



**THE ANALYSIS OF TEXT ORGANIZATION OF
DESCRIPTIVE TEXTS IN THE TEXTBOOK
ENTITLED “BAHASA INGGRIS” FOR
THE TENTH GRADE STUDENTS**

THESIS

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2019**



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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Puryadi and Dra. Hidayatul Aliyah
2. My beloved sisters, Farah Zairina and Wirda Novia Lailiya Rohmah
3. My special person, Juliansyah Mulananda Suyono



MOTTO

“Text structure does have an important effect on learning. The better organized the text and the more apparent the structure to the reader, the higher the probability that the reader will learn from reading.”

-Bonnie Armbruster-



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is original and authentic work by author myself. All materials incorporated from secondary sources has been fully acknowledged and referenced.

I certify that this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to equality award. Besides, ethics procedure and guidelines of the thesis writing form the university and the faculty have been followed.

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Jember, March 19th 2018

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CONSULTANTS' APPROVAL

**THE ANALYSIS OF PARAGRAPH ORGANIZATION OF DESCRIPTIVE
TEXTS IN THE TEXTBOOK ENTITLED "BAHASA INGGRIS"
FOR THE TENTH GRADE STUDENTS**

THESIS

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the Faculty of Teacher Training and Education, Jember University

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Finally, I hope that this thesis would be useful and beneficial for the readers. I admit that this thesis is far from the word perfect and any constructive critics and suggestions are highly appreciated.

Jember, March 19th 2019

Riddah Dyna Alifah

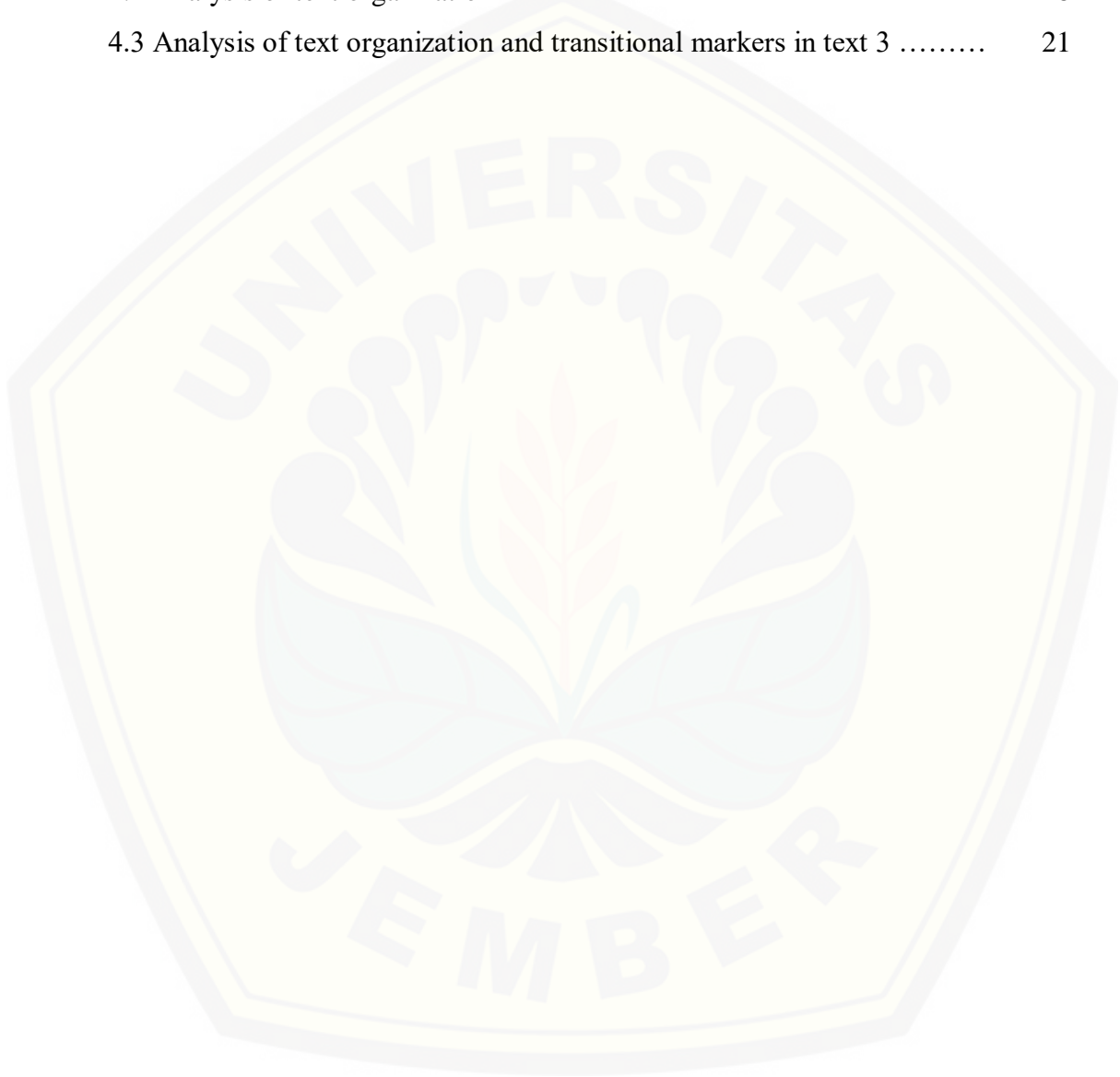
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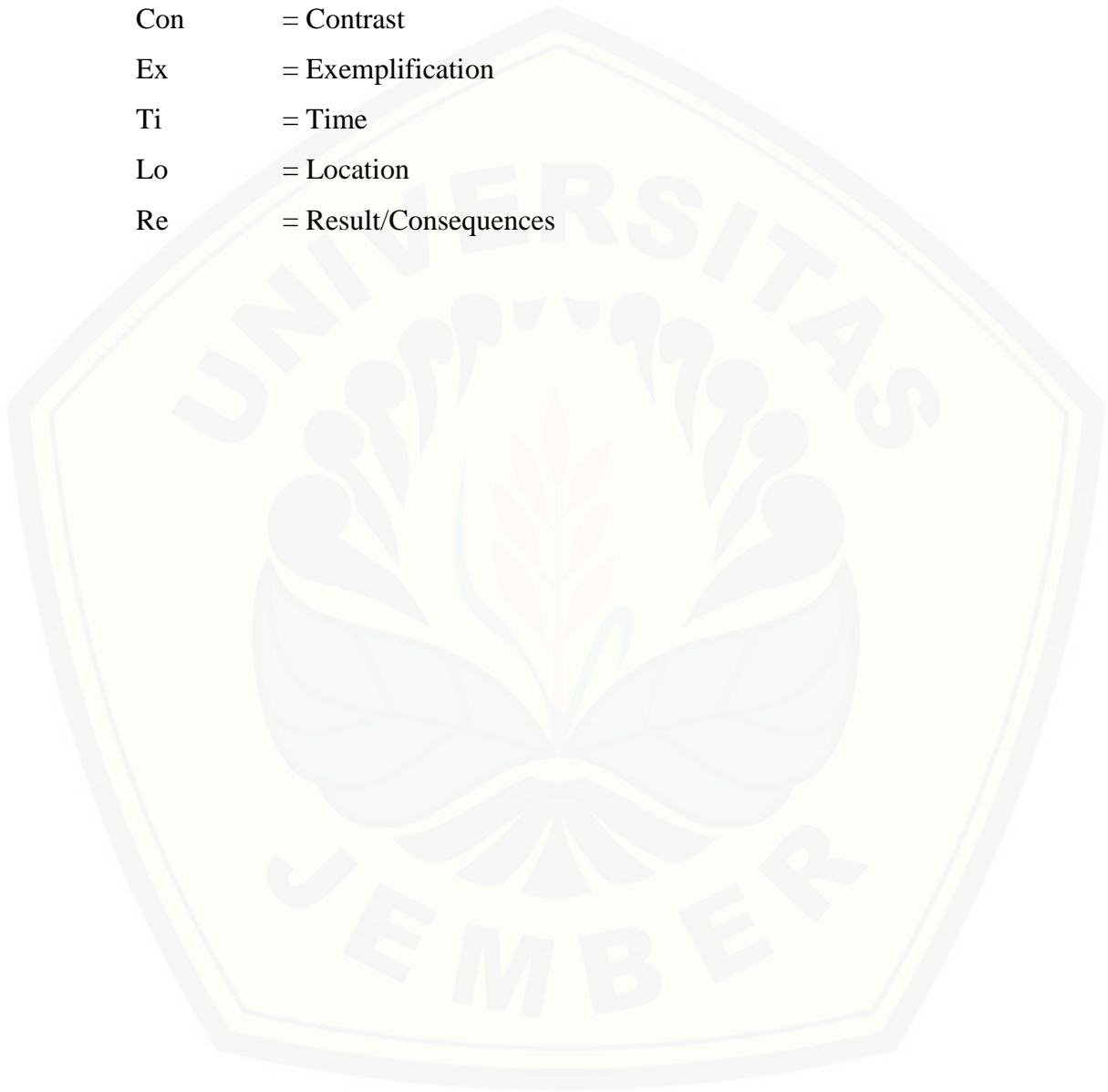
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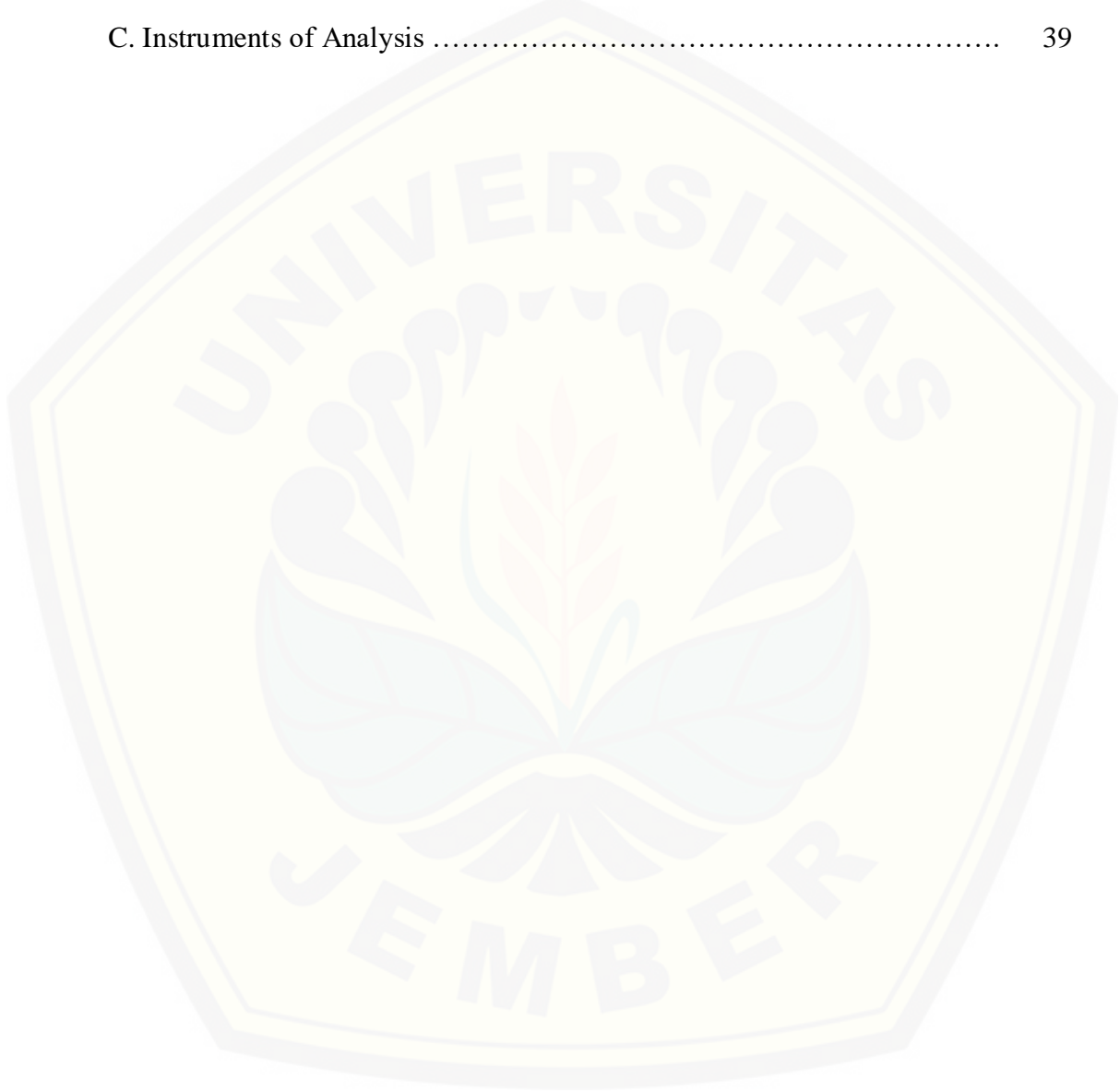
THE LIST OF ABBREVIATIONS

Ad	= Addition
Com	= Comparison
Con	= Contrast
Ex	= Exemplification
Ti	= Time
Lo	= Location
Re	= Result/Consequences



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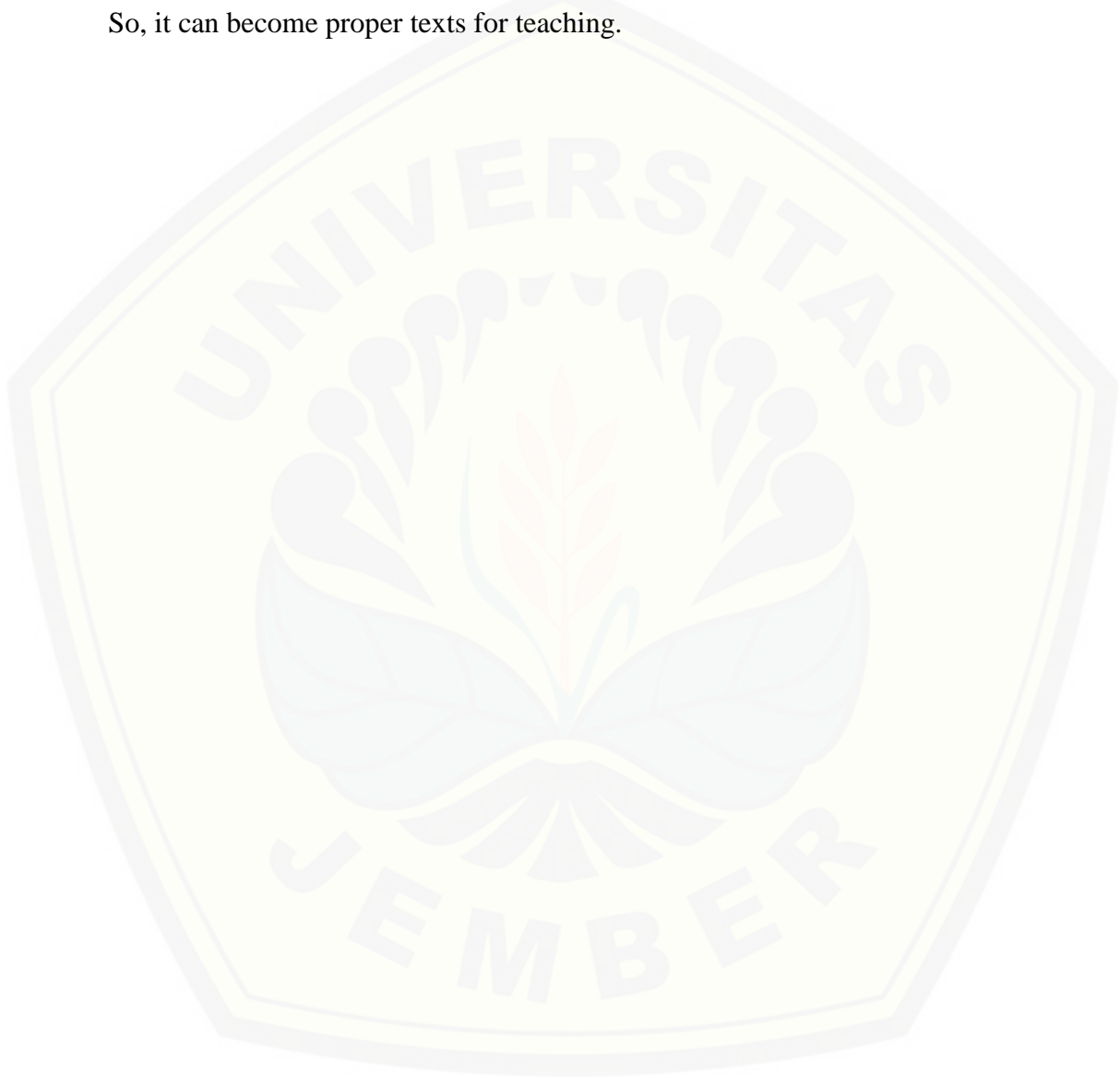
SUMMARY

THE ANALYSIS OF TEXT ORGANIZATION OF DESCRIPTIVE TEXTS IN THE TEXTBOOK ENTITLED “BAHASA INGGRIS” FOR THE TENTH GRADE STUDENTS; Riddah Dyna Alifah, 110210401032; 40 pages; English Language Education Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

This research discussed about the analysis of text organization of descriptive texts in the *Bahasa Inggris* textbook for the tenth grade students which was published by Ministry of Education and Culture, and aimed to find out the structure of descriptive texts and the effectiveness of the use of transitional markers in the texts. The design of this research was document analysis. The data was obtained from descriptive texts in the *Bahasa Inggris* textbook using documentation method. This method was done by using two instruments; one was schematic structure, and another tool was a list of transitional markers.

The discussion showed two results. First, all three texts had identification and description. However, there were found some shortcomings found in text one and two. The shortcomings were the lacks of suitable and related information which fitted with the content of each element. Though, it was different with text three which all the information given in the text were suit to the two elements and related to the object being described. Second, all three texts had transitional markers which some were found within a sentence, between sentences, or even between paragraphs. Those transitional markers were location, time, addition, comparison, contrast, exemplification, and result/consequences. Each category of these transitional markers helped to connect the details or information within a text and made a sense of flow without any shifts or jumping ideas. However, not all transition words were effective. Some could connect the information within a sentence or between sentences well, some could not. Moreover, if the ineffective transition word was used, it could affect the context of the sentence. There were some ways to resolve that matter. One was to change into another transition, the other could be by simply adding some punctuations.

In conclusion, all descriptive texts in *Bahasa Inggris* textbook meet the criteria of the schematic structure and most of the transitional markers found are effectively used in the texts. Although there are some shortcomings dealing with the element's contents and the suitability of the use of some transitional words, the descriptive texts in *Bahasa Inggris* textbook can still be used as examples by the teacher in teaching-learning process with some adjustment from the teacher. So, it can become proper texts for teaching.



CHAPTER 1. INTRODUCTION

This chapter provides some aspects dealing with the topic under study. They are research background, research problems, and research contribution. They will be presented in the following sections respectively.

1.1 Research Background

Textbooks contain information of subject used in the classroom and serves as important tools in teaching-learning process. According to Richards (2001:1), textbooks provide the basis for most of the content of the lesson and language practice the students take part in, also serve primarily to supplement the teacher's instruction. Cunningsworth (1995:7) adds that the use of textbook is considered helpful because most of goals and aims have already been prepared in a set of practices based on what the students need to learn. Besides, textbooks are the most important elements (Anjaneyulu, 2014:181) or resources (Azizifar, Koosa, and Lotfi, 2010:36) for the teachers in assisting the students to learn every subject. In short, textbooks are very important tools for teaching-learning process as the textbooks are not only beneficial for the teachers in terms of helping them to prepare the materials and achieve the teaching aims but also helping the students to achieve their learning needs. Hence, both the teachers and the students use a textbook to learn the materials, such as descriptive text.

Based on the 2013 Curriculum, descriptive text is one of the texts that have to be learned by senior high school students in Indonesia. Learning a descriptive genre is essential for the students to describe vivid and proper information (Emilia and Christie, 2013:1). Furthermore, students need to recognize the structure of content-area texts to help them focus on the key concepts and relationships, anticipate what's to come and the comprehension as they read (Cepero-Perez, 2015). If students know what to look for in terms of text structure, they grasp the meaning more easily (Harvey, 1998:80).

Text structure is an important component in learning descriptive texts, other than the purpose and its linguistic features. Williams (2007, in Zarrati et al.,

2014:538) says that lack of information about structural of texts is stated as one of the factors that lead to difficulties. Therefore, 2013 Curriculum changes its learning concept that requires the students to learn rules of good texts in order to avoid text ambiguity (Kemendikbud, 2014), this including the knowledge of text structure. At the same time, many textbooks are published in which each author has their own way to shapes and organizes his texts, so aspects of texts (such as overall structural characteristics) undergo greater variation and rarely carefully controlled (Collins et al., 1997:1-2). Even for descriptive texts, authors organize the texts into some forms with different objects (person, place, or thing) to describe. Thus, the descriptive texts in the textbook should be analyzed in order to find out whether the texts meet the condition of appropriate structure (identification and description) or not.

Additionally, there is also the use of transitional markers in descriptive text. Elahi and Badeleh (2013:839) say that in the process of organizing a text, authors use transitional markers to keep the ideas in the text connected. Dafouz-Milne (2008:96) adds that transitional markers agglutinate some explicit items in the text and guide the students through a text so the text stance is understood. In other words, transitional markers have a crucial role to connect ideas within a text—making a clear relationship among ideas—that students can understand the author’s thought. Transitional markers may bring coherence within a text. Descriptive texts without coherence cannot have a good structure.

Thus, a research entitled *The Analysis of Text Organization of Descriptive Texts in the Textbook Entitled “Bahasa Inggris” for the Tenth Grade Students* would be conducted in order to analyze text structure of descriptive texts and to find out the effectiveness of transitional markers used in the descriptive texts as well.

1.2. Problems of the Research

The problems of the research can be formulated as follows.

1. How was the structure of descriptive texts in the textbook entitled *Bahasa Inggris* for the tenth grade students organized?

2. How effective were the transitional markers used in the descriptive texts in the textbook entitled *Bahasa Inggris* for the tenth grade students?

1.3 Objectives of the Research

In accordance with the research problems, the objectives of the research could be formulated as follows.

1. To describe the structure of descriptive texts in the textbook entitled *Bahasa Inggris* for the tenth grade students.
2. To describe the effectiveness of transitional markers used in the descriptive texts in the textbook entitled *Bahasa Inggris* for the tenth grade students.

1.4 Research Contribution

The result of the research gives contributions and knowledge to other researchers and English teachers. The details of the contributions are as follows.

1.3.1 Empirical Contribution

The result of this research can be used as a source of information for the future researchers who want to conduct further research focusing on the other element of texts such as the purpose and the language features in the same or different type of texts, or other language aspects.

1.3.2 Practical Contribution

The result of the study will help English teachers to be able to identify the structure of descriptive texts and the effectiveness of transitional markers used in descriptive texts. Besides, the descriptive texts that meet those structural aspects can be used by the teachers as proper tools in student's learning. Furthermore, knowing about how descriptive texts are organized, the teachers will be more cautious in choosing the texts with proper structure. Besides, the use of transitional markers used in descriptive texts can prove that the markers can lead the texts to be more effective, so that the teachers may teach their students to use transitional markers when they write their own descriptive texts.

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents some theoretical concepts of the related topics. This covers the theoretical framework, conceptual framework and some studies dealing with text organization. The issues are presented respectively as follows.

2.1 Theoretical Framework

This section contains textbook as curriculum document, text materials in ELT textbook and features of good descriptive texts in the textbook.

2.1.1 Textbook as Curriculum Document

The textbook has a close relationship with the curriculum. Aside from being a learning tool, it is also an official paper or written information (of teaching and learning materials) as a medium to realize curriculum goals. Ministry of Education and Culture (2014) states some facts about the 2013 Curriculum textbook as follows.

1. Textbooks are written based on the curriculum concept which leads to main competence (KI), basic competence (KD), and the syllabus.
2. There are two kinds of textbooks used in the teaching-learning process. They are student's and teacher's book.
3. Student's book focuses on activity based. It is not for reading materials only.
4. Every textbook contains a learning model and project for students to do.
5. Teacher's book contains the guidance for the teachers in teaching the materials.

Those facts above indicate that textbook is an important document used as a teaching and learning guide and provides the major source of contact the teachers and the students have with the materials from a certain subject.

2.1.2 Text Materials in ELT Textbook

Materials for learning can be in the form of texts. According to Togeby (2013:2) and New South Wales Department of Education (2018), a text is a communicative act that involves utterance of several coherent sentences, written or spoken, making up a complete intentional unit. Knapp and Watkins (1994:5)

see a text as language, as a system of communication of meanings which is organized as a cohesive unit. In other words, texts are organized units used as a completed act of communication.

There are many types of texts that each grade has their own share of what types of texts should be learned. Different types of text have a distinctive characteristic, depending on what they are made to do. Knapp and Watkins (1994:5) classify texts into three groups: literary texts, factual texts, and media texts. Togeby (2013:2) also divides texts into three main types: practical texts, factual prose, and literature. Each of the three main types is subdivided in what in everyday language is called text types or genres (Togeby, 2013:2). However, from the point of view of schooling, NSW Department of Education (2011, 2018) only classifies texts into two types: factual texts and literary texts. Therefore, this section will explain only factual texts and literary texts as follows.

1. Factual texts, in the everyday sense they include all of the texts that students use from day to day to 'get things done', also inform, instruct or persuade by giving facts and information (Knapp and Watkins, 1994:5, NSW Department of Education, 2011, Togeby, 2013:2).
2. Literary Texts, they entertain or elicit an emotional response by using language to create images in reader's mind; also enables readers to engage with the texts and incorporate their own meanings and understandings with those of the writer (Knapp and Watkins, 1994:5, NSW Department of Education, 2011, Togeby, 2013:2).

2.1.3 Features of Good Descriptive Texts in the Textbook

A good descriptive text can help the students to learn and understand the text. Derewianka (2003:134) says that detailed attention of texts is paid to communicative purpose, structure and language features. Furthermore, it turns out those three aspects are included in English curriculum in Indonesia as the basic in learning texts, especially descriptive text (Kemendikbud, 2013:81). Thus, a good descriptive text should meet the purpose, the structure, and language features in order to be able to help the students learn the text well.

Regarding descriptive text, its purpose, structure, and language features are presented as follows.

1. *Purpose*, a text's social purpose helps to understand why the text unfolds in a particular way (Derewianka, 2003:139). The purpose of descriptive texts is to describe a particular person, place or thing (Gerot and Wignel, 1994:165, Wong, 1998:373, and Fardhani, 2005:40).
2. *Structure*, it is the stages to achieve the purpose of the texts (Derewianka, 2003:139). Descriptive texts are organized into two stages, identification and description (Gerot and Wignel, 1994:165, and Pardiyono, 2012:105).
3. *Language features*, they are dealing with the lexical and grammatical items used in the text (Derewianka, 2003:139). Language features of descriptive texts are focusing on a specific participant, using a relational process, epithets, and classifiers in a nominal group, and simple present tense (Gerot and Wignell, 1994:165).

2.2 Conceptual Review

This section is about the information concerning the use of textbooks in English Language Teaching (ELT), descriptive text, and transitional markers.

2.2.1 The Use of Textbooks in English Language Teaching (ELT)

Textbooks are important resources for teachers in assisting students to learn every subject including English, and yet there have been some arguments over the use of textbooks. Ansari and Babaii (2002) state that a textbook is a framework which regulates and times the programs also serve as a syllabus, no textbook means no purpose which, it provides ready-made texts and learning tasks which is not money wasting. In line with Ansari and Babaii (2002), Tomlinson (2001:67) as cited in Anjaneyulu (2014:182) says that textbook is the most convenient form of presenting materials; it helps to achieve consistency and continuation; it gives learners a sense of system, cohesion, and progress; and it helps teachers prepare and learners revise.

On the other hand, Brumfit (1980:30) in Ansari and Babaii (2002) argues that the use of textbooks fluctuates between two extremes: one position is that they are valid, useful, and labor-saving tools; the other position holds that they are "masses of rubbish skillfully marketed". In accordance with Brumfit, Ur (1996:80) says that the use of textbooks may cause some setbacks such as no one textbook can be a response to all students different needs, some topics may not be relevant, textbooks can inhibit teachers' creativity, textbooks have their own rationale that they cannot meet a variety of levels, learning styles, and learning strategies that often exist in the class, the teachers may find themselves as mediators with no free hand and slave.

In conclusion, the use of textbooks in English Language Teaching (ELT) can be either good or bad for teachers and students depending on how they use it.

2.2.2 Descriptive Text Structure

The structure is one of the learning aspects in texts that the students must learn. Structure refers to the way that most pieces of language in use or elements are structured in steps or stages to achieve their purpose (Butt et al., 2003:210, and Knapp and Watkins, 1994:26, 2005:90). As for descriptive text, there are two elements as the requirement for a text to be identified as descriptive text; *identification* and *description* (Gerot and Wignell, 1994:165, Knapp and Watkins, 1994:56-57, and Pardiyono, 2012:105). The elaboration of the schematic structure of descriptive texts is presented as follows.

- 1) Identification: this element is to identify an object or topic or phenomenon – a person, thing, place, or animal) to be described (Gerot and Wignell, 1994:165, Knapp and Watkins, 1994:56-57, and Pardiyono, 2012:105).
- 2) Description: the description contains words that give a picture of what the object is like, such as its physical appearances, parts, qualities, characteristics, etc. (Gerot and Wignell, 1994:165, Knapp and Watkins, 1994:56-57, and Pardiyono, 2012:105).

Based on the schematic structure above, the ordering process of describing objects works in several ways; first, it names the object and then deals with its

physical appearance, parts, qualities, characteristics, etc. Furthermore, the part “identification” gives not only the name, but also some points of view or general statement that support the idea (Wong, 1998:373). As for “description”, it contains various information or ideas depending on the object to be described. It can be the information of the physical appearances, characteristics, and habit, if the object is a person or animal. However, the information given will be different if the object is a place—it is likely about the parts of the places. Moreover, the vivid details of the objects which one or more of the five senses (sight, hearing, taste, smell, and touch) are required should be organized *spatially* (Wong, 1998:373). Spatial order refers to arrangement of information that appear in space, move one visual reference to the next so the reader can “see” the object in the text (Wong, 1998:373, Fardhani, 2005:107).

2.2.3 Transitional Markers

Unity and coherence are alike aided by the employment of some sort of framework to hold the parts of a text together. Sometimes the image of the object suggests itself a device for binding together the details in proper order. According to Fardhani (2005:129), the device refers to a transitional marker. The transitional marker is kind of rhetorical signal used to connect ideas or thoughts within sentences or among sentences in order to avoid jumping idea (Fardhani, 2005:129). Besides, the use of transition has comma (,) or semicolon (;) after it (Fardhani, 2005:129). Furthermore, Your Dictionary (2018) mentions that transitional markers can be used within a sentence, between two different sentences, or between paragraphs.

Transition markers can be grouped by what they show or do in the sentence. As for descriptive text according to Henry (2007:4.3), transition words follow a logical order based on more of the following elements: (1) the arrangement in space or location of a person, place, object, or scene; (2) the starting point from which the writer chooses to begin the description; and (3) the time frame as relevant to the description of a person, place, or object which usually appears in a situation, or an incident, or scene.

Saraka (1988:100-108) as cited in Fardhani (2005:129-131) gives more details about transitional markers used in descriptive texts as follows.

- 1) Addition (to give more information): also, actually, in addition, etc.
- 2) Comparison (to reveal significant likeness in thought): likewise, compared with, equally important, in comparison with, etc.
- 3) Contrast (to reveal significant differences in thought): other than that, however, unlike, etc.
- 4) Exemplification (to introduce illustration/examples): perhaps, for example, as if, etc.
- 5) Time (to indicate time or change of time); such as since, during, after, etc.
- 6) Location (to indicate location/change of location); such as at school, from the top of, at the bottom of, etc.
- 7) Result/Consequences (to show causes/result/consequences); such as after all, accordingly, as a result, because, due to, for, etc.

2.3 Previous Research Review

There are some studies on ELT textbook regarding the analysis of texts and its objectives. One of them was conducted by Anggun (2016), a study about the analysis of descriptive texts in *Bahasa Inggris* for Senior High School Grade X Textbook using transitivity system. Transitivity system refers to the overall grammatical resource for constructing going on in the text, involving six processes types (material, mental, relation, behavioral, verbal and existential). This study investigated to what extent descriptive texts in English textbook met the criteria in terms of purposes, schematic structures, and linguistic features. To achieve these purposes, the study done through two processes, 1) the data is analyzed in terms of its purposes and schematic structure, 2) the data is analyzed in terms of linguistic features by applying the transitivity system. The data of the study were four descriptive texts of reading passages from four different chapters. The findings showed that in terms of social purpose, three out of four descriptive texts met the purpose. In terms of schematic structure, one text met the criteria as descriptive text included personal comment; two texts met the criteria but did not

include personal comment, and the last one did not meet the criteria of descriptive text. In terms of linguistic features, only two of four descriptive texts had closely followed the linguistic features of descriptive texts. Overall, the descriptive texts in textbook entitled *Bahasa Inggris* for Senior High School Grade X were unsatisfactory in which they were not satisfy the criteria of descriptive text. Based on the study above, the present study would analyze the same type of text but the focus was only on its schematic structure and the transitional signals.

Another study on textbook was conducted by Susilo (2010). It focused on types of cohesive devices which was also transitional markers. This study analyzed the seven recount texts in *Look Ahead* textbook in order to find out types of cohesive devices. The recount texts which were analyzed contained both grammatical cohesion (reference, substitution, ellipsis, and conjunction) and lexical cohesion (collocation and reiteration). The averages from all recount texts were 59.86% for grammatical cohesion and 72.88% for lexical cohesion. From the calculation, it implied the analyzed recount text have good cohesion both grammatically and lexically because the number of cohesive devices range in 51%-75%. According to the study above, the present researcher intended to conduct a study on different reading passage (descriptive texts) with the same transitional devices, but in different terms which were transitional markers.

The next study conducted by Dewi (2015) was about the use of transitional signals in descriptive text written by eight grade students of MTs Muslimat NU Palangkaraya. The study analyzed the students' ability in writing descriptive text by using transitional signals. The result showed that the students' ability were poor. The minimum score was 65, five from eleven students got below the minimum score on their writing. This result was caused by the lack of awareness from the teacher in explaining the material clearly. Moreover, not all the students used the transitional signals correctly, only six students did well in using transitional signals, the rest still did not know how to use the transitional signals. Based on this previous study, the present researcher also focuses on the use of transitional markers in descriptive texts. However, the texts are from textbook

which produced by the advanced writer. Besides, the researcher intends to find out the text organization of descriptive text.



CHAPTER 3. THE STUDY

This chapter presents the discussion about the research method applied in this research. It covers research method, object of analysis, tool of analysis, procedure of analysis.

3.1 Research Method

This research was carried out by qualitative research design that applies document analysis method. According to Bowen (2009:27), document analysis is a method for reviewing and evaluating documents—both printed and electronic material—in which they are interpreted in order to give meaning and gain understanding, and develop empirical knowledge. Furthermore, the process of analysing documents involves combined elements from content analysis and thematic analysis (Bowen, 2009:32). Content analysis is the process of organizing information into categories related to the central questions or problems without quantification part, while thematic analysis is a form of pattern recognition within the data involving a careful process focused on re-reading and review the data and performing coding and category construction based on the data's characteristics (Bowen, 2009:32). The documents that may be used for analysis can be form of advertisements, background papers, books and brochure, diaries and journals, newspaper, radio and television program scripts, and various public records (Bowen, 2009:27, and O'Leary, 2014, in Triad 3, 2016).

The main focuses of this research was to investigate the structure of descriptive texts in English textbook and the transitional markers in the descriptive texts. The researcher intended to find out of to what extent the descriptive texts in English textbook met its criteria in terms of schematic structures and the effectiveness of transitional markers used in those descriptive texts.

3.2 Object of Analysis

The document that was used for this research was in the form of textbooks. The textbook is called *Bahasa Inggris* for the tenth grade, published by Ministry of Education and Culture in 2014. *Bahasa Inggris* textbook serves as a compulsory book to support teaching and learning process in the classroom. Besides, the use of this textbook is part of the implementation of 2013 Curriculum. There are 116 pages which were divided into nine chapters. However, the researcher would only focus on some parts in the textbook, which were the descriptive texts. There were three descriptive texts available; which were one text in chapter five, one text in chapter six, and one text in chapter seven. The descriptive texts were either about describing a person or a place and presented in the form of reading texts with or without picture (appendix B).

3.3 Data Collection Method

The data collection method used in this research was documentation. Arikunto (2006:231) states that documentation is a method in collecting data from written material such as books, magazines, regulations, notes, newspaper, etc. In this research, the document was a textbook entitled *Bahasa Inggris for the Tenth Grade Students* and the analysis of the data focused only parts of textbook that presented as descriptive texts. By using this textbook, the researcher intended to find out the structure of descriptive texts and the effectiveness of transitional markers used in the texts.

In collecting the data, the researcher used the schematic structure of descriptive texts from Pardiyono (2012:105) and a list of transitional markers used in descriptive texts from Saraka (1988:100-108, in Fardhani, 2005:129-131) (appendix C).

3.4 Procedure of Analysis

A Procedure of analysis refers to step-by-step phases or stages of an analysis process to obtain the data. Aluisio and Oliveira Jr. (1996:142) offer some procedures for analyzing the documents as follows.

1. Pre-processing, where a text is subdivided into sentences which are numbered
2. Identifying rhetorical messages (information) within the sentences
3. Identifying pattern of rhetorical organization for linking the rhetorical messages

Adopted from the procedures above, the details of procedures involved in this research were presented as follows.

1. Each descriptive text was subdivided into sentences, in which they were numbered.
2. The numbered sentences were identified for the rhetorical messages they carried, so the researcher could decide which part of the element that the sentences belonged to.

Text	Elements	Transitional Markers							
		Ad	Com	Con	Ex	Ti	Lo	Re	Em
Text 1	Identification								
	1) ...								
	2) ...								
	3) ...								
	4) ...								
	Description								
	5) ...								
	6) ...								
7) ...									
8) ...									

3. The patterns for building paragraphs in the descriptive texts were identified by recognizing mainly the transitional words for signaling relations logically between sentences and paragraphs. The emergence of the use of transitional markers was underlined and noted down by giving a check (√) into columns of transitional markers.

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research result based on the data analysis of the research.

5.1 Conclusions

Based on the results of the data analysis, there were two conclusions. First, all three texts met the criteria of schematic structure because they had identification and description. However, there were found some shortcomings in text one and two. The shortcomings were the lacks of suitable and related information which fitted with the content of each element. Though, it was different with text three which all the information given in the text were suit to the two elements and related to the object being described.

Second, all three texts had transitional markers which some were found within a sentence, between sentences, or even between paragraphs. Those transitional markers were location, time, addition, comparison, contrast, exemplification, and result/consequences. Each category of these transitional markers helped to connect the details or information within a text and made a sense of flow without any shifts or jumping ideas. However, not all transition words were effective. Some could connect the information within a sentence or between sentences well, some could not. Moreover, if the ineffective transition word was used, it could affect the context of the sentence. There were some ways to resolve that matter. One was to change into another transition, the other could be by simply adding some punctuations.

5.2 Suggestions

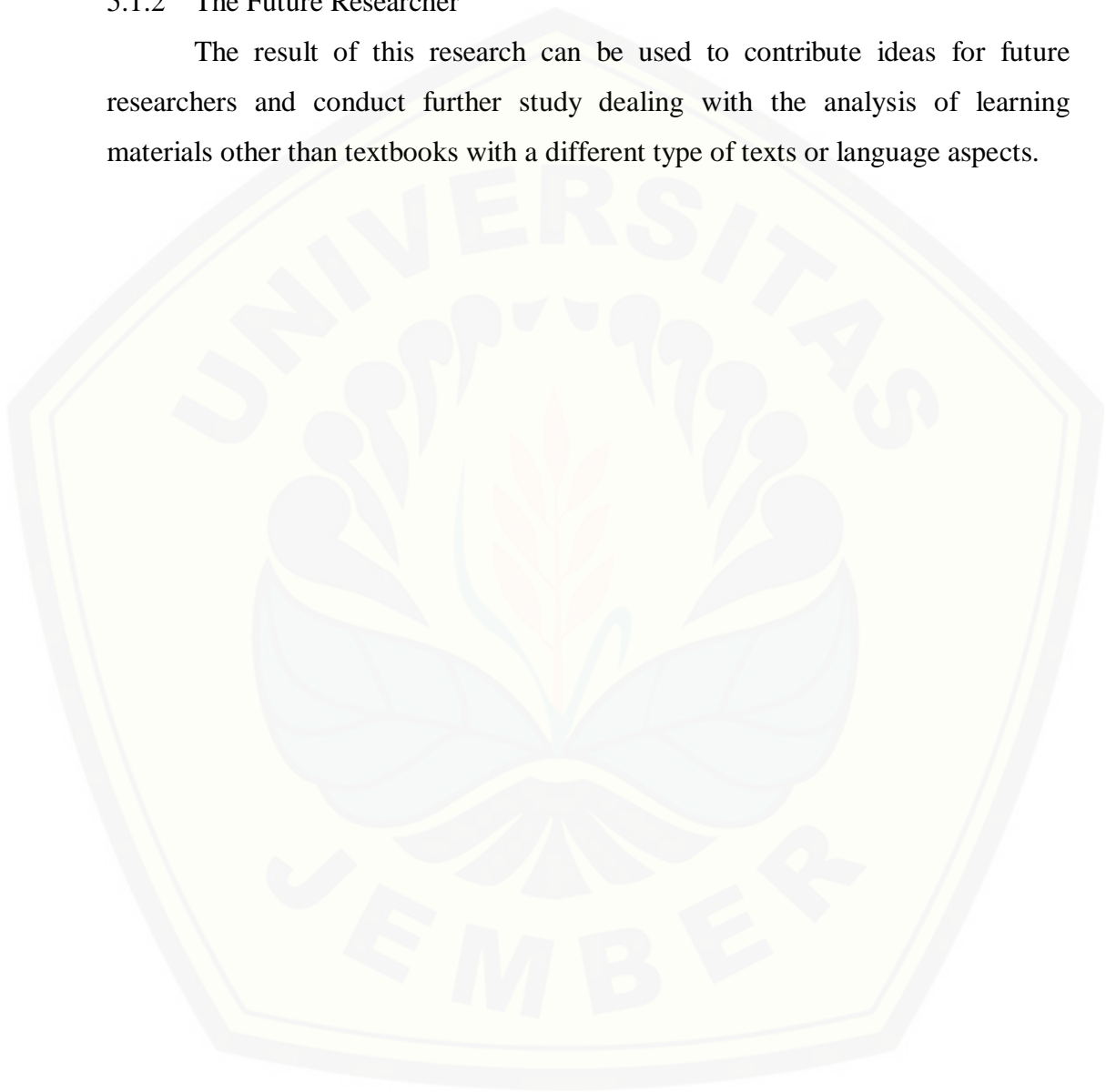
5.1.1 The English Teacher

The English teacher is suggested to be careful in choosing the texts with proper aspects, especially the structure and the transitional markers. Good texts are good tools for the students to learn the materials. However, the success of

student's learning achievement cannot depend only on a good text as a tool but it cannot be separated from teacher's ability in teaching and the way the teacher deliver the materials. So, the English teacher should prepare well for teaching, both for the learning tools and the mastery of materials.

5.1.2 The Future Researcher

The result of this research can be used to contribute ideas for future researchers and conduct further study dealing with the analysis of learning materials other than textbooks with a different type of texts or language aspects.



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Appendix A

RESEARCH MATRIX

Title	Problems	Variable	Indicators	Data Resources	Research Method
The Analysis of Text Organization of Descriptive Texts in the Textbook Entitled <i>Bahasa Inggris</i> for the Tenth Grade Students	<ol style="list-style-type: none"> How is the structure of descriptive texts in textbook entitled <i>Bahasa Inggris</i> for the Tenth Grade Students organized? How effective are the transitional markers used in in the textbook entitled <i>Bahasa Inggris</i> for the Tenth Grade Students? 	<ol style="list-style-type: none"> Paragraph organization Transitional markers 	<ol style="list-style-type: none"> The text structure: <ul style="list-style-type: none"> identification description Transitional markers of descriptive texts: <ul style="list-style-type: none"> addition comparison contrast exemplification time location result/consequences 	Document The English textbook entitled <i>Bahasa Inggris</i> for the Tenth Grade Students Published by Education and Culture Ministry	<ol style="list-style-type: none"> Research Design Document Analysis Research Data Descriptive texts in the textbook entitled <i>Bahasa Inggris</i> for the Tenth Grade Students Published by Education and Culture Ministry Data Collection Method Documentation Data Analysis Method Qualitative Analysis <ol style="list-style-type: none"> Analyzing the text organization of descriptive texts which its structure covers identification and description Analyzing the transitional markers which covers addition, comparison, contrast, exemplification, time, location, and result/consequences

Appendix B

**Descriptive Texts in Textbook Entitled *Bahasa Inggris*
for the Tenth Grade Students**

This is a descriptive text taken in the form of reading texts which describes a person.

Text 1

Reading

MY BEST FRIEND

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we've been friends ever since.

Dinda is good-looking. She's not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.

(Adopted from: Bahasa Inggris Kelas X, 2014:58)

This is a descriptive text taken in the form of reading texts with picture which describes a place.

Text 2

Reading

Tanjung Puting National Park



One of the internationally famous *ecotourism destinations* in Indonesia is Tanjung Puting National Park in the southwest of Central Kalimantan peninsula. Tanjung Puting National Park offers *impressive* experience to its visitors. This is called a park, but *unlike* any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most incredible animals in the world: orang utans and proboscis monkeys! The male proboscis monkeys are interesting because they have *enormous* snout. So, imagine yourself to be in the jungle and meet these special animals in their original habitat. What will you do when you meet them?

To see orang utans we should go to Camp Leakey. Camp Leakey is located in the *heart* of Tanjung Puting National Park. This is a rehabilitation place for *ex-captive* orang utans and also a *preservation* site. This camp was established by Birute Galdikas, an important scientist who has studied orang utans since 1971.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called *perahu klotok* which is a *boathouse* that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights.

The traveling in the boat offers another *unforgettable* experience. You

sleep, cook, and eat in that klotok, night and day during your journey into the jungle. In daylight, on your way to Camp Leakey, you can see trees filled with proboscis monkeys. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

(Adopted from: Bahasa Inggris Kelas X, 2014:70)

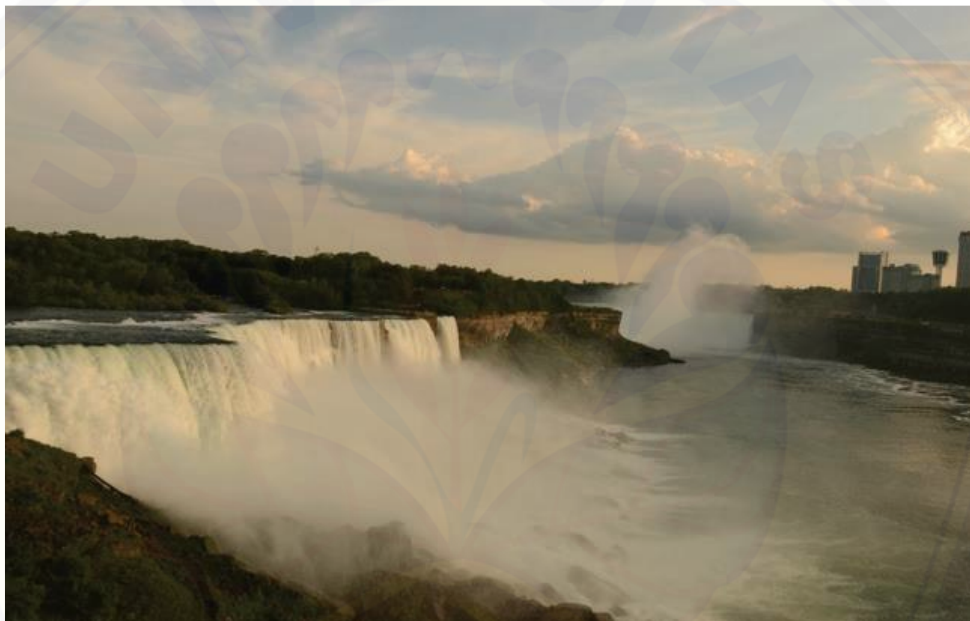


This is a descriptive text taken in the form of reading texts with picture which describes a place.

Text 3

Reading

VISITING NIAGARA FALLS



Niagara Falls is the collective name for three waterfalls that cross the international border between the Canadian province of Ontario and the USA's state of New York. They form the southern end of the Niagara Gorge. From largest to smallest, the three waterfalls are the Horseshoe Falls, the American Falls and the Bridal Veil Falls. The Horseshoe Falls lie on the Canadian side and the American Falls on the American side. They are separated by Goat Island. The smaller Bridal Veil Falls are also located on the American side, separated from the other waterfalls by Luna Island. There are various attractions that people can enjoy in Niagara Falls, six of them are described here.

The first to enjoy in Niagara Falls is *Cave of the Winds*. This attraction helps people get closer to the falls and go face-to-face with the pounding waters of the Falls. People can get soaked on the Hurricane Deck where they are just feet from the thundering waters. Waterproof clothing and sandals are provided. A trip at night when the Falls are illuminated in a rainbow of color is really amazing.

The second charm is *Maid of the Mist Boat Tour*. It is a world-famous scenic boat tour of the American and Canadian Falls for about a half-hour ride. People may access the tour via the Observation Tower elevator at Prospect Point in the state park. The boat operates mid-May until late October.

The next to visit in Niagara Falls is *Niagara Adventure Theater*. Here tourists may enjoy the most powerful and involving film experience that brings reality to life on a 45 foot screen. Audience members are given the privilege to discover the thundering Falls from a completely new and exhilarating perspective, and plunge over them. The theater shows hourly and free multi-language headsets are made available.

Niagara Science Museum is another place to visit. It is a sanctuary for the preservation and appreciation of old science instruments and philosophical apparatus.

The fifth point of interest is *Niagara's Wax Museum of History*. Here, life-size wax figures portraying dramatic history of Niagara Falls are presented to guests. They can see Fort Niagara Scene, Indian Village, old store, blacksmith and barber shop scenes and how electricity is made. Wax figures of Julia Roberts, Princess Diana and many more are displayed here, too.

Finally, people can also enjoy *Rainbow Air Helicopter Tours* above and around the American and Canadian Falls. The tours start from downtown, next to the entrance to the Rainbow Bridge, and open from 9am to dusk when weather permits. The tours operate every day from second weekend in May until October 31st.

The Niagara Falls are renowned both for their beauty and as a valuable source of hydroelectric power. Managing the balance between recreational,

commercial, and industrial uses has been a challenge for the stewards of the falls since the 19th century.

(Adopted from: Bahasa Inggris Kelas X, 2014:84-85)



Appendix C

Instruments of Analysis

1. Schematic Structure of Descriptive Texts (Pardiyono, 2012:105)

Genre	Elements
Descriptive	Identification: identifies topic or object to be described (It consists of one sentences or more, or a short of paragraph)
	Description: describes about what the object is like, concerning its physical appearance, size, color, parts, qualities, number, characteristics, etc. (It consists of one or more some short paragraphs)

2. A List of Transitional Markers Used in Descriptive Texts (Saraka, 1988:100-108, in Fardhani, 2005:129-131)

No	Transitional Markers	Function	Examples
1	Addition	To give more information	And, also, and then, besides, for another thing, furthermore, in addition, actually, plus, too, etc.
2	Comparison	To reveal significant likeness in thought	Like, compared with, in comparison with, in the same way, similarly, etc.
3	Contrast	To reveal significant differences in thought	Although, even so, however, in contrast, instead of. On the other hand, rather, unlike, etc.
4	Exemplification	To introduce illustration/examples	Especially, for example, for one thing, in particular, namely, usually, as if, etc.
5	Time	To indicate time or change of time	At night, during the day, in the meantime, temporarily, etc.
6	Location	To indicate location/change of location	Above, at the right, beyond, far behind, far ahead, on the other

			side, in the distant, at the bottom of, etc.
7	Result/ Consequences	To show causes/result/ consequences	After all, accordingly, as a result, because, due to, for, etc.

