

CHAPTER I

INTRODUCTION

This chapter discusses some topics related to the background of the study, research questions, research objectives, significance of the research, the scope and limitation, and definition of the key terms.

A. Background of the Study

Language is a communication tool for human life, using symbols or words to express ideas. Many factors influence language, including history, culture, etc. That is why there are many languages around the world.

English is widely used as a foreign language in Indonesia. In this section, English serves to unite people in communication. Harmer (2008) stated that there is no doubt that English will continue to be the dominant world language and a vital linguistic tool for academics, tourists, many business people, and global citizens who wish to communicate easily across nationalities for many years to come. The Indonesian government wants to improve Indonesian students' communication competence through the teaching of English in school to equip students' communication competence in the globalization era. The government mandated English as a subject for students to study. According to the 2013 curriculum, students are expected to be proficient in four skills when learning English: writing, speaking, listening, and reading.

Writing is central to children's intellectual, social, and emotional development and plays a critical role in learning. Writing is an activity in which

thoughts and feelings are expressed in written form that is expected to be understood by readers and serves as an indirect communication tool. It means that writing has a purpose and meaning because its function is to convey information. It is realized by the writer's ability to use the rules of the language in which she or he is writing to transfer information from her or his mind to the readers.

Talking about writing, students usually consider that writing skills are the most difficult ones to master compared to other skills (speaking, listening, and reading). It is supported by Haynes (2010) that writing is the most difficult language skill for English language learners to master. It could be due to the fact that writing is a difficult activity to master. Furthermore, Brown (2001:335) states that several important components in writing should be considered to evaluate the final result: content, organization, vocabulary use, grammatical use, and structural aspects such as spelling and punctuation. As a result, students should be able to write good sentences that express their ideas to interact and communicate effectively with the reader.

Students should also be able to use specific language features in specific contexts. Therefore, they need to learn about the genre. Each genre or type of text has its structure. It is necessary to know each genre of text as a way to increase students' writing. Martin (1992) defines genre as a purpose-oriented, staged social process. Genres are social processes because members of a culture interact to achieve them; they are goal-oriented because they have evolved to achieve things; and staged because meanings are made in steps and it usually takes writers more than one step to reach their goals (Hyland, 2004:19).

According to Gerot and Wignell (1995:17) as cited in (Dadi, 2015:12), a genre can be defined using language both spoken or written to help accomplish something.

The concept of genre is based on the idea that a group of individuals has little difficulty recognizing similarities in the texts they use commonly. There are twelve kinds of genre, namely: anecdote, description, discussion, explanation, exposition, hortatory, narrative, news item, procedure, recount, report, and review. Genre encourages us to look for organizational patterns, or the ways that texts are rhetorically structured to achieve a social purpose. Examining specific genres by studying patterns and recurring features, therefore, tells us a lot about what writers are trying to achieve and the language they are using to do it.

Genre analysis is the study of linguistic and non-linguistic features and elements in various discourses (Knapp & Watkins, 2005). This analysis will not focus on the text's information but rather on the features that make the text appear similar to other texts. Genre analysis can be defined as the way a text is organized.

In this study, the writer focuses on descriptive text as one of the types of genres implemented in teaching writing. Descriptive text is a kind of text to give information. Descriptive text is text that contains an explanation or description of something specific, not a general description. The purpose of writing descriptive text is to create an experience for the reader and provide identity or information about an object so that the reader can recognize the object. The context of this kind of text is the description of a particular thing, animal,

person, or other (Siregar & Dongoran, 2020). It is necessary for daily life we usually use descriptive to describe something or someone. For example, when we want to seek someone or visit a place and ask other people to describe the someone or place by explaining the characteristic of the someone or place then we can know about it. It mainly describes someone and a place.

The structure of the descriptive writing will be a reference that really helps the writer to produce good texts and fulfill the purpose of writing descriptive texts. The structure of a text is an identity to recognize a type of text. To make a descriptive text, the students should know the rules of writing descriptive text that is using generic structure. Based on several students of SMPN 1 Ngadiluwih, some of them said that they feel difficult to write descriptive text clearly especially in organize the text based on the generic structure of descriptive text. The students must be aware and pay attention about generic structure to write good in a simple paragraph. The generic structure is stages in making descriptive text well. Generic structure of descriptive text is divided into two parts, they are; identification and description. Identification is the process by which descriptive text writers identify the phenomenon to be described. The description section describes the qualities and characteristics.

Furthermore, in the process of writing descriptive text, the problem frequently occurs because the text has language features relating to grammar. (Harmer, n.d.) states that grammar is the description of the ways in which words can change their forms and can be combined into sentences in a given language. It means that grammar is a linguistic rule. A language feature is a unique language

used in a text. Every text has its own language features, one of which is the language feature of a descriptive text. These are specific participants, adjectives, auxiliary verbs, action verbs, and simple present tense. In language features, there is a grammatical feature that is used to increase the text. When words are put together correctly, they can form good sentences. As a result, if students do not write English carefully, she may misinterpret its meaning and cause misinformation or miscommunication.

If the students make an error, they are unaware that they have made an error and have no idea how to correct it. As a result, when students make mistakes, they recognize them and know how to correct them. It means that an error and a mistake are not the same thing. An error is an incorrect form from a structure or pattern model. Error is defined as a systematic deviation that occurs when a learner has not learned something and consistently gets it wrong (Norrish, 1987:7).

Error analysis is a process that identifies, classifies, interprets, or describes errors made by a person when speaking or writing in order to obtain information on common difficulties encountered by him or her when writing English sentences.

Most of the previous study was about analyzing students' skill in writing descriptive texts. A study written by (Gloria, 2019) entitled "An Error Analysis of Language Feature on Students' Descriptive Text Writing at Seventh Grade of SMP Katolik Tanjungpinang". In her study focus in the technical error

of writing descriptive text. The result of the study is the students did not understand grammar well because many errors found in her study such as error of specific participant, adjective, action verbs, and simple present tense. Another study is written by (Kurniawan, 2015) entitled “Generic Structure and Language Features of Descriptive Text written by Junior High School Students of SMP Islam Kalibaru”. In his study focus on grammar such as generic structure and language features of descriptive text. The findings of the study are the students did not organize generic structure well. It can be seen that the students can not write the part of good description. Furthermore, they did not understand the aspects that should be written in description stage. In addition, the students had problem in applying simple present tense as language features of descriptive text.

Based on the previous study above, it is important to get an in-depth review of the students’ writing text descriptive. In this research the researcher focuses on both of generic structure and language features of descriptive text. It is important to know the rules of writing descriptive text in using generic structure. The generic structure is important in writing text. To know the type of a text, the first thing to know is the generic structure because each text has a different generic structure. Furthermore, it is also important to analyze the grammar with focus on language features. Many students still do errors in writing language features especially in descriptive text. The writer tries to study the problems faced by the students through the use of language features in their writing of descriptive text. By analyzing the errors, it can assist the teacher in determining the types of errors made by students when writing a descriptive text.

From the explanation above, in writing descriptive text students may make error related to the specific of descriptive text and genre analysis in general. Thus, the researcher is interested in doing the research entitled “An Analysis of Generic Structure and Language Features in Descriptive Texts Written by Seventh Grade Students of Junior High School”.

B. Research Questions

Based on background above, research questions of this study were formulated as follows:

1. How is the students' compliance to the generic structure in writing descriptive text?
2. What errors do the students make on language features in their writing descriptive text?
3. What is the dominant error on language feature made by students' dealing writing descriptive text?

C. Research Objectives

1. To find out the students' compliance to the generic structure in dealing with descriptive text
2. To find out the errors on language feature made by students dealing writing descriptive text
3. To find out dominant error on language feature made by students dealing writing descriptive text

D. Significance of the Research

The significance of this study is for:

1. Teacher

The result of the study is expected give information and to provide a useful contribution to English teachers in order to assist them in teaching their students. Teachers can pay more attention to students after identifying their difficulties in the writing process. This analysis will benefit both the teacher and the students. Furthermore, teachers will find it easier to decide which strategies to use during the teaching and learning process.

2. Students

The result of the study is expected to make students more courageous in expressing their feelings during the writing, teaching, and learning processes. On the other hand, students can identify their weaknesses in writing English and can know their writing ability. Actually, they understand that theory is important, but practice is more important for mastering English skills, particularly writing skills. Thus, the students can improve their writing skill in descriptive text.

3. Researcher

The result of the study is expected to aid future researchers in analyzing students' difficulties in the teaching-learning process in order to aid students' writing increase. In other words, this study can be used to identify students' difficulties during the writing process, particularly in descriptive writing texts.

E. Scope and Limitation

The scope of this research is seventh grade at SMPN 1 Ngadiluwih in the second semester of academic year 2022/2022. The researcher chooses this school because the material of the research using writing descriptive text which is a competency that should be learn and master in Junior high school. This study is limited to find out the students' compliance using generic structure in writing descriptive text, to find out the error on language features, also to find out the dominant error of language features made by students.

F. Definition of Key Terms

To avoid misunderstandings about the terms used in this study, the following definitions will be provided:

1. *Writing* is a process that expresses the idea through the word, phrase, or sentences. According to Frazier (2001) cited as (Surya Dewi & Choirul Huda, 2020) writing is an activity to think process, because in writing a writer needs to pour her/his idea into a paper to make thought or ideas into words and give them structure and coherent organization. It means that in writing, students require enterprising idea throughout the continuous productive process of transferring thoughts and points into written communication.
2. *Descriptive text* is a text that describes animal, person, place, and things. According to Kane (2000) cited as (Gloria, 2019) descriptive

text is about sensory and visual experience, also about perception how anything looks, sounds, tastes. It means that a descriptive text is one that defines something about people, animals, or things.

3. *Genre analysis* is the procedure which utter communicative factors which influence genres and rhetorical structure of their text (Swales, 1993). It means that genre analysis is analyzing all aspect of the samples of a particular genre.
4. *Error analysis* is describing the error made by someone in speaking or writing. According to Hasyim (2002) error analysis which is defined as a way for identifying, classifying, and systematically interpreting the unacceptable form produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.
5. *Language feature* is characteristic of language that use in the text, include specific participant, adjectives, auxiliary verbs, action verbs, and simple present tense.
6. *Generic structure* is the type of English text is a paragraph arrangement pattern used by the author in expressing in ideas and thoughts on the discourse in writing.