

**THE ANALYSIS OF GENERIC STRUCTURE OF DESCRIPTIVE TEXT USED
BY STUDENTS OF ELEMENTARY SCHOOL 1 PENAMBANGAN
PROBOLINGGO**

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SUBMISSION TRACK	A B S T R A C T
Submitted : 24 February 2022 Accepted : 10 March 2022 Published : 18 March 2022	The difficulty found in writing is not only due to the need to generate and organize ideas using the appropriate choice of vocabulary, sentence, and paragraph organization. A descriptive text is one of the texts that can help students to improve their ideas into a text. The researcher used the qualitative method as the way to analyze the data in this research. It focused on analyzing the student's skill of applying the generic structure of descriptive texts. The writer used the data from the students' descriptive texts taken from the worksheet of Elementary school 1 Penambangan Probolinggo. The findings are as follows; they do not master the language features of descriptive text and lack vocabulary and got difficulties describing with effective word choice. They failed to show well-organized writing and did not use identification appropriately, the last they were still unable to transfer and develop their ideas into a written form well in composing a text and do not use the description process in writing appropriately. Finally, the researcher concluded that some students at Elementary school 1 Penambangan Probolinggo still need more practice to choose a topic that they are about to discuss and to arrange the descriptions with proper connectives.
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Introduction

English is not an easy language to learn. Many learners say that English is very difficult to understand, especially in education there four skills and one of difficult is writing. The difficulty is not only due to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also the necessity to turn such ideas into a readable text (Barli, 1995:76). 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.

According to Akhadaiah (1998) and Ariffudin (2007:167), writing is a complicated skill to be assessed. Writing becomes the most difficult even the learners might have a good ability in speaking, but it is not a guarantee that they are able to write English well. According to White (1986:10), writing is the process of expressing the ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn.

Elementary school in Probolinggo, the skill of writing is taught by using a genre-based approach. Students are introduced to some genres and taught through the model of reading texts. Genre is a type of text which functions to make effective text. Genres that are usually taught at school are recount, report, narrative, argumentative procedure and descriptive. There are many kinds of texts that should be mastered by the students, one of them is a descriptive text.

Descriptive text is one of many kinds of texts that been taught in school. It is used to describe everything in the world. Emilia and Christie (2013) argue that learning

descriptive genre is essential in order student can describe vivid and proper information (Emilia and Christie, 2013, p.1). In other words, Descriptive text was derived from the word “describe” which means to present the characteristic of object, person, places, and sensations the learner’s present. Descriptive gives sense of impression like the feel, sound, taste and look of things through word. Another requirement descriptive text must be completed by Generic structure Djuharie (2007:24) said that description text has the generic structure as follow:

1)identification: the introduction of the subject or thing that will be described. 2) Description: the information characteristics of the subject, i.e. behavior, physics display, quality, specific acts, etc.

Student’s problems in writing down descriptive text is students must understand and know about descriptive text assessment. According to brown (2007) descriptive text assessment aspects are content, organization, grammar, vocabulary and mechanics in writing descriptive the students must study grammar and vocabulary earlier before starting writing. Their vocabulary must be rich and they should understand the grammar of certain text well to make a good result, those criteria make them work hard to write.

This research is supported by research conducted by Imam Hidayat, (2018) who also found some problems in his research, he found that students faced some difficulties in using the deixis especially in consistently using the pronoun as the subject and object as well .another problem of generic structure of the descriptive text is identification of describing the subject. The students got difficulty in giving description of the subject such as using adjective correctly. The second problems found in his research were how to describe the character such as behavior, physics display, quality, and specification of act.

Based on the data taken from the students of Elementary school 1 Penambangan Probolinggo , the researcher found that there were some problems of the students in writing descriptive texts. The students’ scores in writing were still low. Furthermore the students lack of knowledge of understanding the components of writing.

Harris (1979:68) proposes five aspects of writing, namely grammar, form, vocabulary, mechanic and style. The following aspect can be explained as follows: 1) Grammar .Grammar is employment of grammatical and syntactic pattern. It means that sentences it another aspect that should be considered. Content we should clarify our idea and make it clear. So, the reader can deduce some organization well, organization means there is a communication between the reader and the writer. 2. Vocabulary. Vocabulary is the important aspect in teaching a language. Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that writer wants to express the idea as clearly and directly as he/she can. As general rule, clarity should be his/her prime objective.3) Mechanic .Mechanic refers to the use of conventional graphic of the language is the step of arranging letters, words, paragraphs, by using knowledge of structure and some others related to one another. We happy to pay attention to the use punctuation an applying of the word of sentences.4.Style .Style means the choice of structure and lexical items to give a particular tone to the writing. It should be noted that the choice of lexical item to be used in writing must be accordance with the readers.

In addition Brick. J (2009) argued writing is often confusing with the process of putting words down on paper in the same time structure as an outline prepared with appropriate style and vocabulary the major ideas arranged in some often on the

correction of mechanical and grammatical errors while Nunan (1991:91) states that writing is clearly a complex process and competent writing is frequently accepted as the last language skill to be acquired. From the opinion above, it can be concluded that writing is a difficult skill because it needs a high ability and more accuracy.

Research Method

The research type used in this study is descriptive qualitative method. Bodgan and Biklen (1982) stated that qualitative which the data is collected in the form of words or pictures rather than numbers. Data in the form of quotes from documents, field notes, and interview or excerpts from video tapes, audio tapes or electronic communications are used to present the findings of the study. The writer used the data source from students' and the data were their writing descriptive texts. They are the students of students of Elementary school 1 Penambangan Probolinggo East Java.

To collect the data, the writer applied these following steps: 1) Preparing the data form the students' works of writing descriptive texts. The students were from the intensive class of SDN Penambangan 1. 2) taking the whole class 6 students' worksheet. The topic of students' worksheet above was about "Daily Activity". 3) Reading the data carefully regarding the mistakes made by the students in applying generic structure. 4) Coding the data that was marking the sentences that show abnormalities in using generic structure.

To validate the data, the researcher did triangulation as follows: First, the researcher cross-checking with the data from other researchers. Next, cross-checking the data from the other expert. The researcher asked the supervisor as the investigator. The researcher got suggestion related to the data. Finally the data were analyzed by using following steps: 1) analyzing the data based on the theory. 2) Interpreting the result of analysis. 3) drawing the conclusion related to the result of analysis and interpretation.

Result and Discussion

Student I

My Mother

I will tell you about someone. She is a women and live in my home town she has face so beautiful black eye, thick eye brows and medium body. For me she is motivator the best. 34 years old, She likes cooking, like selfie and very like to angry but she's kind and she is my mother. I want to describe my mother because she always helps me, accompany my if and I have a problem and her is the best.

This student worksheet introduces writing generic structure from the beginning of the sentence to the end of the sentence there is no error in writing the intended subject properly and correctly in identification. In the description, there is an error writing the descriptive text. he explains what his mother often does "she likes cooking and take selfie" and that is not included in the criteria for writing description in a generic structure, but she must explain specific behavior or physic of subject that have introduced to the reader. There was also a student who wrote descriptive text like her description. It can be concluded that the students did not take carefully about the writing rules of descriptive text.

Student II

Describe Someone

I wanna describe someone , and he is my friend His name is Duwi. He's 20 years old and currently work in his village. His full name is Dwi putra, we are from similar village. But when he has merried he moves to other village that soo far from my village.

Duwi has a tall body, and his height is about 170 cm, and weight is about 55 kg. He has a oval face small eyes with its glasses , and sharp nose. His hair is black and curl. He have a white skin. Duwi is mischievous and always makes everyone laught on his jokes. He is so friendly, whether it's new people or his friend . He is also popular in my village because he likes to help other people.

This student's writing worksheet had no problem applying the generic structure, especially identification because from the beginning of the sentence the subject was clearly introduced to the last paragraph, but the student had a generic structure problem about description. Student explained that it was not in accordance with the description theory which had to describe a person or character with detailed example. The mistake made by student was that he did not use adjective in describing characters or figures, but he used positive sentences and verbal. "when he has married he moves to other village that so far from my village".

Student III

I want to describe about my friend "Zul" He has curly hair and black eye as Indonesia people in general. He has black sweet skin as my father He has medium nose, medium lips medium looks and round face. Those things make him look good.

I Want to describe "Zul" because he always accompany me when I'm alone.

This student has serious problems in writing descriptive text, especially applying generic text to identify subject because the student does not clearly introduce the subject at the beginning of the sentence, so it makes the reader confused in understanding who is being described in the text, but this student can already apply the description in the descriptive text because the characters are described clearly in the descriptive writing by detail description such as behavior, physics.

Student IV

I wanna describe my friend "Siva" She has fice oval, eyes black color, thick eyebrow, short hair, skin puce ripe color and body not gross. She so has attitude good smart and can friendly to everybody. I wanna to describe "siva " because she is my friend same from bawean.

This student's writing explained that the writing has showed the criteria in writing identification to the subject described. In the form of description, he had a little difficulty in placing vocabulary and it made him able to explain simply according to the abilities he has.

Student V

I would like to tell you about my best friend

I have 1 best friend, Named Khanza

She is so beautiful, kind, and cute, tall I like she because she suits me , match power as a friend. Since grade 5 elementary school She is a little cold to an

undiscovered person. But if you know the true nature , she same with me foe example too coincident, She always joking but she always likes to be alone. Rather than hanging out with other people . If she have problem she always told me first , me too. If I have problem I always told she. And if I cry it doesn't meant I cry because my boyfriend , but I am not considered by my best friend

This student's explained detail identification from the beginning to the last sentence and there were no mistakes in identifying the intended subject. Student has correctly described and in terms of the identification of generic structure. The problem experienced by this student is when describing other people, and he included and explained himself as well and that is not included in the generic structure description "if I have problem i always told she, and if cry it doesn't mean i cry because my boyfriend".

Student VI

My Father

My father Is the most important thing in my life. Now and be raised up by people who love my family. I cannot reach my dream. Describe about my father.

a 46 years old man . He is so strong and tired even he works hard all day long. People say he is so responsible for caring wife and yes, he does . He will always to make sure that her son and wife get they need . That is my father , a kind wings.

This student's writing worksheet has showed in applying the generic structure, especially identification because from the beginning of the sentence the subject was clearly described to the last paragraph, but the student had a generic structure problem about description. She explained that it was not in accordance with the description theory which had to describe a person or character with detailed example. The mistake made by student was that he did not use adjective in describing characters or figures, but she used verbal "he will do anything to make sure that her son and wife get whatever they need".

The generic structure of descriptive text consists of two components. They are identification and description, in the introduce paragraph the students could be included that the students are able to introduce or identify topic. The students fail to show well-organized writing, they do not use identification appropriately. In description component, the student must describe parts, qualities and characteristics of the objects, the researcher found that students are still unable to transfer and develop their ideas into a written form well in composing a text. They did not use description process on writing appropriately.

The students just directly wrote what they are thought without planning. The students have insufficient vocabularies. They put the words which were unsuitable contextually.

Conclusion

In this chapter, the researcher comes to the conclusions this research. Based on the result of the students' writing descriptive texts and the discussion presented in the previous chapter, it can be concluded at SDN 1 Penambangan Probolinggo still need more practice to choose a topic that they about to discuss so they might be able to give details that relating to the topic and arrange the detail in clear sentences.

The students understand the generic structure of descriptive text, but they need some more practice in arrange the descriptive with proper connectives, they are not mastered the language features of descriptive text and the researcher found that students are lack of vocabularies students got difficulties to describe with effective word choice. Students still got difficult to apply the proper capitalization and spelling.

After analyzing the data and making conclusions, the researcher got some suggestion for teacher, students, and other researcher, as follows: 1) For the English teacher, the teacher should give the students more practice in writing in order to improve the students' writing ability especially in writing descriptive text. The teacher is suggested to teach the theory about generic structure and component of writing. more practice in writing can help student practice to express their idea into the text and they can improve their vocabulary.2) For the students ,the students are suggested to improve their ability in developing topic and details to applying generic structure in the descriptive text by read more articles in internet or newspapers, magazine or books to improve their vocabularies. After reading they will be able to use the new vocabularies and develop their idea into sentences, and paragraphs.3) For researchers This research is still nowhere near perfect. The future researchers are suggested to continue the progress of research of analysis generic structure of descriptive text, and the researchers hope this study to be used as one of references for relevant future researchers in completing what this research cannot do.

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