DOCUMENT

GENRE BASED APPROACH

SCORE

100 of 100

ISSUES FOUND IN THIS TEXT

0

PLAGIARISM

0%

Contextual Spelling	Checking disabled
Grammar	Checking disabled
Punctuation	Checking disabled
Sentence Structure	Checking disabled
Style	Checking disabled
Vocabulary enhancement	Checking disabled

GENRE BASED APPROACH

GENRE-BASED ANALYSIS OF STUDENTS
DESCRIPTIVE TEXT IN THE TENTH GRADE
STUDENTS OF MAN 2 SEMARANG

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ABSTRACT

Desain penelitian ini menggunakan deskriptif kualitatif
yang bertujuan untuk mendeskripsikan tulisan deskriptif
siswa dengan analisis genre di kelas X-D MAN 2
Semarang. Instrument penelitian adalah tulisan deskriptif
text siswa. Peneliti menganalisis lembar kerja siswa dengan
mengidentifikasi generic structure dan language features
dalam menulis teks deskriptif. Hasil analisis menunjukkan
75% dari persentase total siswa dapat menulis bagian
identifikasi dengan benar dan 100% siswa dapat
menerapkan bagian deskripsi dalam penulisan teks
deskriptif. Pada hasil analisis language features
menunjukkan bahwa 100% dari total persentase siswa
dapat mengaplikasikan penggunaan specific participant,
simple present tense, dan kata sifat. Sedangkan 97% siswa
dapat menerapkan penggunaan being verb dan noun phrase
dengan sukses. Hasil ini menunjukkan bahwa analisis
genre pada kelas X-D MAN 2 Semarang memperoleh hasil
yang memuaskan.

Kata kunci: analisis genre, teks deskriptif, siswa

I. INTRODUCTION

One of the most important skills in English is writing skill.
In learning writing, the students of Senior High School
were taught the material about genre. This learning
happened at MAN 2 Semarang which was also learned
genre especially descriptive text. Based on the pre
observation, the students still had low motivation in writing
descriptive text. They stil did not write descriptive text
based on the generic structures and linguistic features. So,
the researchers analyzed their descriptive text to know why

they still write the text unstructured.

II. STATEMENT OF THE PROBLEM

What kinds of genre analysis are found in students descriptive writing at the tenth D grade students of MAN 2 Semarang?

III. LITERATURE REVIEW

Writing is one of English skills that should be taught in every level. Hyland (2007: 152) also describes that writing is complex structures that is learned by the grammar improvement. According to Hylands statement, writing can also consolidate other language aspects learning to vocabulary or grammar.

Furthermore, writing is used to deliver ideas, thought, and feeling to other people in written form so the other people can understand what the writers goal. It means that writing has purpose to deliver message as a communication device through written form. 44

Hyland (2007: 4) defines genre is a group of texts that is used to represent the meaning of the situation that has been caught by the writer. It means that genre is related to the purpose and the meaning of the text. Gerot (1995) and Macken (1990) cited in Hartono (2005: 5) states there are two kinds of genres they are story and factual genre. The story genre consists of narrative, recount, exemplum, anecdote, news story/items, and spoof whereas the factual genre consists 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. According to Gerot (1995) and Macken (1990) as cited in Hartono (2005: 6) descriptive text has purpose to describe a particular person, place or thing. Through descriptive text, the students can describe someone, their favorite place or thing. Meanwhile, the students sometimes got difficulty in writing descriptive text with the correct genre. They know the social function of descriptive text theoretically but they do not know the

generic structure clearly. Based on the statement above, the teacher should ask the students to try their own writing of descriptive text although the students sometimes got the difficulty to make a good text of it.

IV. RESEARCH METHOD

In this research, the researcher used descriptive qualitative research. The researcher described the genre analysis of students writing descriptive texts of the tenth grade students of MAN 2 Semarang.

The sampling was used purposive sampling because the second researcher only taught at the tenth D of MAN 2 Semarang. The participants of this study were all students of tenth D in MAN 2 Semarang. It consisted of 36 students who were 26 females and 10 males.

The instruments were the students descriptive text. The researcher analyzed the data through identifying the generic structures and language features of text.

V. RESULT AND DISCUSSION

The research result analysis was done to describe the genre analysis of students descriptive text. They were generic structures and language features.

Based on the research finding, the data result was shown as follow:

Table 1. Generic Structure Analysis of Students

Descriptive Text No

Nama

Identification

Description

1

Ali Imron Al Amin

√

√

2

Ardy Pangestu

-

√

3

Corda Lebda Purnama

√

√

4

Eva Selviana

√

√

5

Faisal Wahyu R.

√

√

6

Fitria Isnaini

√

√

7

Gema Nurul N.

√

√

8

Hilwa Putri Listiaji

√

√

9

Ifatuz Zaida

√

√

10

Ika Wahyu Cahya N.

√

√

11

Indah Purnamasari

√

√

12

Isnaeni Yuningsih

-

√

13

Istiharoh

√

√

√
√
√
√
√

√
√
√
√
√

√
√
√
√
√

14

Januaviva Fajar M.

√
√
√
√
√

15

Mauladina Masitoh

√
√
√
√

√

16

Moch. Bima Bagas W.

√

√

√

√

√

17

Muhamad Syamsul M.

√

√

√

√

√

18

Muhammad Rizal

√

√

√

√

√

19

Niam Septia Akroma

√

√

√

√

√

20

Ninik Indah R.

√

√

√

√

√

21

Nur Fadhilah

√

√

√

√

√

22

Oki Andika Dwi W.

√

√

√

√

√

23

Prayuga Prasetyo

√

√

√

-

√

24

Riska Putri

√

√

√

√

√

25

Rismania Ariana

√

√

√

√

√

26

Rudi Hartanto

√

√

√

√

√

27

Shalsabiela Destika

√

√

√

√

√

28

Siti Khoiriyah

√

√

√

√

√

29

Siti Musyarofah

√

√

√

√

√

30

Siti Rohmatul Ulfa

√

√

√

√

√

31

Siti Sholihatun

√

√

√

√

√

32

Sukma Ayu Widiastuti

√

√

√

√

√

33

Ulfi Zaimah

√

√

-

√

√

34

Ulin Laila N.

√

√

√

√

√

35

Vina Yuhar Vila

√

√

√

√

√

36

Vira Ratna Ayudya

√

√

√

√

√

Total (Percentage)

100%

100%

97%

97%

100%

From the table above, the result of descriptive texts language features showed that almost all students could write the correct elements of descriptive text that consisted of specific participant (100%), simple present tense (100%), being verb (97%), noun phrase (97%), and adjective (100%). All students understood how to use simple present tense, being verb, and adjective in their writing, although some of them still did not understand for applying being verb and noun phrase in their descriptive text. It could be caused that they did not know the

appropriate being verb and noun phrase. The best result was supported by the teachers way and the situation in classroom when the teaching and learning process of descriptive text was done successfully. 47

VI. CONCLUSION

The students at the tenth grade students of MAN 2 Semarang had known the social function of descriptive text and almost all students also could apply the appropriate generic structure and language features of descriptive text. Moreover, 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 27 students who applied the appropriate identification of descriptive text. On the other hand, the language features of students showed all students could apply the specific participant, 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 the students.

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