AN ANALYSIS OF GENERIC STRUCTURE OF DESCRIPTIVE TEXT WRITTEN BY STUDENTS AT SMK AL WASHLIYAH 12 SEI RAMPAH

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Abstract

The objective of this study was to determine the generic structure errors in in tenth grade students' efforts to compose descriptive writings at SMK Al Washliyah Sei Rampah. The researcher described and examined data from 20 student-written texts using a qualitative approach. 20 samples were taken from 50 populations. Testing methods are used by researchers to gather data. After reviewing the findings, the researcher came to the conclusion that three students continued to struggle with both identifying descriptive language and understanding how to describe it. Subsequently, Then, 12 students were successful in analyzing the general structure's content and earned 4 points (or 60%), 5 students earned 3 points (or 25%), and 3 students earned 2 points (or 15%). Students make the following mistakes while writing descriptive texts: a) they struggle to distinguish between identification and description; b) They only write descriptive texts containing broad information about a subject rather than to provide details. Students in the tenth grade at SMK Al-Washliyah 12 Sei Rampah exhibit a range of abilities depending on their gender. The data result for the tenth graders at SMK Al-Washliyah 12 Sei Rampah's descriptive writing proficiency is categorized as "excellent."

Keywords: Writing; Descriptive Text; Generic Structure

INTRODUCTION

There are four language abilities that must be learned. It is possible to speak, listen, read, and write. One of the languages that should be taught along with to the others is writing. Writing is thought of as a useful skill that tries to help students communicate their thoughts in writing. As stated that one of the subjects that has an applicative character that is adapted to the rules of English is in the form of writing (Prawiyata, 2019). Learning how to write increases independence, readability, fluency, and creativity in the writers. There are many more steps to the writing process, including drafting, reviewing, and writing (Siregar & Prawiyata, 2023)Students who have mastered these skills are expected to be able to write in a way that other people who speak the same language as they can read and understand what they have written. The purpose of teaching English to students in senior high school is to help them achieve general literacy, as well as the ability of using language to acquire knowledge. They should also have the ability to comprehend and produce a variety of texts and monologues, especially those that take the form of procedures, descriptions, recounts, and other types of texts. As a result, the four language abilities—listening, speaking, reading, and writing—are likely to be taught simultaneously.

As part of their writing skills, students will learn recount text, narrative text, procedure text, news item, report text, descriptive text, analytical exposition text, spoof text, hortatory exposition, explanation text, discussion text, anecdote text, and review text.

The subject of this study chose descriptive text from among the several forms of text indicated above for this research.

Every stage of research involves writing; it's how we develop project ideas, coordinate with colleagues, create funding applications, compile our findings into a publication, and disseminate scientific knowledge outside of the academic community. (Grogan, 2021). Students are encouraged to write for any number of reasons, either in and outside of the classroom (Harmer, 2012). Initially, writing allows them more "thinking time" than trying to have a dialogue on the spot. This gives them more chances to process language or consider the language while writing to EFL students. This includes thinking about language growth, reinforcement, learning styles, and most significantly, writing as a skill in and of itself.

Writing has four purposes (Cox, 2012). To entertain, The author intends to amuse and make people laugh. Satire is frequently a sort of humor, but it is always jokes with a serious objective of influencing reform. They are to inform, wish to primarily convey information and attempt to inform the knowledge that you have accumulated to the readers. Because of the distinction between explicit and implied meanings, as well as between what is stated and what is inferred, this type of satire is also known as irony. Persuasion refers to the goal to change the reader's perceptions or behavior. As a result, argument is a component of persuasion just as it is in logic. A descriptive paragraph, which can be either an abstract or a concrete objectIt aims to give viewers an emotional representation of the subject. Descriptive paragraphs are also regarded as texts. (Siahaan, 2013). Because descriptive writing appeals to the emotions, it describes how something seems, experiences, tastes, savors, and hears. (Oshima & Hogue, 2012). It implies that descriptive writing should describe in depth something based on how it looks to and is perceived by particular individuals. It can be concluded that text explaining and describing something is referred to as descriptive text. This something can be anything; it could be people, things, places, etc. The use of simple verb tenses and a concentration on a single object are typically characteristics of descriptive writing. The description paragraph then goes into further depth about the object.

Then, the other thing that people have to see in descriptive text is the generic structure. Each genre comes with its own generic structure, namely the genre's generic form. It explains the text's structure based on the inherent pattern of the rhetorical structure (Paltridge, 2012). In order to avoid confusion regarding the sort of text that needs to be written, When producing something, the text's general structure is the first thing to be used. Analyzing students' writing skills with an emphasis on general structures is crucial. This study attempts to determine how well students can comprehend the basic organization of descriptive writings. The analysis of students' written work is then crucial since it enables English teachers to ascertain the writing abilities and challenges of their students. (Graham, Mckeown, Kiuhara, & Harris, 2012).

In writing descriptive text, there is language features used. Three linguistic elements make up a descriptive text: an adjective, the present simple, and an adverb for frequency. Descriptive text is inseparable from adjectives or adjectives. When describing an object, we must use adjectives, such as *big, small, tall, short, smart, friendly*, and so on. The present simple is commonly used to convey the truth, as well as habits. When describing an object, we will use this type of tense because what we describe from the object is fact. Then, the adverb of frequency is an adverb that is useful for indicating how often an activity is performed, such as *always, usually, often, sometimes*, and *never*.

From the aforementioned explanations, it can be inferred that In order to assess students' writing skills, the researcher has a curiosity in doing study that examines and focuses on students' capacity to create descriptive language, particularly on descriptive text with its general structure. The researcher would then wish to carry out a study with the title "An Analysis of

Generic Structure of Descriptive Text Written by Students at SMK Al Washliyah 12 Sei Rampah."

Based on the background information provided, the issue with this research is that students are unable to compose descriptive texts with the necessary generic structures since they have not been taught how to do so. Only "analyzing the Generic Structure of Descriptive Text Related to Public Place" is researcher's limited area of interest in this study written by the students at SMK Al- Washliyah 12 Sei Rampah". Here, students make a descriptive text, and then the researcher analyzes them. The researcher analyzes the generic structure of the descriptive text created by the students, to determine the students' level of proficiency in descriptive text with its generic structures. The problem statement is formulated by the researcher as "What are the students' errors in writing descriptive text based on generic structure at SMK Al Washliyah 12 Sei Rampah?" based on the background information previously delivered.

METHOD

In this study, the researcher applied qualitative research. Writing or speaking about individuals and behaviors that can be seen is a form of descriptive data produced by a qualitative research process (Bogdan & Taylor, 2010). The study was conducted at SMK Al Washliyah 12 Sei Rampah with a focus on the 10th graders. It is on Kecamatan Sei Rampah, Kabupaten Serdang Bedagai. A writing test serves as the research instrument. The sudents' ability to organize a general structure in composing descriptive writing is tested by the researcher. The material was organized into descriptive paragraphs using a generic descriptive text structure. After collecting the data, the text the students had written was examined by the researcher. The researcher employed a test of writing to get the research data. The researcher in this case utilized a writing exercise where students were asked to describe a public place. Students in the tenth grade of SMK Al-Washliyah 12 Sei Rampah then took the test. The researcher analyzed the students' written descriptive text using the generic structure of descriptive text, and after that, the researcher assigned a score to the text to determine the students' understanding of the generic structure of descriptive text. The researcher used Writing Rubric Assessment by Brown (Brown, 2014). The researcher classified the text in this task according to the generic structure of the descriptive text. Following the stage writing test, the researcher grouped descriptive text passages into a generic structure to indicate how well the students comprehended the content in light of the general structure of descriptive text.

RESULTS AND DISCUSSION

Results

After data collection, the researcher reads and integrates each paragraph of the descriptive text before analyzing it based on its description and identification and the students' performance was then graded. Below is a description of the finished discussions:

A. The Generic Structure of Students in Writing Descriptive Text

The researcher examines the generic structure of 20 students' written descriptive texts to get the answer. Here, the researcher examines whether or not the students wrote all of the generic structural stages. The table below shows an analysis of the generic structural stages:

Table 1. Generic Structure Analysis

Generic Structure	Number of Students
Identification	17

Description	17

The problem at hand, "What are the students' errors in writing descriptive texts referring to its generic structure at SMK Al Washliyah 12 Sei Rampah?" must be addressed. In general, most students can create the following three descriptive paragraphs using a suitable generic structure:

1) Identification: Among the 20 students, only 3 remain confused with the identification paragraph in the descriptive text. Identification in paragraph 1 is not written by them.
2) Description: Among the 20 students, also only 3 remain confused with the description paragraph in the descriptive text. Description in paragraph 2 is not written by them.

B. The Students' Descriptive Text Writing Ability Score

The researcher developed an overall assessment by assigning scores in table 2 based on the aforementioned table.

Table 2. Generic Structure Scores

Score	4	3	2	1
Students	12	5	3	0
Percentage	**60%**	**25%**	**15%**	**0%**

The accumulation of generic structure analysis of material was elaborated as follows from table 2 above:

1) When identification is complete and the description is organized using the appropriate connectives, students receive a score of 4. There are twelve pupils reaching the percentage of 60%.
2) When identification is almost complete and the description is set up with nearly the right connectives, students receive a score of 3. There are five students reaching the percentage of 25%.
3) When the identification is incomplete and the description is organized with connectives being misused in mind, students receive a score of 2. There are three students reaching the percentage of 15%.
4) When the identification is incomplete and the description is organized incorrectly using connectives, the students receive a score of 1. There isn't any students. It means the percentage is 0%.

Discussion

The percentages above show that almost all students are aware of the general structure of a descriptive text, though some still fail to include an identification and description paragraph in their writing. Three students have difficulties with writing the identification paragraph, while three more have difficulties with writing the description paragraph.

The errors students make when writing descriptive text applying generic structure are: the place of identification and description causes confusion. It is sometimes done by placing the two the identification sentence and the description paragraph's identification sentence, or both at once; the students just provide a general description of the topic at hand, not a detailed one; the place of the identification and description keeps on causing confusion; three students put the identification in the second paragraph and the description in the first.

CONCLUSION

In generally, most students are able to create descriptive texts with the appropriate generic structure; however, only 3 students out of 20 remain difficulty with identification in such texts. Only three out of the 20 students writing the description still do not fully understand the description in the descriptive text. However, the overall outcome of the examination of the content's generic structure, reveals that 12 students obtained a score of 4 with an amount of 60%, 5 students received a score of 3 with an amount of 25%, 3 students received a score of 2, and 0 students received a score of 1. The students descriptive writing serves only to inform readers about the topic in general. They must be specific in their explanations of the topic's characteristics.

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