing Descriptive Text"*. The result of this study there were three classifications of students writing abilities, namely the low, medium and high categories. There are still many students who have difficulty in writing descriptive text in accordance with a good and correct generic structure so this should be a concern for teachers at school, and students also need to improve their vocabulary, as well as a lot exercise to write descriptive text properly and correctly, not only at school but at home and other courses.[13]

The second previous research came from Siti Masitoh and Dasep Suprijadi on their journal with the title *"Improving Students Ability In Writing Descriptive Text Using Genre Based Approach (GBA) At The Eigh Grade Students of SMP Islam Terpadu Fitrah Insani"*. The result of this study using GBA for improving student ability in writing descriptive text is easier and more understandable. It helped students to write a descriptive text easily and

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[13]YusriAprianiMargaretha Turnip, FransiskaVannyGuitaraMarbun, Anita LoviaGirsang. 2019. *An Analysis of Students Ability in Descriptive Text.* LEEA Journal Vol3, No1.

accurately to write the parts and characteristics of the object. This way can also help the teacher develop their ideas about text.[14]

The third previous research from Testiana Deni Wijayatiningsih and Meti Yunia Wardhani on their journal with the title "Genre Based Analysis of Students Descriptive Text in The Tenth Grade Students of MAN 2 Semarang". The result of the analysis showed that the students knew the purpose of descriptive text to describe about someone, place, or something. The result also showed that the generic structure of the students were almost perfect in description part, but only 28 students who applied the appropriate identification of descriptive text. On the other, the language features of students showed all students could apply the specific participants, simple present tense, and adjective to construct descriptive text correctly. Meanwhile there was one student who did not understand how to apply being verb and noun phrase. The result of the genre analysis had the good result because the writing purpose could be achieved by students.[15]

The differences in this research with the previous study is focused on genre based analysis of students writing descriptive text on seventh grade of MTsN 3 Ponorogo.

B. Theoretical framework

In this sub chapter the researcher describes TEFL, the nature of writing, teaching writing, writing assessment, the nature descriptive text, and descriptive text assessment.

1. **Teaching English as Foreign Language**

In Teaching English as Foreign Language(TEFL), there are four major skills that the students should be master, there are:

a. Listening

According to Broughton, Listening skill is a passive skill. It means when the process of listening happen, the listener does not give response to the speaker.

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[14]SitiMasitoh, DasepSuprijadi. 2015. *Improving Students Ability in Writing Descriptive Text Using Genre Based Approach (GBA)At The Eight Grade Students of SMP Islam TerpaduFitrahInsani*. ELTIN Journal Vol 3/1.
[15]TestianaDeniWijayatiningsih, MetiYuniaWardhani. *Genre Based Analysis of Students Descriptive Text in The Tenth Grade Students of MAN 2 Semarang*.

Listening skills is considered hard to learn especially for the foreign learners who don't get used to listen foreign language.

b. Speaking

Speaking is a means through which communication takes place. It means speaking skill is a skill that gives us the ability to communicate each other effectively. This skill allows the speakers to convey every message they want to deliver. Speaking involves many overlapping aspects: punctuation, grammar, vocabulary, cohesion, accuracy, and fluency.

c. Reading

According to Bojovic, reading is a complex, purposeful, interactive comprehending, flexible activity that takes considerable time and resources to develop. It means reading allows learner to master the target language independently.

d. Writing

Writing skill is an essential part of communication. The good writing skill allows people to communicate or convey messages in a written form. Abdallah states, writing can be used to establish and maintain contact with others, transmit information, express thoughts, feelings, and reaction, entertain, and persuade.

2. **The Nature of Writing**
   a. **Writing**

Writing is one of the basic skills of the English language. According to Caswell & Mahler (2004) writing is a development process that each student can successfully experience at different levels when it's approached systematically.[16] According to Spratt, writing as one way to deliver a message with sign or symbols on a page which is written form. It can be spelled out that writing is verbal communication to express ideas in their

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[16]Roger Caswell & Brenda Mahler, *Strategies for Teaching Writing,* (Virginia USA, 2004).

written forms[17]. When the students do the writing, there's a massage or concept to be able to be conveyed through the symbols or sign, it requires an author so that it will shape letters and words, and be a part of those collectively to make words, sentences or a sequence of sentences that hyperlink collectively to speak through writing. Writing is not easy, but that doesn't mean it can't be fun, rewarding, enlightening, reflective and provoking.

Klimova (2013) said writing is important because it is widely used in higher education and at work.[18] If students are unable to describe themselves in writing, they will not be able to communicate well with teachers, employers, colleagues, or anyone else. Writing skills can be used as a benchmark for students' English proficiency. A student who can write English properly and correctly often has good English skills, so writing skills are very important skills possessed by students.

From the definitions above, it can be summed up that writing is one of productive skills that used to express ideas, thought and feeling in written form. In addition, writing means a written communication that enables the students to integrate their knowledge. They should have capability to create a good story of text that is suitable with the English writing technique.

b. **Components of Writing**

There are five components f writing such as language use, mechanical skills, treatment or content, stylistic skills and judgment skill. According to Heaton, there are five components of writing as follow:[19]

1. Language use: the ability to write and choose the sentences appropriately.

2. Mechanical skills: the ability to use some suitable conventions in writing language.

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[17] M. et al Spratt, *The TKT Course*, (Cambridge: Cambridge University Press, 2005), 26.

[18] BlankaFrdrychovaKlimova, "The Important of *Writing*," *PARIPEX, Indian Journal of Research*, 1 (2013)9.

[19] J. B. Heaton, *Writing English Language Text,* (London: Longman, 2000), 135.

3. Treatment of content: the ability to figure and develop the thoughts creatively.

4. Stylistic skills: the ability to utilize the sentences, paragraphs and the use of language effectively.

5. Judgment skills: the ability to arrange the written text in a particular manner, to select, organize and order interrelated information.

Therefore, the writer should master those components to help him in delivering meaningful message. In other words, those components can lead the writer to organize the written text easily.

c.   **Process of Writing**

Writing is not an easy activity. Actually, when students are decided to write, they often think hardly to find some ideas on their mind. In other words, the students should learn and recognize the process of writing directly. Harmer suggests the process of writing into four elements as follow:

1.   Planning

Before the students start to write, they should have some plans. In planning, they have to think three mainly issues. Firstly, they are required to collect their ideas or information which are related to the written context. Secondly, they should link their experience, because it will influence the shape of writing and the chosen language. Thirdly, they organize the content structure of text which includes the best sequences of the facts, ideas or arguments that will be written.

In this step, the students collect the ideas and information that are needed. They also try to create a framework or out line to help them writing. While they should create a framework of writing, it can be helped through reading activity where they gather some data to stimulate their brain.

2.   Drafting

It is about designing and conceptualizing the text. It contains main ideas that are still in the form of broad outline or draft. Then, the writer develops the draft in a well-organized essay.

In this section, the students write and purify their writing through a number of their concepts. The students should emphasize their focus on collecting some ideas to ensure that their outline can be developed well as the main priority. It is not required to the students in deviating from the outline they have made before.

3. Editing

After having a draft, the students should reflect and revise their written through reading comprehension. These activities will help the students identifying their mistakes and some errors in their written text. So, they require some helps from the readers who can give comment and suggestions in their writing.

4. Final Version

Since the writers have edited their draft and revising their errors through the readers' comment and suggestion, the process of writing will be done by publishing it. This is the last stage for the writer to send the written text to its intended audience. Hence, the students can submit their writing to the teachers. Based on the description above, it can be concluded that writing has some stages that consist of planning, drafting, editing, and final version. A good writer is able to arrange what he writes comprehensibly that the reader does not get difficulty to get the delivered message.

d. The Purpose of Writing

There are some purpose of writing including informative, expressive, persuasive which are described as follow[20]:

1. Informative

It means the written text is adequate to attend some knowledge and information optimally. Informative writing involves describing some experiences, analyzing some events, speculating on the causes and effect and developing the writers' ideas that are aimed to share something to the readers.

2. Expressive

Expressive writing contains the writer's personal ideas and her imaginative expression. It is about the writers' story of their life and it can be an interesting story. It is also used to perform a valuable discovery, story, poems and short play.

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[20] J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (London: Lomgman, 1996), 137-138.

In addition, this form is aiming at the writer's feeling and emotion to the readers understandable.

3. Persuasive

It includes inducing and influencing the readers to do something. It persuades the reader to do action which is informed by the writers. This writing type includes evaluation of movie, book, poster and consumer product.

e. **The Problem of Writing**

Writing is not easy skill to acquire. An experienced writer will often find the difficulties in building ideas.[21] Therefore, many problem is dealing with the writing process as follow:

1. The less proficient of writer

Less proficient of the writer appears when the writer skips the prewriting strategies to write the ideas directly[22]. They do not conduct the strategies of writing process. Hence, the students might take much time to write their ideas coherently. It can be minimized, if the students give more attention in making a plan before writing.

2. The students' opinion in writing

Commonly, many students argue that writing is difficult to learn. They also have an opinion that they cannot write English. It makes them do not want to learn writing anymore. Therefore, it can be solved by motivating and supporting them to learn English.

3. Teachers' response

Teachers' response is required to help the students in writing process. It means the teacher should walk around the classroom to observe and analyze the students' difficulties during writing process. In addition, the teacher should check the students' result in writing and give them some suggestions.

f. **Criteria of Good Writing**

Good writing can be seen from the way a text is arranged. There are three mainly characteristics of good writing, such as unity, coherence and emphasis. They can be described as follow[23]:

1) Unity

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[21] James C. Raymond, *Writing is Unnatural Act,* (New York: The Murray Printing Company: 1980), 7.

[22] Jerry G. Gebhard, *Teaching English as a Foreign Language, 2nd Edition,* (United State of America: The University of Michigan, 2006), 223.

[23]Barli Bram, *Write Well Improving Writing Skills,* (Yogyakarta: PenerbitKanisius, 1995)*, 20-22.*

A paragraph is a unit of composition that is established oneness, because it develops main ideas on its structure. it means an entire paragraph must be unified on its structure and all the sentence within the paragraph should state on the one thing in the topic sentence. In addition, every sentence should have a relation with others in a paragaraph conditionally.

2) Coherence

Coherence is when the sentence and ideas are connected and flow together smoothly. It is very important to arrange and link the sentences between the paragraphs to be able to make the readers follow the ideas that want to be insert. To attain coherence, the writer requires to use some transitions, such as however, although, finally and nevertheless.

3) Emphasis

Emphasis is about the paragraph composition in which the important thoughts are made to stand. A good paragraph contains enough information to explain and prove statement of a topic sentence deeply. It can be done by choosing some powerful words carefully. Another way is to employ judicious repetition.

g. **Genre of Writing Text**

The English teaching and learning in Junior High School covers three genres of descriptive, recount and narrative text.

They can be defined as follow:

1. Recount Text

A Recount text is a piece of text that mentions or retells some events that are occurred in the past. It is about retelling some sequences of event in the past time. It purpose to share and entertain the readers about the writer's experience that has been conducted. The story will be presented step by step and it can include the writer's personal feeling.

2. Narrative Text

It involves telling a story chronologically though sometimes uses flashbacks. It means a narrative text should show how the crises are built inside the story and how they are solved. It usually holds characters, a setting, a conflict and resolution. This

type also serves the opening anecdote that the topic of the story is illustrated. In writing this genre, the writer must be aware the use of the past tense.

3. Descriptive Text

A descriptive text is a kind of texts that describes a specific object, such as a particular person, thing or place. It means descriptive text is a text that contains some clues to make the readers imagine the factual object. In this section, the writer should draw an object clearly, because it effects to the reader's guess. Moreover, it will lead the readers to guess the clues truly.

h. **The Teaching Learning of Writing**

There has been a paradigmatic change in the teaching of writing. In order to give clear pictures of the two approaches, it is necessary to be aware of the characteristics of writing as a product and how it differs from the new paradigm in writing. Thus the first section certain characteristics of writing as a process

1. The Product Approach

In the product oriented type of teaching writing, the main purpose of the learner's writing activity is to catch grammar, spelling, and punctuation errors. In elementary or intermediate level, following this theory, student's activity is to write out grammar exercise, these activities are disguised as composition writing: those are called guided writing. Here, the students are given a short text and instructed to change all singular nouns to plural nouns or to form present tense to past tense, etc. the students are assumed to be not ready yet to create the text themselves. They are only ready to manipulate forms in other more advance classes student are assigned compositions or other kinds of text to write based on certain topics. The poor teacher then takes home the piled students' papers to grade especially based on the grammatical errors. They are finally returned to the students with some comments and corrections.

2. The Process Approach

In this approach, teaching writing does not mean simply having students do write a paragraph. It has been stated that it no longer means having students manipulate texts that have no special meaning for them. Instead, student are writing about, and especially what they really want a reader to know.

In summary, process writing approaches tend to be framed in three stages of writing: greeting ideas, drafting and revising. Several activities include reading, skimming, conducting, brainstorming, listing, discussing a topic or question, instructor, and free writing.

3. Classroom Technique

Since writing as a process is oriented towards work in progress and the development of new skills, rather than merely evaluative tasks, the classroom practice, therefore will every from each other. These often depend much open the students' experiences and skills when this new paradigm is applied into classroom practice, certain characteristics should be well recognized. Some of the characteristics are as follows:

a. Instruction should be focused on the writing process. This means thatstudents can initiate into the process and the teacher should prepare to interview in the students' writing process with suggestion, and correction to help the students overcome difficulties encountered in each of stage.

b. The assigned writing tasks should encourage students to write a variety of modes besides expository writing.

c. Conferencing is an important part of the classroom activity. It occurs between teacher and students as well as between students.

d. The main role of the teacher is as a facilitator. The teacher no longer focuses just on error in the product, but is free to respond to a number of face of students' writing.

e. Since the teacher's role is as a facilitator, and students would work and help each other, rather than work alone of just with the teacher, the classroom would be arrange in the manner of a workshop, where students can work in pair, or groups.

f. A bond which ties all members of the class into one community, whose member feels, responsible for each other's growth, can be created is such classroom.

In addition, Brown states there are types of writing class performance:

1. Imitative, or Writing Down

    Beginning level of learning to write, students will simply "writing down" English letters, words and possibly sentences in order to learn the conversations of the orthographic code.

2. Intensive, or Controlled

    Writing is sometimes used as production made for learning, reinforcing or testing grammatical; concept. The intensive writing typically appears in controlled, written grammar exercise. This type of writing does not allow much if any creativity on the part of the writer.

3. Self-Writing

    A significant a proportion of class room writing may be devoted to self-writing or writing which only the self in mind as audience.

4. Display Writing

It was noted earlier that writing within the school curricular context is a way of life. For all language students, short answer exercise, essay examinations and even research reports will involve an element of display.

5. Real Writing

While virtually every classroom writing task will have an element of display writing in same class room, writing aims at the genuine communication of message to an audience in need of those messages.[24]

Based on the explanation above, it can be concluded that teaching writing should be well constructed. When the teacher teaches writing in the classroom, it has many activities that the students do in learning. The teacher not only teaches how to write, but also guide the students to know first kinds of writing they are going to write, the purpose of their writing, and who will be the readers. These all should in interesting ways.

i. **Writing Assessment**

Assessment is diagnostic and for placement. But as people progress, the purpose of assessment is to make sure teachers are answering what they are teaching and the student are learning. Assessment is a general term that includes the full range procedures used to gain information about student learning (ratings of performance or project, paper-and-pencil test) and the formation of value judgments concerning learning progress. According to Brown, writing assessment is giving score and feedback about students' work in written form in order to know the achievement of students' writing ability.

Designing and implementing a writing assessment is an interactive process that should include consideration about scoring procedures from the every beginning. Ongoing assessment of writing is integral to the effective teaching of writing to

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[24] H. Douglas Brown, *Teaching by Principles An Collaborative Approach to Language Pedagogy*(Second Edition)Op.Cit pp. 343-346

students with learning disabilities. Curriculum-based assessment can be used to assess the writing process and product and should take into account purpose well. Writing test involves at least two basic components: one or more writing task, or instructions that tell test takers what to write, and means of evaluating the writing samples that test takers produce.

The researcher asks the students to write a descriptive text based on generic structure in analysis scoring, scripts are rated on several aspects of writing or criteria rather than given a single score. There are five indicators becoming measuring the students' writing competency such as format, punctuation and mechanics, content, organization and grammar.

3. The Nature of Descriptive Text

a. Descriptive Text

Descriptive text is a text that draws the shape of a person, place, animal or things obviously. According to Thommy, descriptive text is a kind of text that is used to describe a specific object by giving the reader some clues which are appropriated. To create the clues acceptable by the reader, the writer should represent an object noticeable. It also requires to observe and reach specific detail that attractive to our readers' sense.

Descriptive text can be defined as explaining something which represents things are needed to be known by the reader. It means that descriptive text informs the participant conditional specifically of his daily life. If it is a person, the writer should describe his physical appearances and his certain life. Meanwhile, if it is an animal, the writer has to mention its characteristics.

Descriptive writing is trying to visualize a picture using vivid words as clear as possible. It means that writing descriptive text includes describing,

explaining, drawing and visualizing some participants into written form. It is expected able to be accepted by the reader.

According to George, description refers to sense impression the feel, sound, taste, smell and look of things clearly. Description relives the reader through his imagination to draw a person to follow an emotion. It means that description helps the reader to get some information about the object properly. Hence, the reader already can guess the discussed object correctly.

Based on the definition above, it can be summed up that descriptive text is a text that contains of describing, explaining, visualizing the current object. This text is created to give the reader some clues to guess. Therefore, the success of description depends on the way the writer describes an object, so that the reader can visualize it in detail and correctly supposed.

b. **Types of Descriptive Text**

They are some types of descriptive text that can be learnt by the junior high school students. Wishon and Burks classify the descriptive text into two main types.

1) **Descriptive text of place**

A descriptive text of place is a specific text that is aimed at informing the real description about the place look like. In other words, this type is used to draw the conditional and the situation of the place currently. The text is organized into two parts, the following parts are identification and description. Each part consists of the different information. The identification part is followed as below:

a) Name of place

b) The current location of the place

c) Reason for choosing the place

In identification part, it should introduce the place clearly. It should inform the current location of the place and what is famous of the place. Meanwhile, for description part is followed as bellow:

a) General features (surrounding, areas, facilities, main activities of the place)

b) Physical features (size, color, materials, e.g. the temple with 10-meter-tall marble columns, was built in 8000 BC)

c) Details relating to the sense (sight, hearing, smell, touch, taste, e.g. Visitors are usually amazed by the air and the view on the top of temple)

d) Feeling or impression of the place (comment and recommendation for visiting or preserving the place, e.g. Visiting Prambanan temple crates a memorable experience and that way attract the reader's curiosity to visit it latter on).

In writing description part, it should contain the description of the visible place. To make it clearly, the example of description text of the place is defined as bellow:

Monas National Monument

The national monument, or "Monas" asit is popularly called, is one of the monuments built during the Soekarno era of fierce nationalism. The top of the of the National Monument (Monas) is Freedom Square. It stands for the people's determination to achieve freedom and the crowning of their efforts in the Proclamation of Independence in August 1945. The 137-meter tall marble obelisk is topped with a flame coated with 35 kg of gold. The base houses a historical museum and a hall for mediations. The monument is open to the public and upon request the lift can carry visitors to the top, which offers a bird's eye view on the city and the sea.

Go early to beat the crowds and the haze. It is easy for the less physically able as lifts take visitors to the top. The diorama exhibition in the basement gives such a distorted view of Indonesia history.

This imposing obelisk is Jakarta's most famous landmark. Construction started in 1961 under President Soekarno but was not completed until 1975, under PresidenSoeharto. The monument houses a couple of museums. The Freedom Hall depicts Indonesia's struggle for independence through a series of dioramas, whereas the Hall of Contemplation displays the original Declaration of Independence document and recording of the speech.

2) **Descriptive text of subject**

This kind of text is focused on describing a subject. A writer can mention the physical appearance of the subject. It includes the characteristics of the subject look like. It is described as follow:

a. **Descriptive text of person**

This text talks about how a person look like. In describing a person, it is focused on the physical appearance, personality and the characteristics. It includes describing the daily activities of a person is being to describe. It is required to give a specific person like *"My Mother", "My Father", "My Friend"* and other.

Furthermore, in describing a person, it does not often use present tense at all. In some part, it is possible to use simple past tense like *"She was born in Malang"*. It is same with the text above, this text is organized into two parts, identification and description part. The identification part is followed as bellow:

1) The introduction of the person, such as name, occupation, profession and career

2) Reason for choosing the person

In writing identification of describing a person, it should inform the introduction of the person properly. The information is related to the person that is being explained. Meanwhile, for the description part is informal as follow:

a) The physical attributes or overall appearance contains the face (eyes color/shape/, skin color, the shape of nose, dimples and hair)

b) The usual clothing includes the clothes which he or she often wears it, such as (hat, shoes, casual dress and jewelry)

c) Personality observation includes behavior , mannerism, such as rude, kind, funny, boring and angry).

d) In writing description of describing a person, it should follow one of those three things above.

To make it clearly, the example of description text of the person is defined as bellow:

My Best Friend

I have a classmate at school. His name is Mark Lee. We met often to play and he was always nice to me. Mark's body was tall and well-proportioned. His slender body made his friends envious. Mark also has an actor-like face which many female students like.

He has straight hair with black color. His hobbies are running, swimming and writing a poem. Mark is not only handsome, but also very friendly to his friends and polite to his teachers. Mark always smiled for those who greeted him. Every morning, Mark and I used to go to school together.

At school, wherever I went, Mark was always with me. He is quite hyperactive and has a funny response. During the holidays, Mark often comes to my house to play. We often go outside to visit exciting places.

b. **Descriptive text of animal**

This text tells about an animal in which the writer should describe and tell a story about a specific animal. He is forbidden to explain it in general term. If the writer describes the animal in general term, it cannot be called descriptive text, but it is report text.

Commonly, there are two parts of descriptive text organization, they are identification and description. Each part consists of different information. For identification part tells the phenomenon of the animal. The following information can be contained as below:

1) Choosing an object that can only be observed firsthand

2) Using specific words to explain the phenomena

3) Avoiding to describe the object in general terms

Meanwhile, in the description part contains some information as below:

1) Appearance, it describes the color, the shape, the looks, the unique features of tail, ears, nose, spots, fur, and skin.

2) Sound, what its sound reminds of

3) Behavior, what is usual activity

In writing description of animal, it should follow one of those three things above.

To make it clearly, the example of description text of animal is defined as bellow:

My Cat

I have a cat in my house, the cat is male. I like call him "Joly". He is an adorable cat, my cat is cute. His body is fat. He has orange fur.

I really love to cuddle him because his fur feels soft. Every morning my mother gives a fish, sometime he usually scratches out my arm when I play with him. He is an active animal. He likes to run around the house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table.

"Joly" often goes out to find for food at night. And sometime he brings a mouse on his mouth. Then he eats the mouse in the back of my house for himself.

c.   **Descriptive text of an object**

This text talks about the shape of thing look like. As usual, the description text is consisted of two mainly parts, they are identification and description part. The identification part shows up about the phenomenon of physical thing and the valuable part of it. Whereas, the description part coveys some information:

1) Appearance, it contains the color, the shape and the features of the object.

2) Texture, it includes what its look like (hard, soft, smooth, rough)

3) Smell, it contains what its smell like, such as *"The flower has strong scent like corpse flower"* Sound, it contains noise, up volume, and what its sound reminds of, such as "*My alarm's sound reminds me of my sister's cell phone ringtone*".

In writing description, it should explain at least one of those four things above.

To make it clearly, the example of description text of the object is defined as bellow:

My Bicycle

I have a BMX bicycle. My father bought me this bicycle for my birthday gift. I was seven when got this BMX and I thought it's the best gift I've ever had.

Like most BMX, my bicycle has only a single speed. The frame of my BMX is metallic white. It has two wheels. The tires are half white, while the rims are green. It has one black saddle. I also attach a couple of pegs usually are used when I want to give a ride to my school.

I always go to school by riding my bicycle. I don't go alone because most of my friends also ride their bike to go to school. besides that, I usually also ride my bike with my friends on the park after school. we usually do freestyle riding or just cycling around the park.

b. **Characteristics of Descriptive Text**

There are some characteristics of description text than make it different from the others text. Ahmad Thommy classify the characteristics of description text into three mainly classes as follow:[25]

1. The use of simple present tense in arranging the words. Almost all sentences use this kind of tense. It means that descriptive text figures the real subject or object in the writer's point of view. It is purposed to make the readers feel the presence of something described in their mind.

2. Descriptive text commonly talks a specific object. It means that the text does not need human participants. It focuses its description to the topic that is being explained.

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[25] Ahmad Thommy, *Writing Genre in English,* (Surakarta: Era Intermedia, 2008), 15.

3. Descriptive text gives a clear visualization of a person, a thing or a place. This text usually uses adjective phrase to draw the object currently.

Based on the explanation above, it can be concluded that the characteristics of descriptive text are the use of simple present tense. It is not only describing human but also describing some objects and the use of adjective phrase in visualizing a person, a place, or a thing. To write the descriptive text successfully, the writer should know some characteristics above. In addition, the more you practice to write, the easy way to make your writing completely.

c. **Generic Structure of Descriptive Text**

Generic structure can be meant as the way in which the elements of a text are organized to confirm its purpose. As stated by Shiahaan and Shinoda, the generic structure of descriptive text is defined as below[26]:

1. Identification

It contains information of the subject that is being explained. The information includes the introduction of the subject.

2. Description

Meanwhile, this part describes parts, qualities, and characteristics of thing. In other words, this part focuses on explaining the subject look like.

Based on the explanation above, it shows that descriptive text has two generic structures, they are identification and description. Identification part discusses the introduction of the subject whereas description part draws the subject apparently. Those structures help the readers determine inside each paragraph's purpose.

d. **Language Features**

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[26]SanggamSiahaan and KisnoShinoda, *Generic Text Structure,* (Yogyakarta: Grahallmu, 2008), 89.

In descriptive text, the language features are contained four mainly features. It also stated by Gerot and Wignel, the grammatical features of descriptive text are composed into four parts, such as follow[27]:

1. Focus on specific participants

   It means that descriptive text should be focused in describing a current participant, such as "*My English Teacher*", "*My Cat*", "*My Favorite Place*" and so on. It is suggested to make the text easy to conclude. It also helps the reader to focus in one subject literally.

2. Simple present tense

   Simple present tense is one of tense that is usually used in writing descriptive text. This tense describes the habitual activities. It is also used to explain general statements of fact action. Azar states there are some forms of the simple present tense and the present progressive, such as:[28]

   a. Simple present of verbal form

Table 2.1 The Pattern of Verbal Simple Present Tense

The Patterns of Simple Present Tense		Example
(+)	S+V1+s/es+O	Yumi makes a delicious cake.
(-)	S + do/does+ not+ V1 + O	Yumi does not make a delicious cake
(?)	Do/Does + S + V1 + O + ?	Does Yumi make a delicious cake?

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[27]Gerot, Linda and Peter Wignel, *Making Sense of Functional Grammar,* (Sydney: Tanya Stabler, 1995), 208.

[28]Azar, *Fundamental of English Grammar, 3rd Edition.* (America: Longman, 2003), 4.

b. Simple present of nominal form

Table 2.2 The Pattern of Nominal Simple Present Tense

	The Patterns of Simple Present Tense		Example
(+)	S + to be (is, am, are) + N/Adj/Adv		I am a student
(-)	S + to be (is, am, are) + not + N/Adj/Adv		I am not a student
(?)	To be (is, am, are) + S + N/Adj/Adv+ ?		Am I a student?

c. The use of noun phrase

It means in visualizing the characteristics of the subject or object, the writer should arrange noun phrase currently, such as *"My mother has beautiful eyes"*. From an example before, it shows that *beautiful* indicates as an adjective whereas *eyes* indicates as noun than noun word is followed with an adjective can be called adjective phrase.

d. The use of auxiliary verb

It contains the use of the ownership like has or have. Each subject uses the differential ownership, has is belong to *she, he, it* while have is belong to *I, you, we, they.* For the example: "Zahra has a big car"

e. The use of linking verb

It includes the use of to be (is, am, are) in writing nominal sentence. It is used to connect between the subject and the complement. For the example, "She is my best friend".

e. **Teaching Writing Descriptive Text**

Descriptive writing is a skill, and a craft that takes instruction, practice, and time to learn. The good news is that it can be explicitly taught. An understanding of the characteristics of effective descriptive writing, combined with a toolkit of structures and strategies to scaffold learning and practice, can enhance students' development as authors of vivid, evocative writing.

Authors of descriptive writing use a variety of styles and techniques to connect with readers, but effective descriptive writing often shares these characteristics, as follow:

1. Vivid details

   Specific details paint a picture in the reader's mind and appeal to the reader's senses. Descriptive writing may also go beyond creating a strong sensory impression to give the reader a "picture" of the feelings the description evokes in the writer.

2. Figurative language

   Tools of the writer's craft such as analogy, simile, and metaphor add depth to authors' descriptions.

3. Precise language

   General adjectives, nouns, and passive verbs are used sparingly. Instead, specific adjectives and nouns and strong action verbs give life to the picture being painted in the reader's mind.

4. Thoughtful organization

   Some ways to organize descriptive writing include chronological (time), spatial (location), and order importance. Descriptive writing about a person might begin with a physical description, followed by how the person thinks, feel and acts.

   There isn't one right approach to teaching descriptive writing, but effective instruction often includes:

1) Mentor texts

Reading aloud and analyzing high-quality mentor texts to help students understand how authors use descriptive writing to connect with readers.

2) Focus on the five senses

Helping students make the connection between sensory input (sight, sound, smell, taste, and touch) and descriptive writing.

3) Teacher modeling

Modeling different ways to generate descriptive writing.

4) Guide practice

Repeated, structured practice scaffold to meet students' needs.

5) Feedback and revision

Cycles of constructive teacher and peer feedback followed by thoughtful revision.

f. **Descriptive Writing Assessment**

Based on Weigel in Fajriyani, the descriptive text writing can be measured by raters by guidance of descriptive scoring rubric as follow:[29]

Table 2.3 The Rubric Scoring Descriptive Writing

Component of Writing	Scores	Indicators
Content	4	Relevant to the topic and easy to understand
	3	Rather relevant to the topic and easy to understand
	2	Relevant to the topic but is not quite easy to understand

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[29]YuyunYuniarti, Pipit Rahayu. 2015. *Analysis of Generic Structure in Writing Descriptive Text at The Ninth Grade Students of SMP N 3 RambahHilir*

	1	Quiet relevant to the topic but is not quite easy to understand
Organization	4	Most of the sentences are related to the main idea
	3	Some sentences are related to the main idea
	2	Few sentences are related to the main idea
	1	The sentences unrelated to each other
Vocabulary and Mechanic	4	A few errors in choice of words, spelling, and punctuation
	3	Some errors in choice of words, spelling, and punctuation
	2	Occasional errors in choice of words, spelling, and punctuation
	1	Frequent errors in choice of words, spelling, and punctuation
Grammar	4	A few grammatical inaccuracies
	3	Some grammatical inaccuracies
	2	Numerous grammatical inaccuracies
	1	Frequent grammatical inaccuracies[30]

[30]YuyunYuniarti, Pipit Rahayu. 2015. *Analysis of Generic Structure in Writing Descriptive Text at The Ninth Grade Students of SMP N 3 RambahHilir*

CHAPTER III
RESEARCH METHODS

This section introduces the research methods. The researcher participates in the explanation about research design, research role', research setting, data source, data collection technique, data analysis technique, checking validity of finding and research procedure.

A. Research Design

This research is designed as descriptive qualitative research. It is possible to use various methods to investigate with a natural background so that the research objective can be reached. Qualitative research can be carried out with several models, such as case studies, biographies, text analysis and so on. According to Berg, research qualitative refers to meaning, concept, definitions, characteristics, metaphors symbols, and descriptions of thing. According to Cresswell, qualitative approach is a research for exploring and understanding the meaning individual or group to a social or human problems.[31] It means that qualitative research approach contains exploring and understanding the phenomenon found by the researcher. It also states that qualitative research is to describe and analyze phenomena, events, social activities, attitudes, beliefs, perception. Thoughts of individually or in groups[32]. It describes that qualitative approach is a researcher focuses on the analyzation, elaboration, description, construction of theories using qualitative data.

Focusing on the design of the observation is a descriptive qualitative. Descriptive research is intended to explain the current phenomena by using numbers to portrait the characteristics of an individual or group. It means that descriptive research intends explaining about the current phenomena rather than calculate. Creswell also defines the descriptive studies are designed to obtain information concerning the current status of phenomena. It states that by using descriptive study, the data about the real phenomena will be displayed as clear as possible.

The researcher chose this method because it is compatible with this research where the data is in the form of a word. In this research, the researcher does not present the data or the result in the form of a statistic but in a description. The researcher presents descriptions of a genre based analysis of students writing descriptive text by the seventh grade students at MTsN 3 Ponorogo.

B. Researchers' Role

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[31] John W. Creswell, *Research Design Third Edition,* (USA: Sage Publication, Inc., 2009), 4.
[32] Nana SyaodihSukmadinata, *MetodePenelitianPendidikan.* (Bandung: RemajaRosdakarya, 2016), 60.

According to Sugiono (2016), in qualitative research, the research instrument or tool is the researcher itself. Being instrument for the research, researchers take documentation in the form of descriptive text that were written by seventh grade student at MTsN 3 Ponorogo. The researcher chose the VII A which consisted of 28 students to conduct the analysis of data. The class is chosen because it based on the real teaching at the school, the students confused to make a descriptive text based on the generic structure. The collection of data was analyzed, interpreted, and reported by the researcher as a result.

C. Research Setting

In qualitative research, there must be the location used to conduct the study. This research takes place in MTsN 3 Ponorogo. MTsN 3 Ponorogo located in JL. LetjendSupraptoSukowati, No. 90, NgunutBabadanPonorogo. She focused on the seventh grade students of MTsN 3 Ponorogo. There are five class of the seventh grade. But the class used by the researcher in this research is VII A. The researcher chose the students descriptive text of VII A as the subject of research in collecting the data.

D. Data Source

The sources of data were from several descriptive texts made by 28 students of the seventh grade in MTsN 3 Ponorogo. The data was in written text. Descriptive text was chosen in this research, because descriptive text is important to know for students. Descriptive text can help students to improve their vocabulary and build an idea when they want to describe something in their daily life or in English study.

E. Techniques of Data Collection

In this research, the researcher used some techniques in collecting the valid data and information about a genre based analysis of students writing descriptive text. The technique that used by the researcher to collect the data are following:

1. Documentation

A valuable source of information in qualitative research can be documentation. According to Arikunto, states that documentation is a written object, thus

documentation is defined as the activity of researchers investigating written objects such as magazines, documents, rules for meeting minutes, daily notes and so on. [33]

In this research, the researcher uses the data taken from the text made by students, which is a document and made as research material. The data in this research drawn the text descriptive of 28 students writing in the class VII "A" MTsN 3 Ponorogo.

2. Interview

Interview is one of the most widely used methods for obtaining data. It is given face-to-face in which is involved six to eight interviewees in each group. An interview is used to gather data on subjects, opinion, beliefs, and feelings about the situation in their own words by using interviews questions.

Interviewing provides the researcher a means to gain deeper understanding of how the participant interpret a situation or phenomenon than can be gained through observation alone.[34]In this study, the researcher prepares the questions and takes interest in conversations to get clear information and valid data.The researcher interviews the teacher in a face-to-face interview with English teacher of VII A at MTsN 3 Ponorogo.

F.   Techniques of Data Analysis

Data analysis is the process of systematically searching and compiling data obtained from observation, interviews and documentation.

There are several activities in data analysis:

1. Categorizing, in this activity the researcher categorizes text based on the type of the generic structure of descriptive text that was written by students. After documentation, the researcher classifies students' descriptive text into a generic structure and language features to represent the extent to which students are able to understand the text

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[33]AjatRukajat, *PENDEKATAN PENELITIAN KUALITATIVE: QUALITATIVE RESEARCH APPROACH*, (Deepublish, 2018) 39

[34] *Ibid.*, 232

according to the generic structure and language features of descriptive text. It is to find out the students mistake in mastering generic structure and language features in writing descriptive text with the form of the table.

It is example of descriptive text

Mr. Budi, The Farmer

Mr. Budi is very happy. The rainy season of this year makes the farm beautiful. It is planting time. Rice fields become fresh and green during this season and by the end of this season Mr. Budi is ready to harvest his cops.

Mr. Budi ploughs the land at the beginning of the rainy season. Then, he usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Budi's duties before breakfast. He does most of the hard outdoor work by himself.

It is the process of categorizing of descriptive text

Table 2

DT : Descriptive Text

01 : Number of Students

No	Code	Descriptive Text	Generic Structure
1	DT-01	Mr. Budi is very happy. The rainy season of this year makes the farm beautiful. It is planting time. Rice fields become fresh and green during this season and by the end of this season Mr. Budi is ready to harvest his cops	Identification
		Mr. Budi ploughs the land at the beginning of the rainy season. Then, he	Description

		usually works early and finishes at noon. Milking the cows, feeding the livestock, and cleaning the barns are among Mr. Budi's duties before breakfast. He does most of the hard outdoor work by himself	

2. Conducting descriptive text of documentation to know the generic structure and language features of descriptive text.

3. Make a conclusion based on the analysis data.

G. Checking Validity of Findings

Data validity is defined as the quality of an instrument measure what it is claimed tomeasure. Qualitative validity means the level of accuracy between the data that occurs in the research object with data that can be reported by the researcher. Data validity is the urgent concept that is renewed from the validities and reliabilities concept. It means the valid and reliable data are required to make the research believable.

Measuring the validity is important in research, because it is directly influencing on successfully research and getting the real data. In this research, the researcher used triangulation technique. According to Bell, triangulation is a method used in qualitative research that involves cross-checking multiple data sources and collection procedures to evaluate the extent to which all evidence converges[35]. It means triangulation is a way for arguing, if a different method of investigations produce the same result then the data are likely to be valid.

The researcher used triangulation to verify the collected data which were from interview with an English teacher and documentation are related to the analyzing of students problem in writing descriptive text.

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[35] J Bell, *Doing Your Research Project, A Guide forFirst-Time Researchers in Education and Social Science. Third Edition,* (Philadelphia: Open University Press, 1999), 102.

H. Research Procedures

1. Planning

   This procedures includes arranging the research plan, choose the institution: students which applied the model learning as an object, preparing instruments that supports the researcher valid data and other procedures that related in this research.

2. Data analysis procedure

   Include analyzing data, observation the class and then analyze the document as the result.

3. Research report

   The researcher writing in the form of thesis about genre based analysis students writing in descriptive text.
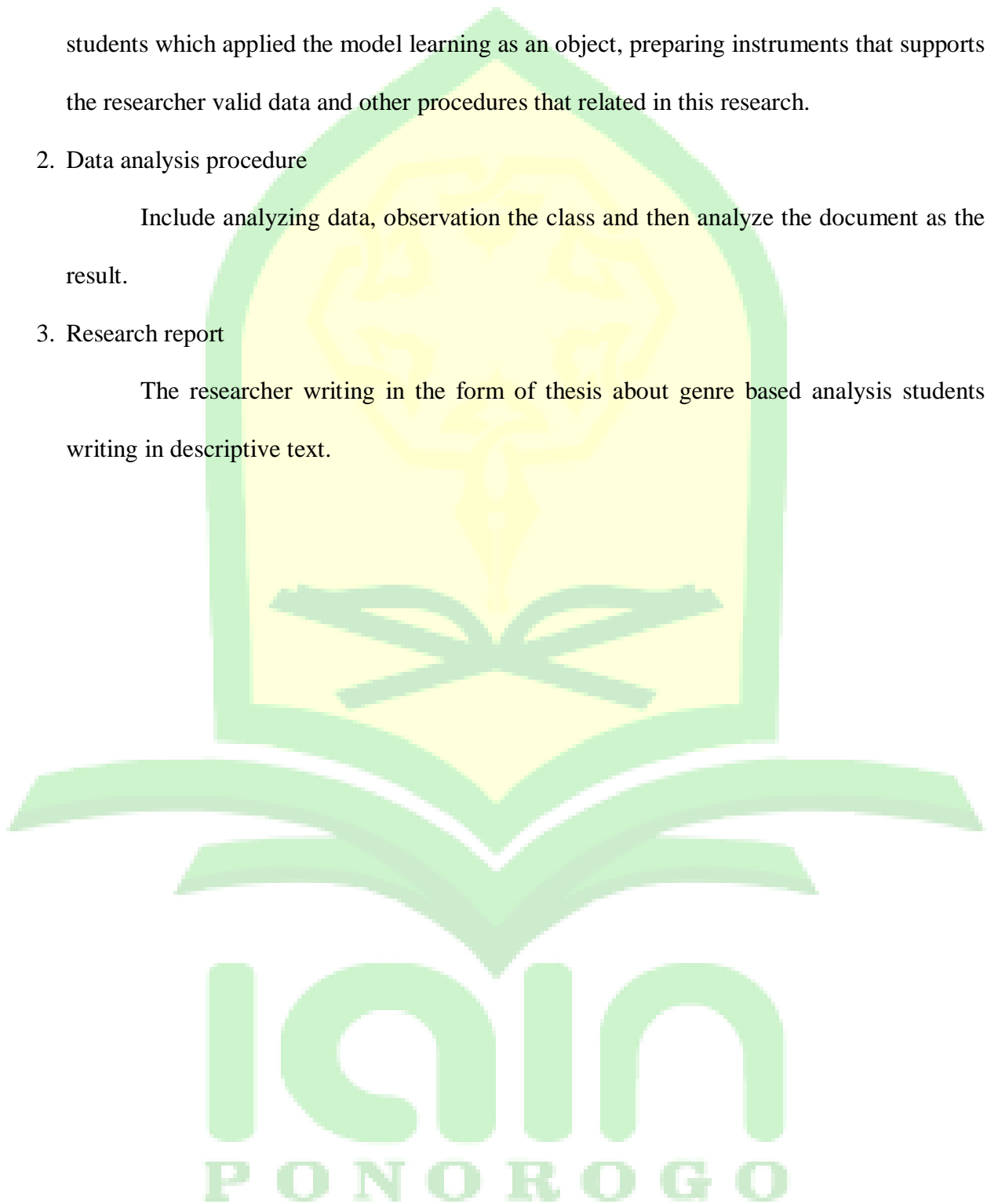
CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the research finding and discussion. It is to answer the research problem in this research. In this research are the students' problem in writing descriptive text and the teacher solutions in overcoming the students' problems in writing descriptive text. The completed discussions are described below:

A. Research Finding

The research finding of this research are the students problem in writing descriptive text and the teacher solutions in overcoming the students' problems in writing descriptive text.

1. The Students Problem in Writing Descriptive Text

The findings of this research show that the students have difficulties in developing descriptive text, which fulfilled the component of writing, the aspects of generic structure of the text, and the language feature of the descriptive text

In learning a foreign language, writing plays an important role. It is one component that links the four language skills of speaking, listening, reading, and writing all together. It provides the vital organs and flesh to the language, students should acquire and adequate number of words and should know how use them accurately in context. However in practice of learning writing in the class, there are some obstacles which often happen in process of learning writing. Students may experience difficulties in writing for a variety reasons. These difficulties may vary in cause, nature, intensity and duration. According to Msanjila, there are some problems faced by the students in learning writing, such as:

a. Capitalization problem, the misuse of capital letters is the most common writing problem noted in this study. Using capital letters correctly is a writing norm which is required in all languages. It is a pedagogical which can be handled appropriately

by professional teachers in schools. For the example from the students writing descriptive text:

Students Descriptive Text (DT) Number 02

"I <u>Havea</u> friend in <u>My Class</u>. She is <u>renina</u>. She has a big house. She is beautiful <u>Girl.</u> And she is good at Singing"

Students Descriptive Text (DT) Number 04

"I have a <u>Little   Sister</u>. Her name is Raisha, I call her isa, and she is 3 <u>Years</u> younger than me. Although <u>We</u> are siblings, we have some different characteristics."

Students Descriptive Text (DT) Number 05

"My friend named Amalia. She is <u>Very Cute</u>.

Amalia really likes <u>Reading</u> and <u>Writing.</u> Amalia is a kind, patient and friendly person."

b. Punctuation problem may also be the result of in adequate learning or poor teaching. Their writings seem to indicate that these students do not understand how to use the punctuation marks correctly in conveying information accurately and effectively. These are some guidelines on the use of punctuation marks commonly used in academic writing: Full stop, Comma, Semicolon, Colon and Apostrophe. The Law (2001) state that the purpose of punctuation is to mark out a string of words into a manageable group and to show how these groups are related to each other.[36] Like the statement of an English teacher below:

"Students have difficulty in using conjunction in front or at the end and the use of punctuation marks".[37]

The following some common mistakes that students make in descriptive text related to punctuation:

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[36] Jonathan Law, *Oxford Language Toolkit,* (New York: Oxford University Press Inc, 2001), 90.
[37] Based on interview No. 02/w/16-III/2022

Capital letter

Her name is <u>ranina.</u>

She lives in <u>babadan.</u>

Full stop

She is very kind and diligent

Comma

He has <u>small eyes black hair and tall</u>.

c. Vocabulary, students have not been able to write words correctly, it is like:

Beautiful, but the student writes the *beatifull.*

*Black ,*but the student writes the *blak*

*Tall ,*but the student write the *tal.*

Bright, but the student write braight.

Small, but the student write smoll.

For the example from the students descriptive text:

"*I have a little sister. Her name is Ranina. I call her nana, and she is 3 years younger than me. Although we are siblings, we have different characteristics. My sister has blac hair, she is 140 cm tal. She has braight skin, her face is small, and she has a pointed nose.*"

From the explanation above, it could be said the indicator of the student's problem in writing descriptive text was lack of knowledge about writing components. Most of the students only focus on the description of the descriptive text, so they forget the other component of the descriptive text, namely the identification and conclusion. Some components of writing that needed to be mastered were generic structure, grammar, spelling and punctuation. Without knowing those components, it is difficult for students to construct good descriptive text. As Saadiyah (2009) states, if the students lack knowledge about the

components of writing, they will not have specific thoughts and provide information well to the readers.[38] In short, the students faced some difficulties in writing the descriptive text because they didn't know the components of the descriptive text well.

d. The Generic Structure of Students' Writing Descriptive Text

Halliday and Hassan state that the generic structure of descriptive text written by students are this study revealed a text forms a piece of language use or a record of a communicative act that is 'language which is functional'[39]. In general, texts which have the same sort of meaning and the same structural elements are said to belong to the same text type. The finding of the researcher shows that almost all of the students don't understand the element of descriptive text. Their writing shows that they can't use the function of generic structure in descriptive text. In generic structure, there are many students don't use conclusion. The students don't show the conclusion because they don't make a pattern in their text. From the statement above, the researcher argues, if the text does not have a conclusion, the text does not have description too, automatically, the text is not descriptive text.

In addition, the produced based on generic structure of descriptive text are identification, an introduction to the object/things described which includes who or what, when, where the part of the paragraph that introduces the character. The students choose one topic to use the background of knowledge of what topic they want to choose.

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[38]DarusSaadiyah, "Error Analysis of The Written English Essays of Secondary School Students in Malaysia; A Case Study."*European Journal of Social Science* No. 8 (2009)

[39]Halliday.*An Introduction Functional Grammar* (2nd ed.). London, 2010

Description of an object, for example the color, the size, the smell, the taste, what makes it special, etc. for persons: what they look like, what they do, how they act, what they like or dislike, what makes them special. In the used of description that students did was selected the appropriate pattern with the sentences they made. Next, students to connect generic structure in made descriptive paragraph based on generic structure. In used generic structure that students did was write down the essence of the paragraph and rewrite it in the next sentence which was the description.

In addition, the finding from the researcher of students writes descriptive paragraph based on generic structure are : first based on student code DT-12 paragraph the first pattern of descriptive text identification:

My Sister

I have a little sister. Her name is Raisha, I call her isa, and she is 3 years younger than me. Although we are siblings, we have some different characteristics.

The researcher found students writing in this pattern was good and the use of the tenses was correct, using simple present tense and using the correct opening sentence. Description:

My sister has black wavy hair, she is 140 cm tall. She has bright skin, her face is small and she has a pointed nose.

Based on student code DT-12 paragraph the second pattern of descriptive paragraph the researcher found that in this pattern is good, but in the use of the tenses it was not right, because the pattern of the description must be clear and complete, such as characteristics of person that her object in writing descriptive text. And the last is conclusion:

Sometime we fight together, but we love each other. I love my little sister.

Based on student code DT-12 paragraph, she was can give a conclusion what she wrote and the use of tenses is right.

In this research, some students also confuse at the placement of identification and description paragraph and also description sentence inside identification paragraph. For example:

Student code DT-9

My Friend Amalia

My friend named Amalia. <u>She is very cute</u>.

Amalia really likes reading and writing. Amalia is a kind, patient and friendlyperson.

The underline one is description paragraph, but the student place in identification paragraph.

Some of them write descriptive text only to explain the information about the topic in general. They should explain the characteristics of the topic in specific. For example :

Student code DT-14

My Love Mom

My name is Ailsa, and I will tell you about a kind and wish mother named Nur.

Mother has always given love to me since I was little and until now. She is great woman because she never gives up on taking care of me since I was a baby until now.

In the description paragraph student did not tell about mother specifically. Student only tell about her mother in general. So, that the description in this text is not complete.

e. The Language Feature of Students in Writing Descriptive Text

The researcher analyzed some language feature are used in writing descriptive text, such as focus on a specific participant, the use of simple present tense, the use of linking verb and formulating of noun phrase.

In a specific participant, all students understand about it. They can choose a specific participant on they want. It is because a specific participant will allow the students to explore and develop their writing easier.

Some students confused in using simple present tense. This difficulty has become from they lack knowledge about the simple present tense. They often mistake in adding –s or –es in verbal sentence. They often forgot to add –s or –es for the singular subject. Moreover, some students wrote the descriptive text by using simple past, while the descriptive text should be written by using simple present tense. It is like

Lives, but the students write live

Helps, but the students write help

In descriptive text, some students lack of formulating noun phrase. Noun phrase is the combination of noun and adjective word which is used to describe the situation of the noun. Some students are difficult to place between noun and adjective word. It is like

Beautiful eyes, but the students write eyes beautiful

Smart girl, but the students write girl smart

Short hair, but the students write hair short

The students also confused in the use of auxiliary verb. Auxiliary verb is a verb that is used to explain the main verb. The students confused to choose between has or have for the suitable subject. It is like

I have, the students write I has

She has, but the students write she have

From the explanation above, some students understood how to use simple present tense, noun phrase, linking verb and adjective in their writing, although some of them still did not understand for applying linking verb and noun phrase in their descriptive text.

2. **The Teacher's Solution in Overcoming The Students' Problem in Writing Descriptive Text**

Writing is the most difficult skill to master. It should be mastered by the English learners especially Junior High School. Many students often argue that writing is the hard skill that needs more thinking. It can be seen that writing is not about to arrange and combine the student ideas in the written form, but it also requires some knowledge of the writing stage. The English teacher also gives a statement that writing is difficult skill, such as below:

NurRochmawati, S.pd said:

"Writing is still to be a scourge for many students. Not only they can write the English spelling, but also thet should master to compose the sentences currently."

Therefore, the English teachers should have some strategies to improve the students' writing ability. It can be solved by conducting and showing the stages of writing to the learners. When Mrs. Nur teaches her students, she guides them to write a text by using basic technique. It can be confirmed as below:

NurRochmawati, S.pd said:

"I begin to give them the simple sentence which is using simple present tense. So, I order them to make some sentences which are related to the text pattern."

Beside of the Indonesia curriculum, the Junior High School student should learn 3 kind of text, they are descriptive text, procedure text and narrative text. In teaching the

descriptive text, an English teacher uses some pictures about the familiar place and person. It is used to help a student in imagining and describing the object. An English teacher gives a reason for providing the picture as below:

NurRochmawati, S.pd said:

"I usually use a picture about the familiar place and person in teaching the descriptive text. It can help them to imagine and describe the object currently. If I use unfamiliar image, they will be difficult to describe."

Moreover, in introducing the generic structure and language feature of descriptive text, she gives a sentence as an example that uses simple present tense pattern. So, she orders them to find out the same sentence in a descriptive text that is provided by the teacher.

In evaluating the students' learning, the teacher usually gives them some assignments. In teaching writing descriptive text, the English teacher gives two kind of assignments, they are reading and writing text. The reading assignment includes reading a descriptive text. It is instructed to help the students recognize the structure and language features of the text deeply. Meanwhile, the writing assignment includes writing descriptive text that is limited within one week.

Actually there are some students still make some mistakes in placement generic structure and using language features of descriptive text. Generic structure will be describe here, they are identification, description and conclusion (conditional), and the language feature, they are simple present tense, noun phrase, the use of have and has, and the use of to be (is, am, are). The students have majority difficult in using one of some language features.

In motivating the students, she tries to give oral reward like good, excellent and give an action like raising her thumb. These kinds or reward will be given to the active students in discussion class. It is expected to make other students to be more active. In evaluating the students' writing result, she does not see the major wrongly on the students' writing sheet, but she looks at the coherent, the language diction, and the punctuation. She analyzes the suitable between each paragraph with the title on the students' writing sheet. Afterwards, she notices the use of language and also the capital letter for every word "place" and "people".

B. Discussion

In this section, the researcher describes the discussion of students problem in writing descriptive text. Based on the theory that states in the background, analyzing students' text is very important to do, because it can help English teachers to find out the students' ability and difficulty in writing.[40] So the researcher does this research at MTsN 3 Ponorogo at the seventh grade student, especially in VII A class. The researcher take 28 students as the sample.

In this research, the researcher used writing test as the instrument in this research. At the format of writing test, the researcher has determined the place of generic structure that is identification paragraph and description paragraph. In identification, student only can write one paragraph. Because in general, there is only one identification and in description paragraph, student can write one or more paragraph. Because in general, description paragraph can more than one. The test shared to the students via whatsapp. There are some obstacles that researcher find when share the test. Some of student did not reply the researcher message, they only read the message but the researcher always contact the student until the student replay the message. Another problem is student forgot to send the answer sheet to the researcher so that the researcher reminds them to send their answer.

To collecting the data, the researcher takes more than two weeks. After the data is collected the researcher analyzed the generic structure of the text that is identification and description. In identification paragraph, from 28 students there are three students not understanding about identification in the descriptive text. While in the description paragraph, from 28 students there are five students not understanding about description in the descriptive paragraph.

In addition, this research also identifies the students' problem in writing descriptive text. Based on the task that students had done the writer found out some problems that are; students confused at the placement of identification and description. Sometimes they placed

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[40] Graham Lock, *Functional English Grammar: An Introduction for Second Language Teachers.* (Cambridge University Press, 1996).

identification sentence inside identification paragraph. Some students do not understand the identification paragraph and description paragraph. The next problem is students write descriptive text only to explain the information about the topic in general. They should explain the characteristics of the topic in specific.

In this research also identifies the problem faced by students in writing descriptive text. The first is the students confused to analyze identification and description. This is similar with that found in this research. The second is some of them resign sentences that are not really important. The third is there was an obstacle in synchronizing the title and the support sentences. And the last is unrelated topic and content.

Based on the analysis, the researcher found that the students' have some difficulties in dealing of the language feature of descriptive text. They are the use of simple present tense, the use of auxiliary verb, the use of linking verb and the formulating of the noun phrase.[41] The students' ability can be discussed as below:

The first students' difficulty is the use of simple present tense in writing descriptive text. This is the students' major difficulty. The students even made incorrect verb. Most of them even forgot to add –s and –es on the verb word which the subject is she and he. They also even used the past pattern to describe the condition and the action of the subject in writing descriptive text.

The second difficulty that is faced by the student is the formulating of the noun phrase. They even put the noun before adjective word to make the noun phrase, such as "*She is girl beautiful*". They agitated that the placement of noun is before adjective like in Bahasa rules. [42]They do not know the rule of organizing the noun phrase well. Therefore, they still make mistakes to place noun before pronoun word.

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[41] Ade DwiJayanti, "*Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang*", (Journal: University of IAIN Curup: 2019).

[42] T.M.A Kristianto, *"The Uniqueness of English Noun Phrase in Relation to Word Order Universals,"* (Journal, University of SarjanawiyataTamansiswa, 2009), 16-17.

The third students' difficulty is the use of auxiliary verb. The students have difficulty in determining "*have or has*" for the suitable subject. Some of them even wrote "*She have beautiful smile*". Meanwhile the auxiliary verb is mostly used in describing the subject look like. [43]It is usually used to show the possession of the subject. It is also used to help the students describing the subject clearly.

The fourth difficulty that is faced by the students is the use of linking verb, some of students have difficulty in using to be is, am, are in singular and plural form. One of students wrote "My hobbies is drawing and singing" They cannot realize that "hobbies" is plural form which should be followed by "are". The use of linking verb is easy to be mastered by students. They can determine the use of to be in writing nominal sentence form. They can analyze the number of person, so they are able to give the suitable to be.

Based on the students' mistake above, it can be summed up that the students' ability in using the generic structure and language features of descriptive text was low. Whereas they can focus their text on a current participant. Low ability is the basic stage in confirming the ability of the students. When it is found, the teacher should have some strategies to solve and enhance the students' problem.

Therefore, the English teacher must give the more attention to elaborate the students' comprehension in using the language features of descriptive text. It should be attended, because it can be the way to enhance the students' problem in writing descriptive text, especially in their writing.

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[43]AnggunShafiraKhairina, "An Analysis of Descriptive Text in English Textbook Using Transitivity System , (Journal, University of Indonesia, 2016), 150."

BAB V

CONCLUSION AND SUGGESTION

In this chapter, the researcher is going to conclude the research to make the readers having more understandable of students' problem in writing descriptive text. The researcher also gives some suggestions for the school, the English teacher and the students. They are stated as below:

A. Conclusions

Based on the data were described previously, the researcher concludes that the students' problem in writing descriptive text includes using simple present tense, organizing the noun phase, and using linking verb and using auxiliary verb. From the four student's difficulties in using language features, their major difficulty was the use of simple present tense. Meanwhile, the minor difficulty was the use of linking verb. It can be proved by the analyzing the students' result in writing text descriptive, interviewing the English teacher and distributing questionnaire to the students.

Moreover, the students' ability in using language features of descriptive text was categorized as low. It can be seen from their ability In writing descriptive text. Therefore, the teacher should give more exercise in organizing the sentence by using the simple present tense. She can guide the students to write the nominal sentence which involves the use of linking verb. Whereas, the solution the students problem in writing descriptive text in using simple present, noun phrase and auxiliary verb, the teacher can provide a game about describing thing. In addition, the teacher should use the interesting media to stimulate the students' ability in writing text.

B. Suggestion

Considering the derived conclusion, the researcher would like to suggest:

1. For the English Teacher

Since the students have problem in writing English text, the English teacher should have find out other strategy to solve it. She might use any strategy to make the teaching-learning more effective. She can provide fun media like games implemented in the classroom. Game can trigger the students' memory and sensitivity to the material that is taught. Even thought, they are Junior High School student.

2. For the Students

While writing activity is an important skill to be learnt and difficult to master, therefore the students should practice to write in their leisure time. Since the students' major difficulty is the use of simple present tense, they should learn to express their ideas using simple present pattern.

3. For the future researcher

If the future research will enhance the students' problem in writing, she should find some strategies as media in teaching-learning process that can increase and solve the students' problem in writing text. So, she can apply the fun media in the classroom.
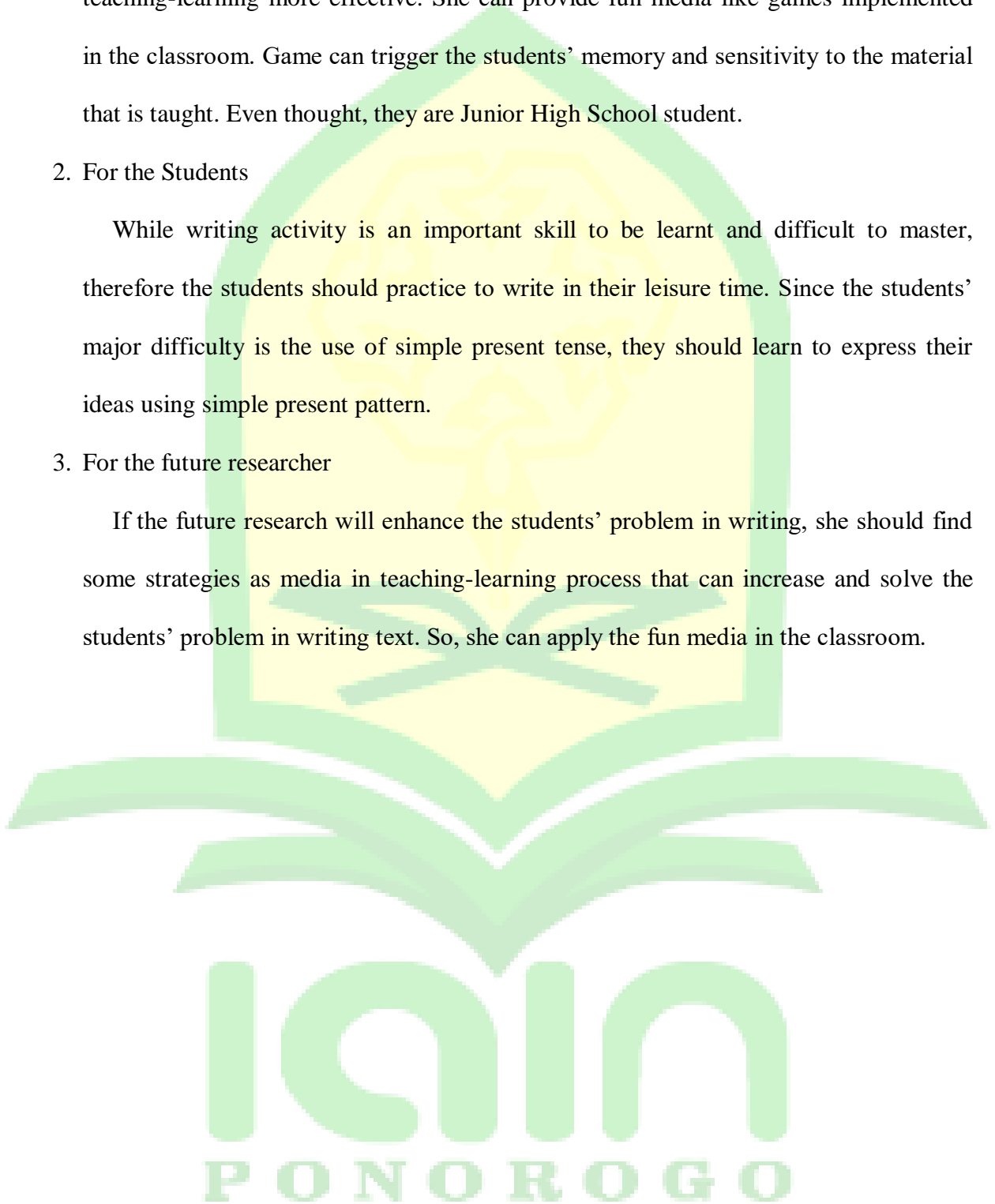
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