

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Most people assume that language is one of the culture who can't be separated from human life and there is not activity without using language. Language is a symbolic guide to culture. By language, people understand each other, and interest as part of a society. There are many languages used in the world, such as Indonesia, English, Arabic, French, Chinese, Japanese, and many others. One of languages used in this world is English language, and now English becomes an international language.

English is rapidly gaining status as a global language. This is true because the language is not only used in English-speaking countries but also in other countries where businesses flourish through negotiations delivered in English. English becomes the people's second or foreign language. English is one of international language, it means that English is learn by many countries in the world, many people have use English for international communication and it is used as a key of knowledge, science, and technology. So English is very important to conduct communication everywhere, every time, and everything.

Writing is usually regarded as the most difficult skill to learn, not only because of the needs to master many skills of English such as reading, speaking, and listening. But also because of the difference between the learners' native language rules and that of the language being learned. Based on junior high school competency curriculum, the students are expected to be able to communicate in English both in

oral and written form. In junior high school in Indonesia, the skill of writing is taught by using based genre approach. Students are introduced to some genre and taught through the model of reading text where they are explicitly taught about the social function, the generic structure, and the language features of the genres.

Transitivity Traditionally is defined as the grammatical feature, which indicates if the verb takes a direct object, then it is described as transitive, and It is called intransitive if it does not. An extension of this concept is the ditransitive verb, which takes both a direct and an indirect object. However, Halliday in his *An Introduction to Functional Grammar* states whether a verb takes or does not take a direct object is not a prime consideration in Transitivity. According to Halliday, (2002), There are six types of processes are Material Process, Mental Process, Relational Process, Behavioral Process, Verbal Process and Existential Process.

Brown in Husna, (2013:2) stated that, writing is the product of thinking, drafting, and revising procedure that requires specialized skills. It is a process of putting ideas or thoughts into words which is combined into the form of paragraphs. Writing also requires background knowledge and competence of vocabulary, spelling, grammar, punctuation, coherence, etc. The importance of writing for students is to express their feeling and produces their language on the paper.

In the learning process, writing focuses on expressing ideas through text based on genre. According to Jeremy Harmer, (2004:77); stated that “writing is a process that what we write is often heavily influenced by the constraints of genre, and then these elements have to be presented in learning activities.” Genre is a

distinctive type of text. Texts are classified into genres on the basis of the communicators.

There are many genres that are taught to junior high school students. Those are narrative, procedure, recount, descriptive, and so on that we can write. The researcher focused on descriptive text which is taught in the second year of junior high school. According to Barnet and Stubbs in (Husna, 2013:4) “a good paragraph has unity (it makes one point, or it indicates where one unit of the topic begins and ends). To have a paragraph unity a student has to support the ideas into the sentences. As state above, the descriptive text is taught by introducing the students to the model text, hopefully they will be able to write the genre well.

The descriptive text is a text which a writer tries to picture what he is describing. In narrative text description is also used, especially when the students want describe the characteristics of a character or certain setting. The description is also can be done subjectively and objectively. The objective description will be chosen if it describes the physical appearance of an object or person. The subjective is used when the students want to give their opinion to the object. Those combinations make the descriptive text is unique and the writer interested in choosing this genre. and to complete this proposal the writer tries to use the theory of (Wignel, 2013); because in that theory already covers several things that can support the completion of my proposal in accordance with the title that the writer brings. And the writer chooses the data in this study from the students of SMP, Student of Sixth Semester, and English Teachers because, students learn about descriptive text in grade seventh, and students of sixth semester which the writers feel better at understanding descriptive text, and, English teacher which

should have been proficient in their field. And then because the writer saw from (Sipayung et al., 2016); research said that the students expressed the interpersonal meaning of descriptive text through declarative, imperative, modality and personal pronoun.

It was showed that descriptive mostly dominated with declarative form (98,51). The students expressed the textual meaning for their descriptive text through developing themes and rhemes. Half (57,54%) students had planned the rhetorical development of the text. Seventeen descriptive writing were built with two main stages (identification and description). There are 64,7% text was constructed in not proper stages (schematic structures). Therefore, the writer wants to develop it deeper by looking is whether they have differences in accordance with their respective classes or even have the same ability of writing a descriptive text by use between the students of SMP, students of sixth semester, and English teachers.

Based on the writer's experience during the field practice experience PPL (Teaching Training Practice). There was found that most of the students had low abilities in expressing their idea through writing. The other difficulties faced by the students in the writing process were: 1) the students get difficulties in exploring idea for their writing; for examples when students want to describe some picture but they don't know how to start because they do not have an idea and feel English is so difficult, 2)they do not have self-confidence and afraid of doing mistake in writing; 3) their participation in the class is low, they refuse to create their writing and show up in front of the class; 4) the students get difficulties in writing descriptive text in generic structure. Sometimes they write

description in identification. 5) they complained that learning writing is very boring and monotonous things. It can be proved in the researcher's experience in doing PPL (Teaching Training Practice), precisely when taught writing, the researcher found many students couldn't pass the Minimal Competence Criteria (KKM)

1.2 The Problem of the Study

Based on the background of the study. The problem of the study is formulated as the following: How the appropriateness of generic structure on writing descriptive text by the students of SMP, the sixth semester at Nommensen HKBP University, and English teacher?

1.3 The Objective of the Study

The objective of the study is to describe that the students of SMP, the sixth semester at Nommensen HKBP University, and English teacher appropriate of writing generic structure (identification) in descriptive text in use theory by Gerot and Wignell.

1.4 The Scope of the Study

In order to give a clear description of the discussion in this study, the writer limit her study. Generally, kinds of genre texts divided into 13 namely; Narrative, Recount, Descriptive, Report, Explanation, Analytical Exposition, Hortatory Exposition, Procedure, Discussion, Review, Anecdote, Spoof, News Item. But This study focused only to the discussion of generic structure in descriptive text for the students of SMP, the sixth semester at Nommensen HKBP University, and English teacher. Here, students make a descriptive text, and then the writer analyzes them.

1.5 The Significance of the Study

The benefits of this research are:

1. Practical Significance.

- a. The writer and reader will get the knowledge about appropriate of writing material on paragraph organization of generic structure in descriptive text.
- b. The teacher will know how far the students' capability and problems are faced by the students in organizing of generic structure in descriptive text.

2. Theoretical Significance.

- a. It can help the students to understand better applying paragraph organizing in making descriptive text.
- b. It improves to the students in give new perspective in appropriate.
- c. The result of this study might be used as a reference for other writer who conducts the similar research.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting the research, a basic from some theories are needed to avoid misunderstanding between writer in reader. To strengthen the study, the following terms are necessary to discuss so the writer and reader can have the same perception of the topic.

2.2. Appropriateness

Appropriateness is suitable or right for a particular situation or occasion. In this study, the researcher analyzes the suitability of the generic structure in descriptive text. According Fetzer (2007:57) define appropriateness is social and communicative action-based construct which is calculated with regard to the connectedness between the force of the communicative action, its propositional content, its linguistic representation and their embeddedness in the immediate linguistic, social cultural and social contexts, and their embeddedness in the remote linguistic, social cultural and social contexts.

It means the suitability or rightness against a particular situation or occasion. In this study, the writer evaluates the generic structure of descriptive text by students SMP, University Students, and English Teacher.

2.3 Definition of Writing

Beyond listening, speaking, and reading. Writing is one of the language skills which are important to have. Hyland in Saha (2009:4). Writing is learned, not taught, and the teacher's role is to be non-directive and facilitating, providing writers with the space to make their meanings through an encouraging, positive,

and cooperative environment with minimal interference.

Based on the explanation above, the writer concludes that writing is a way conveying ideas, opinion, taught, and expressing them as a series of a word used by students in the learning process. It means that writing is a process to put some thoughts into words in a meaningful form that used to express the ideas. Further, Heaton in Jayanti (2019:6) divides for general components in writing skill: they are a grammatical skill, stylistic skill, mechanical skill, and judgement skill.

1. Grammatical skill; the ability to write correct sentences.
2. Stylistic skill; the ability to manipulate sentence and used language effectively.
3. Mechanical skill; the ability to use correctly those conventions peculiar to written language, example; punctuation, spelling.
4. Judgement skill; the ability to write appropriately for particular purpose with and ability to select, organize and order relevant information.

Writing, which is once considered as the domain of elite and well educated, has become an essential tool for people of all walks of life in today's global community. Whether used in reporting analyses of currents events for newspaper or web pages, composing academic essays, business reports, letters, and etc. According to Dumais in Sipayung (2016:9) Writing is English meant to fill the gap that exist between the ability to express ideas, feeling, opinions, and taught, and the ability to express the same things in written form in English. It means that writing is result of thinking.

According to Ngabut in Sipayung, (2016:9). There are four common

problems in writing they are contents, organizing, vocabulary, and grammar. First is content. The students face the problems when they are not able to formulate the topic to the controlling idea and topic sentences. Second is organizing. A good paragraph should explain or describe the text clearly, unity, coherence, logically, and easily to understand by the readers. Third is vocabulary. Vocabulary is very important things to formulate a good text. The writer will be able to communicate his/her thinking result in written form by using appropriate collocation. Fourth is grammar. In order to have a good paragraph, each sentence should have the clear formula such as subject, predicate, and object and the sentence should be arranged in a good order at sentences sequences.

2.3.1 The Purpose of Writing

The Purpose of writing is the goal or aim of a piece of writing: to express oneself, to provide information, to persuade, or to create a literary work. When someone communicates ideas in writing, they usually do so to express themselves, inform their reader, to persuade a reader or to create a literary work. According to Grenville, (2001:2), there are three common general writing purposes. The three common general writing purposes are: To Inform, To Persuade, and To Entertain.

a. To Inform

Presenting information is one of the most common writing purposes. The informative you provide shows how well you have mastered the course material. Example of writing is to inform newspaper, articles, scientific or business report, instruction or procedures and essays for school and university.

b. To Persuade

You probably have strong views on many issues and your feeling may sometimes you to try swaying the reader. This includes advertisement, some newspaper, and some types of essay. This type might include opinion, but as part of logical case backed up with evidence, rather than just expression of your feelings.

c. To Entertain

Some writing meant just to entertain; other writing couple entertainment with more serious purposes. Writing to entertain generally and all writing require some imagination and creativity. Example of imaginative writing are novels, stories, poems, and song lyrics.

2.3.2 Process of Writing

Writing is not easy since it needed a long process to produce a good result in writing. Good writing must be able to express their ideas directionally because writing is not only about what we want to write. The writer must be able to consider the context, the words and the organization and also able to draft his or her writing and its find form the ideas, and how to translate the idea into the word.

(Langan, 2006:257)“there is five processes of writing. Namely prewriting, first draft or planning (outlining), revising, editing, review.

- a. Prewriting means jotting down in rough sentences or phrases everything that comes to mind about a possible topic.
- b. Writing draft or planning (outlining), writing the first involves getting ideas down on paper in taught the format that intends for the finish work.
- c. Revising after writing the rough draft, the next step is to revise it. When the write revise, the written change what you have written to improve it.

Check it over for content and organization, including unity, coherence, and logic. Revising requires a critical frame of mind and a willingness to look closely at work, knowing that it can be improved. Revising is as much a stage in the writing process as prewriting, outlining and doing a draft. Revising means rewriting a paper building on what has already been done, to make it stronger.

d. Editing is the stage to check the errors.

e. Review activities are the steps to write all to make sure the write about what topic is written.

2.3.3 Transitivity

Transitivity is relevant to the Ideational Meaning of semantics and field of context of situation by Clause Næss, (2003:12). Transitivity, analysis has become one of the tools to conduct Critical Discourse Analysis (CDA). This type of analysis is offered by the theory of Systemic Functional Linguistics (SFL), initiated by Halliday, to analyze a text so the ideology of it can be seen. In transitivity analysis, there are six processes can be categorized: material, verbal, mental, relational, behavioral, and existential. And the writer only focused on relational process at relational process.

According to Gerot & Wignell, (2013:79). Relational process is Process of Being and Having. Relational Processes involve states of being (including having). They can be classified according to whether they are being used to identify something (Barry Tuckwell may be the finest living horn player) or to assign a quality to something (Barry Tuckwell is a fine horn player). Processes which establish an identity are called Identifying Processes and Processes which

assign a quality are called Attributive Processes. Each has its own characteristic Participant roles. In Attributive these are Carrier and Attribute. Relational Processes play a key role in education in subjects such as science, geography, mathematics and economics. It is through these Processes that these subjects create an ordered technical vocabulary, and a way of classifying the world. They are fundamental in how the above- mentioned subjects construct the world. It is sometimes difficult to tell whether a Relational Process is Identifying or Attributive. Perhaps the easiest way to distinguish between them is that Identifying Processes are reversible. That is, the clause can be reversed in order and the semantic relationship still holds. We find that, while it is reversible – a mammal is a whale – the relationship does not hold from the original. That is, while all whales are mammals, all mammals are not whales, as ‘a mammal is a whale’ suggests. The clause – a whale is a mammal – is assigning class membership, not identification (inappropriateness). The reversibility test works because Identifying Processes have a passive voice; that is, the clause can be made passive. However, it does not change its form when it is passive so a further test is to substitute a Relational Process which does change. Broadly, speaking, this relational process is divided into two parts, namely; attributive and identifying.

a. Attributive relational process.

In the attributive discussion, it will play with Attribute and Carrier. Carrier are the participants who are in or part of certain “class” and participants who are classes that other participant enter are attributes. In the case, the attribute does not provide a specific definition of the carrier. The attribute only shows which class the carrier is located in. in for

example; “Andri is beautiful” in the clause, Andri is only part of the “beautiful” class that does not have certain specialization, which means that there are still other “beautiful” people in the class

b. Identifying relational process

In this process, there are identifier and identified terms. Identifier is a participant who identifies (explains) other participants, while participants who are identified (explained) are called identified. For example; “Tom is the leader” in the clause, Tom is the participant explained by “the leader”, Tom is identified, and “the leader” is the identifier. A relational process is known as the process of being. It can be differentiated into two types: attributive, identifying. So, if the writer writes descriptive initial must use the identification process if it does not use the identification process then it is categorized inappropriateness.

2.4 Genre

Genre is a kind which describes the general of the text. There are some kinds of the genre such as: narrative, recount, procedure, report, descriptive, spoof, anecdote, etc. the effectiveness of writing genre can be formed in three ways. They are: knowing the purpose of the writing, the good arrangement of a text element, and the good grammatical structure. Kinds of Genres Texts

According to Wignel, (2013:79), there are thirteen genres of writing form. They are report, narrative, spoof, exposition, analytical exposition and hortatory exposition, discussion, explanation, procedure, review, description, recount, news item and anecdote. It can be concluded that descriptive text is a text for describe person, place or a thing by visual experience. It is used to create a visual image of

people, place, even of time days or season. It may also be used to describe the outwards appearance people. It may told about their traits of character and personality

a. Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. According to Rebecca, (2003:2), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors.

b. Recount.

Recount is a text which retells events or experience in the past by clause& Anderson (2003:57). Its purpose is to perform or to entertain the audience. The other definition is text which tell somebody about something especially that she/he has experience of series of related events. Recount also is kind of text which retells the action happened in the past. Recount almost has the same form with narrative because both recount and narrative has a function to tell the activity or events in the past. The different is recount tells the activity or event not only to give information but also to give a moral lesson by presenting a problematic experience and then will be ended by problem solving.

c. Report.

Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment Susilohadi, (2008:11).

d. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue that contains three components; the issue, argument, and conclusion or recommendation

e. Explanation

Explanation is a written English text in which tells process relating to form of natural, social, and cultural phenomena. Explanation is to say “why” and “how” about the forming of the phenomena. It is often found in science, geography, and history text book. And the purpose of explanation text is to explain how and why something happen and to tell process relating to forming of natural, social, and cultural phenomena.

f. Hortatory Exposition

Hortatory exposition is written text in which the writer persuades people that something should or should not be case. Its social function is to persuade the reader that the write’s ideas is important to be discussed (Interlanguage, 2008:161).

g. Procedure.

Procedure is a text which consist of elaborate of step in making something. The purpose of this text is to help readers how to do or make something. An example if this is cooking recipe.

h. Review

Review is a text which consist of opinion to critique or to evaluate an art work or even for public audience. Review is used to summarize, analyze, and respond the art work. Some example of review is a summary of a

movies, TV shows, concert, books, etc.

i. Spoof

Spoof is kind of genre used to retell an event with humorous twist. In writing, a spoof is known as a narrative text. It narrates as series of events. It introduces a number of characters. They can be human and non-human realized by their communicate interaction in the events.

j. Anecdote

Anecdote is any written English text in which the writer shares with the others an account of an unusual or assuming incident. The purpose of anecdote text is to entertain the readers.

k. News item

News item is a factual text which informs the reader about events of the day which are considered newsworthy or important.

l. Descriptive

Descriptive is written English text in which the writer describes object. In the text, the object can be a concrete or abstract. It can be a process, one an animal, or a tree, or a house, or camping. It can be about any topic. Description is a text containing two components i.e. identification is to identify the object to describe, the description is to describe parts, qualities, and characteristics of the part of the object.

m. Analytical Exposition

Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter. It is a kind of text type that presents one side of an issue in a form of arguments. The purpose of analytical

exposition is to persuade the readers by presenting one side of an argument.

2.5 Descriptive Text

Descriptive text or in term only of writing only known as “description”. Description is a text containing two components identification and description by which a writer describes a person or an animal, three or house, or camping as his topic. Description is a text containing two components identification and description by which a writer describes a person or an animal, three or house, or camping as his topic. Furthermore, explanation and examples of this descriptive text can help a friend who is or still a long journey to learn English.

2.5.1 Definition of Descriptive Text

Descriptive is a text which describe something, person, place, and time. Pardiyono in Faliyanti, (2015:7), states that descriptive text is a type of written text which has specific function to give description about an object (human or non- human) The purpose of descriptive text is to describe, objects, such as particular person, place, and thing.

Siahaan and Shinoda in Wijaya et al., (2019:13); descriptive is a written English text in which the writer describes an object. In the text, the object can be concrete or abstract object. It can be a person, animal, tree, house, and others. The purpose of descriptive is to describe a particular person, place, and thing. To write descriptive text is a simple process because people can see the object directly and then describe that object.

According to Boardman and Frydenberg in Gita Yolanda, (2014:6); descriptive text is a text that describes about something looks like. He also

mentions that the goal of descriptive text paragraph gives the reader a clear mental picture of what is being described. It may be as uncommon as a description of a faraway place or as ordinary as a poster describing a lost dog. But no matter what word picture you're drawing, some basic techniques will work.

According to Friedman (2010:19), descriptive details mean to grab the reader's attention. A descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writers. The product of descriptive text focus on describing a thing by providing the physical characteristics of a thing or an object such as color, shape or form.

2.5.2 Social Function of Descriptive Text

The word "descriptive" comes from the word "describe". Description paragraph was a paragraph that describe a particular person, place or thing. Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.

According to Corbett (1983:247); Descriptive is type of written, which has the specific function to give description about an object (people, animals, and things). It means that it has purpose to describe an object to make a descriptive text. The object can be concrete or abstract object. It can be person, animal, personality, things and etc. Hall in Syahputri et al., (2018:7) description is writing that uses vivid details to capture a scene, setting, person, or moment.

Mostly it is about visual experience, and even it is fiction but description also deals with other kinds of perception". The function of descriptive text is to entertain, express feelings, related experience, inform, and persuade the reader. It means that descriptive text has some function to make the reader interest and excited to read and the text, because it can be entertained, and the writer can relate about his/her visual and experience to all of the reader.

2.5.3 The Generic Structure of Descriptive Text

According to According to Paltridge in Sartika & Nurdin, (2019:6); Generic Structure is a general form of a genre; each genre has its own generic structure. It describes the structure of text based on its internal patterning of the rhetorical organization. The generic structures of descriptive text are as follow:

1. Identification: it is part of paragraph which introduces or identifies the character to be described. It can be called general description of the object.
2. Description: it is part of paragraph which described parts, qualities, characteristics of the person or describing the phenomenon in parts, qualities, or/and characteristic something that will be deserted. In detail, so the readers can get clear description of the object.

2.5.4 Dominant Grammatical Aspect

1. Focus on specific participants
2. Use of attributive and identifying process
3. Frequent use of epithets and classifiers in nominal groups.
4. Use of simple present tense.

2.5.5 The Example of Descriptive Text

VENICE (The true example)

One of the famous City in Italy is Venice. It get its popularity because Venice is rich and interesting city. Although Venice the old place It has a lot of story and history documentation of Venice and offers a lot of attractive things that visitors can see in there.

Venice has been established over 2000 years ago when waves of barbarians drove people out of their homes in various roman cities. Around years 800-1100 AD, Venice underwent a period of growth, and became more centralized. It gradually development into a city state, which is essentially a self-governed region of a country that trades freely among others. As Venice gradually developed, it become a prominent player in the sea trade of the time. It was set upon by many different threats. Pirates became the hugest problem. Fewer and fewer shipments were making it through the treacherous water. It happened when the republic of Venice decided to move the operations to the eastern shores. When we think of Venice, the first thing which comes to mind are canals. They are considered the trademark of the city. Canals are mostly recognizable for providing the main form of transportation throughout the city. Visiting Venice brings a rich aura of history and culture. Floating through the Canals. for an afternoon makes for a memorable experience, and it's one that any traveler commonly enjoyed.

Generic structure	Text
Identification	One of the famous City in Italy is Venice.
Description	Venice has been established over 2000 years ago when waves of barbarians drove people out of their homes in various roman cities. Around years 800-1100 AD, Venice underwent a period of growth, and became more centralized and so on until the end.

The analysis of generic structure

The writer found that. While it is reversible in the first sentence “one of the famous City in Italy is Venice.” Become “Venice is one of the famous City in Italy” the meaning of the sentence having relationship. The reversibility test works because identifying processes have a passive Voice; that is, the clause can be made passive. However, *is* does not change Its form when it is passive so a further test is to substitute a relational. Process which does change.

WHALES (THE FALSE EXAMPLE)

All mammals are a whale. Whales are the largest animals on Earth and they live in every ocean. The massive mammals range from the 600-pound dwarf sperm whale to the colossal blue whale, which can weigh more than 200 tons and stretch up to 100 feet long almost as long as a professional basketball court. There are two types of whales: toothed and baleen. Toothed whales, as the name suggests, have teeth, which are used to hunt and eat squid, fish, and seals. Toothed whales include sperm whales, as well as dolphins, porpoises, and orcas, among others. The narwhal’s “horn” is actually one long tooth protruding through its lip.

Baleen whales are larger than toothed whales, for the most part. They include blue whales, humpbacks, right whales, bowhead whales, and others. They feed by straining tiny shrimp-like creatures called krill through the fringed plates of long, fingernail-like material called baleen attached to their upper jaws.

Generic structure	Text
Identification	All whales are mammals.
Description	The massive mammals range from the 600-pound dwarf sperm whale to the colossal blue whale, which can weigh more than 200 tons and stretch up to 100 feet long almost as long as a professional basketball court

The analysis of the generic structure is the text of descriptive text. The writer found that. While it is reversible in the first sentence “all whales are

mammal” become “ all mammals are not whales”. The relationship does not hold from original.

2.5.6 Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as person, places, and things. Most descriptive text is about visual experience, but in fact experience other than the sense of sight, we can also use it to make descriptive text. So normally takes on three forms, they are:

2.5.6.1 Descriptive of People

In describing a people, the first thing that the writer do was recognizing his/her individual characteristics and physical. The writer needs to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception).

2.5.6.2 Description of Place

For describing place; how the place look, smell, and sound is important. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. The arrangement of the details in your description depends on your subject and purpose.

2.5.6.3 Description of Things

To describe a thing the writer must have a good imagination about that thing that will be describes. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective

verbs. We might also want include a number of proper nouns, which, as we know; are the names of particular person, places, and things. For example: Arizona, University of Tennessee. Including proper nouns that reader recognize easily can make what we are describing more familiar to them. Writers use verb to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind hade made deep grooves”. The verb chiseled also gives the reader a more accurate, specifically, and comprehension to the picture of the wind’s action than made does.

2.6 Previous Research

The writer takes the review of literature form other journal as the principle or comparison with this research. There are several studies related to this research which are useful in their existences as data for supporting the researchers’ thesis. The studies that are explained below have relationship with thesis.

Kirana et al., (2018) the first researcher “*Students’ writing ability in descriptive texts and their problems of using appropriate adjective in SMP*”. Conducted a study that analyze the students, writing ability in descriptive text. In this research, the researcher found this data from written test. This study was a descriptive study and used cluster random sampling. The subject was thirty students in VIII. The test was used in collecting the data and was processed by using an assessment rubric of Heiton which evaluated five components of students’ writing ability. The findings show that nine students had good ability, three students had fair ability, fifteen students had poor ability and three students had very poor ability. Half of students had problems in using adjectives. The

results showed that students still had difficulty in developing the content, organization, grammar, vocabulary, mechanics, and had the problems in adjective. Therefore, teachers are suggested to give exercises for students to write descriptive text.

Yuniarti et al., (2015) the second researcher "*An analysis of generic structure in descriptive text*". Conducted a study that analyze the students, writing skill in descriptive text. In this research, the researcher found this data from the written test of students at SMPN 3 Rambah Hilir. This research was to find out the students writing skill in generic structure of descriptive text. The writing has four components, it consists of content, organization, vocabulary and mechanic and the last is grammar.

It shows by the fact from the average score in descriptive text was 44,32 it can be categorized in a fair category. Here is the detail of the ninth grades students of SMPN 3 Rambah Hilir in writing skill of generic structure in descriptive text. Firstly, the students' skill to write content in descriptive text, it Include the topic and idea that the students can write content which was the average score equal to 50.3 it can be categorize in a fair value. Secondly, the students' skill to write organization of descriptive text, it was Include the goal, ingredients and the steps. then, the score was equal to 47.4.it was fair category. Thirdly, the students' skill in vocabulary and mechanic of descriptive text was 41.8. it includes in fair category. Fourthly, the student skill grammar of descriptive text, it was included generic structure of descriptive text. The average score in grammar equal to 38.9. It was in poor category. The last, the students' skill in all of indicator of descriptive text, it was Include of content, organization, vocabulary and mechanic, and grammar.

The average score in all of indicator equal to 44,32. It was in fair category.

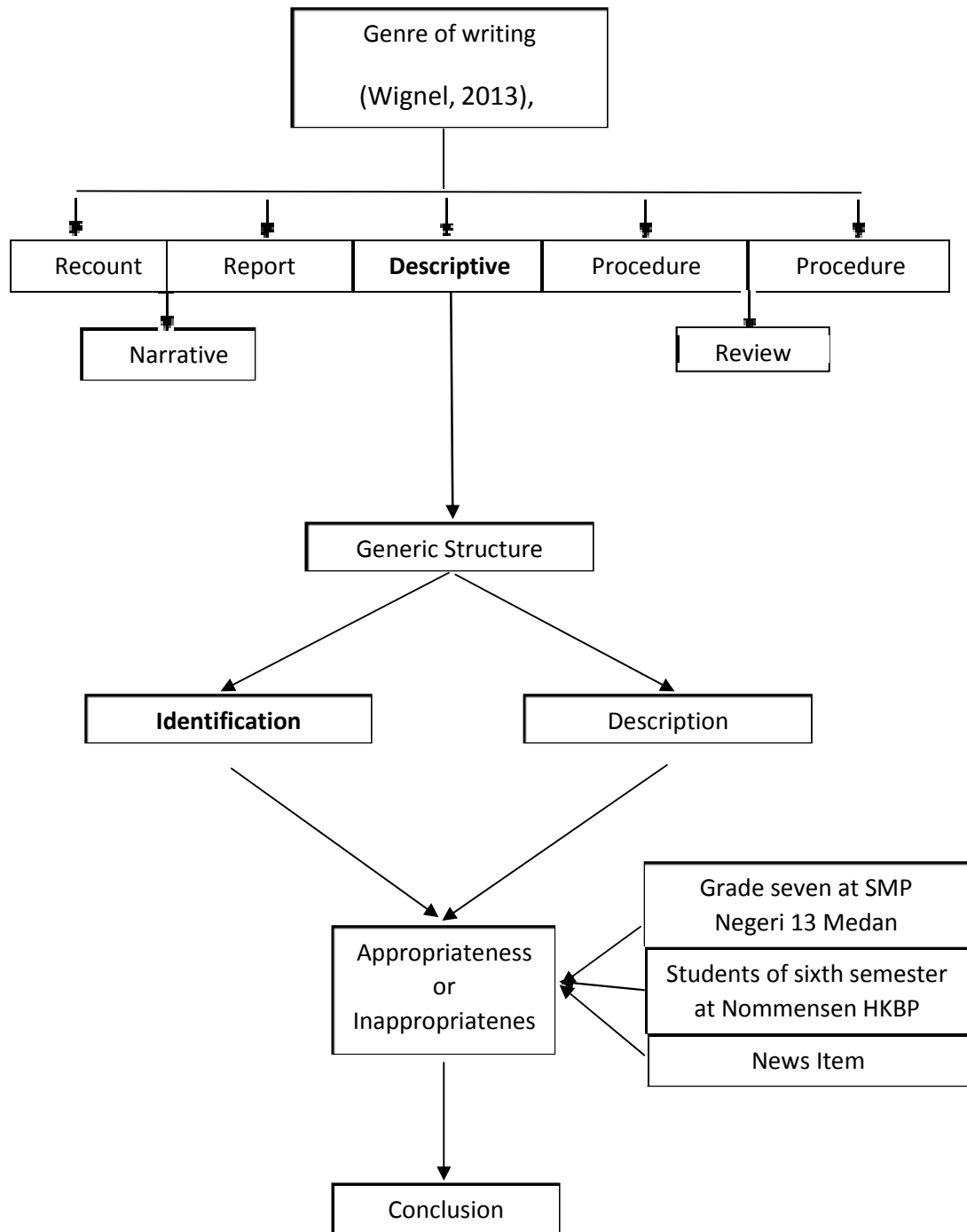
Sartika & Nurdin, (2019); the third researcher, "*Students' Ability In Writing Descriptive Text Based On Its Generic Structure*". The purposes of this study are to find out the students ability in writing descriptive text and to find out whether students writing descriptive are already well organized or not. The research method used qualitative research method. The researchers took 33 students as respondents. The data analysis took from the students' descriptive text results. Based on the data analysis, the researchers found 15 or 45 % students created the descriptive text and 18 or 55 % students created the report text. It showed 10 or 30 % students created the paragraphs of descriptive text properly based on its generic structure and 5 or 15 % students could not apply it properly. It can be concluded that most of the students' paragraphs are well organized. Meanwhile, the other students could not make it properly, because they still confused and could not distinguish the differences between descriptive text and report text.

2.7. Conceptual Framework

Writing is important skill that should be learned by students in language learning. Writing also one of the language skills inform us the writer's ideas in the written formed. According to According to Norrish in Wulandari, (2013:3), writing is more difficult than speaking. It is the language skill with which native speaker has most problems and one which is not mastered at all by some of them. It means that writing is not simply speech written on paper. Writing is also one of productive skills which involve communicating a message in the form of letters and symbols.

Descriptive text is the text that describes something in order the readers or listener are able to get the same sense as what the writer experienced with his or her six senses: looks, smells, feels, acts, tastes, and sounds. Kane (2005:352) states “description is about sensory experience how something looks, sounds, tastes. Mostly is about visual experience, but description also deals with other kinds of perception”. In this case the topic of the writing text is about the people. In writing descriptive text the students have to fulfill the five components of writing, they are to answer the research questions. The students write the descriptive text.

The generic structure of the descriptive text is different from other texts. There are two main components in the generic structure of descriptive text. They are identification and description. first, identification; identifies phenomenon to be described, and description; describes parts, qualities, and characteristics”. The identification usually occurs in the first paragraph and the description stated in the continuing paragraph. The description consists of three parts: the parts of the people, the quality of the people and the characteristic of the people.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The writer used descriptive qualitative method in this research. The descriptive-qualitative give the clear description about the result of the study. (Creswell, 2007:4);said that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. This research aimed at finding out the students' problem of the students of SMP, sixth semester at Nommensen HKBP University, and English teacher will use of generic structure in descriptive text. The descriptive qualitative research is match to this study. There are some processes that used in this descriptive qualitative research. Research is not simply only gathering the data but also selecting, organizing, analyzing, interpreting, and evaluation the data so that the valid statements could be made about some aspect of reality. Therefore, the writer will focus on analyzing the data to find out what the students' problem of the students of SMP, sixth semester at Nommensen HKBP University, and English teacher in using generic structure in descriptive text.

3.2. The Subject of the Study

The populations of the research are the students of SMP, sixth semester at Nommensen HKBP University, and English teacher. The subject of this research is in level the students of SMP one class which consisted of 10 students, in level sixth semester one class consist 10 students, and in lever English teacher consist 5 teachers.

3.3 Instrument of Collecting Data

In collecting data of this research, the writer applied an instrument to see the students in level junior high school, students of university, and English teachers' writing especially in

descriptive text. The instrument of collecting data is writing test of generic structure in descriptive text. The students in level junior high school, students of university, and English teachers asked to describe about person, place, and thing.

3.4 The Procedure of Collecting Data

In collecting the data the writer took some of the following steps:

1. The writer explained what the descriptive text is, how to make a descriptive text and give an example of descriptive text.
2. The writer asked the students by the students of SMP, students at Nommensen HKBP University, and English teacher made a descriptive text based on what they are interested in it. It is a person, place, and thing.
3. The writer gave 90 minutes to make a descriptive text.
4. The writer collected the paper in the last minutes.

3.5 The Technique of Analyzing Data

After collecting the data from the students of SMP, University students, and English teacher, the writer used a qualitative research in this study which the method is delivered in descriptive qualitative way to describe or to elaborate the data. In analyzing data, there are some steps that were done by the writer as the following:

1. The writer check and analyzed the appropriateness of generic structure (identification in descriptive text).
2. The writer described the appropriateness the students of SMP, students University, and English teachers' problem based of the generic structure (identification) in descriptive qualitative research.
3. The writer made the conclusion. The writer gave the conclusion after the students

have written the descriptive text. And then the writer analyzed can make the reason in there. there are some problems that made the students can't write descriptive text well. First, the student does not understand the generic structure elements of descriptive text. The student does not understand what the purpose of descriptive text is. The student can't write well in English.

3.6. Validity (Triangulation)

Triangulation is the means by which an alternate perspective is used to validate, challenge or extend existing findings. Triangulation relies on the idea of using two known points to locate the position of an unknown third point, thus forming a „triangle“. Cohen and Manion (1986:254) define triangulation as an “attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint”. Norman Denzini in Hales identify triangulation into four types, they were:

1. Data Triangulation

Data Triangulation related to the use of a variety data or information including time, space, and person in research. Data triangulation is the process rechecking and comparing information by the writer compared observation data with and interview data.

2. Time Triangulation

Time Triangulation related to the use of time in getting more valid data. The writer needed to do the observation more than once to make sure the validity of the data.

3. Theory Triangulation

Theory triangulation related to the use of two or more theories which was combined when examining situations and phenomena. Some theories support both of way of

collecting and data needed to be created more complete to give more comprehensive data.

4. Methodology Triangulation

Methodology triangulation related to the effort of checking the data or data result.

The aim of methodology triangulation was to conduct a situation and phenomenon by using some methods. Methodology triangulation was similar to the mix of method approaches used in social science research, where the result from one method was used to enhance, argument, and clarify the results of others.

In this research, the writer focused with Methodology triangulation. Methodology triangulation related to the effort of checking the data or data result in research.