

LEMBAR PENGESAHAN ARTIKEL ILMIAH


**ANALYSIS OF GENERIC STRUCTURE IN WRITING DESCRIPTIVE TEXT AT
THE NINTH GRADE STUDENTS OF SMPN 3 RAMBAH HILIR**

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Oleh:

Pembimbing I


Pipit Rahayu, M.Pd
NIP.198601312009032002

Pembimbing II


Eripuddin, S.Hum
NUPN. 990676481

Mengetahui,
Ketua Program Studi



Pipit Rahayu, M.Pd
NIP.198601312009032002

ANALYSIS OF GENERIC STRUCTURE IN WRITING DESCRIPTIVE TEXT AT THE NINTH GRADE STUDENTS OF SMPN 3 RAMBAH HILIR

Yuyun Yuniarti^{*b}, Pipit Rahayu¹⁾, Eripuddin²⁾

^{1 & 2)} English Study Program, Faculty of Teacher Training and Education, University of Pasir Pengaraian

ABSTRAK

Tujuan dari penelitian ini adalah untuk menganalisa struktur teks dalam penulisan deskriptif teks yang ditulis oleh siswa di SMPN 3 Rambah Hilir. dalam mengumpulkan data digunakan metode tes menulis. Penelitian menunjukkan bahwa kemampuan siswa dalam menulis teks deskriptif khususnya struktur teks di SMPN 3 Rambah Hilir berdasarkan komponen teks deskriptif menurut tiga penilai sebagai berikut: 3 siswa (6%) dalam kategori baik, 32 siswa (30%) dalam kategori cukup, dan 15 siswa (64%) dalam kategori rendah.

Kata Kunci : *Analisis. Menulis. struktur teks dalam teks deskriptif*

ABSTRACT

Purpose of this research was to analyze the generic structure of descriptive text that written by students of SMPN 3 Rambah Hilir. in collecting the data, the researcher used the writing test. The results showed that students' skills in generic structure of writing descriptive text at SMPN 3 Rambah Hilir as follows: 3 students (6%) was *good* categories, 32 students (30%) was *fair* category, and 15 students (64%) was *poor* category.

Keywords: *Analysis. Writing. Generic Structure of Descriptive Text*

INTRODUCTION

There are four integrated skills to be mastered, such as: listening, speaking, reading, and writing. One of the language skills is writing considered as the most difficult skill, especially for students, because to make a writing extensively they have to mastery some features in writing skill. Writing as a process of expressing ideas or thoughts in words should be done at our leisure. Expressing ideas it means to develop the ideas to make the longer sentence in written. Writing encourages thinking and learning for it reflection. When thought is written down, available to be examined, considered, added to rearranged, and changed (Leo, 2007: 01). It means that writing is a process of thought in expressing the idea in a written form.

According to Nation (2008:113) writing is an activity that can be usefully be prepared for by work in the other skills of listening, speaking, and reading. Writing is a good support for the other skill of listening, speaking and reading. As the basic level, writing is an act of committing words or ideas to some medium. it means that writing is a skill that should be mastered, because it can be usefully and support for the skills of listening, speaking and reading. So that, the writing is a basic level of other skills. It is very important for students to be mastered in this skill.

Harmer (2004:31) says that writing is often not time-bound in the way conversation is. When

writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other references material to help them. So, Writing encourage students to focus on accurate language use because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

There are four components of writing. it consists of content, organization, vocabulary and mechanic and grammar. Content/ideas has an excellent support. Then, it is interesting to read and unified. The last, it must be follows the assignment. In organization of essay is also have an introductory paragraph with clear thesis statement, the body of paragraph with good organization, a concluding paragraph, and coherence/cohesion. Vocabulary and mechanic is to demonstrates sophisticated choice of vocabulary items. It has correct idiomatic use of vocabulary and correct word forms. Mechanics itself do not have fragments, comma splices, or run-on sentences. But it has a good paragraph/ essay format. It's also demonstrates good control over use of capital letters, periods, commas, semicolons and it demonstrates control over spelling.

Based on the researcher's experiences when analyzed the generic structure in writing descriptive text, the researcher got difficulties to find out them. The researcher realize that this research was less smooth, it cause of the researcher were still in step of learning and lack of

*Hp : 0853 7647 5636
e – mail : yuniartiyuyun99@yahoo.com

experience. For the limitation, the researcher hope that the students be better in comprehension of descriptive text.

Based on the explanation above, the writer interested in analyzing the generic structure of descriptive text. in this research the researcher focuses on analyzed the generic structure of writing descriptive tsxt. The researcher want to analyze entitled “*Analysis of Generic Structure in Writing Descriptive Text of the Ninth Grade Students of SMPN 3 Rambah Hilir.*”

METHODOLOGY

This is a descriptive qualitative research. It was a research design part of qualitative method that allowed the researcher to described a phenomenon by presenting the facts in rich detail without attempted to interpret them. Qualitative research was done without give priority in numbers, but focused on the deep understanding to interaction between concepts that is analyzed (Semi, 2012:28). It was mean that the qualitative research focuses on the understanding in the concept of the research.

According to Arikunto (2010: 265) collecting the data in the research was the ways that can be used by researcher to collect data. They are interview, observation, questionnaire, test and documentation.

In this study, the researcher used written test. The written test is some questions that are used to measure the knowledge, intelligence, skill or ability from individual or group (Arikunto, 2010:266). This test could measure students’ ability to understand descriptive text in this research. Then, the researcher used many books, the papers, and took the data from theinternet related to the research to support the theoretical framework.

After the data had been collected, the researcher wants to know the real score of students’ writing. The researcher needs three raters to measure students written they are: (1) Pipit Rahayu, M.Pd (2) Andri Donal, M.Pd and (3) Ummi Rasyidah, M.Pd. The researcher selected them because they had master in English especially in writing subject.The descriptive text writing can be measured by raters by guidance of descriptive scoring rubric as follow:

Table 1.4
Scoring Rubric of Writing Skill

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
	1	Quite relevant to the topic but is not quite easy to understand
Organization	4	Most of the sentences are
	3	Related to the main idea
	2	Some sentences are related to the main idea
	1	Few sentences related to the main idea The sentences are unrelated to each other
Vocabulary and mechanic	4	A few errors in choiceof 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

Weigle in Fajriyana (2011:25)

After collecting the data, the researcher started to analyzed the data. The researcher analyzed the *generic structure of Descriptive text at the Ninth Grade Students of SMPN 3 Rambah Hilir*.

In analyzing the data, the researcher used the procedures. Firstly, The researcher presenting the raw score from three raters. Secondly, The researcher count the total score of three raters (score 1 plus score two plus score 3 than, divided with 3). Thirdly, Calculating percentage of students skill in writing descriptive text by using formula (Sudjana:1994). Finally, Classifying the students' skill into excellent, good, fair, poor, and very poor by using the following categories as stated by (Arikunto:2012).

FINDING AND DISCUSSION

In this research, the researcher found this data from the writent test of strudents at SMPN 3 Rambah Hilir. This research was to find out the students writing skill in generic structure of descriptive text. The writing have four components, it consists of content, organization, vocabulary and mechanic and the last is grammar.

The data itself was in the each indicator. The first indicator is content. Based on the findings, the students score in content was in fair category. It is evident from the average score of students was 49,3. The students score prove that they were in fair category. The second indicator was organization. From the findings, the students score in writing generic structure skill was in poor category. It can be seen from the score in table 2.2, the students score was *poor*.

The third indicator was vocabulary and mechanic. The students skill in this indicator was *fair*. It prove from the average score in table 2.3 was 38.7. it was indicate that the students skill in vocabulary and mechanic was in *fair* category. It means that the students still did not understand in the choice of word, lack of vocabulary, and use the punctuation like , coma, full stop in a wrong place. They are also did not use the capitalization in the beginning of the sentnces or capitalization in the name of people or place. The reasearcher take the assumption that the students seldom to practice the writing in the daily activity.

Finally, grammar was the fourth or the last indicator. The students skill in this indicator was *poor*. The score average was 38.7. it prove that the students skill in grammar was poor category. It might be cause most of students did not understand about grammar like in the generic

structure of the text. The conclusion for all of indicator was the average of students was in fair category.

From all the indicator the average score was in fair category and the score was 44,32. The students still confuse in writing generic structure of descriptive text.

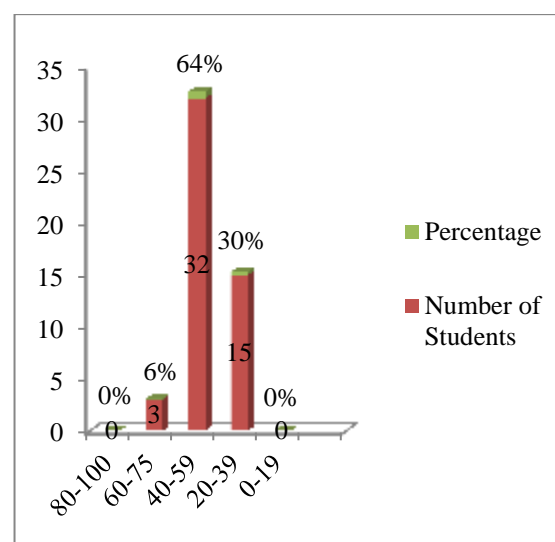


Diagram 1. The Writing Score of Students in all of Indicator

From the Explanation above, 3 students was good category because in range 60-75, the percentage was 6%. 64 students was fair category because in range 40-59 the percentage was 64%. The last, 15 students was poor category because in range 20-39 an the percentage was 30%. The researcher conclude that the students skill in writing generic structure was fair category because they are in range 40-59.

CONCLUSION AND SUGGESTION

From the finding of the research could be conclude that the students' writing skill of generic structure in descriptive text of the ninth grade students of SMPN 3 Rambah Hilir was fair. It show by the fact from the average score in descriptive text was 44,32 it can be categorize in a faircategory. Here are the detail of the ninth grade 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 wasthe 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 include in *fair* category. Fourthly, the students skill grammar of descriptive text, it was include generic structure of descriptivetext. 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.

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