# GENERIC STRUCTURE AND LANGUAGE FEATURES OF DESCRIPTIVE TEXT WRITTEN BY JUNIOR HIGH  SCHOOL STUDENTS OF SMP ISLAM KALIBARU

**THESIS**

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**ENGLISH EDUCATION PROGRAM**
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**FACULTY OF TEACHER TRAINING AND EDUCATION**
**JEMBER UNIVERSITY**
**2015**

**GENERIC STRUCTURE AND LANGUAGE FEATURES OF DESCRIPTIVE TEXT WRITTEN BY JUNIOR HIGH  SCHOOL STUDENTS OF SMP ISLAM KALIBARU**

**THESIS**

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Program, Language and Arts Department,
Faculty of Teacher Training and Education,
Jember University

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**2015**

**STATEMENT OF THESIS AUTHENTICITY**

I certify that this thesis is an original and authentic piece of work by myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

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Jember, May 5th, 2015

Boycod Kurniawan
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**DEDICATION**

*This thesis is honorably dedicated to my beloved parents, Mariono and Jumiyem, and my brother, Idul Manafa Damai, thanks for your never-ending love.*

## MOTTO

*Description begins in the writer's imagination, but should finish in the reader's.*

*(Stephen King)*

**CONSULTANT'S APPROVAL**

**GENERIC STRUCTURE AND LANGUAGE FEATURES OF DESCRIPTIVE**
**TEXT WRITTEN BY JUNIOR HIGH  SCHOOL**
**STUDENTS OF SMP ISLAM KALIBARU**

**THESIS**

Composed to Fulfill One of the Requirements to Obtain S1 Degree at
the English Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education,
Jember University

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**EXAMINERS' APPROVAL**

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First and foremost, I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength so that I can finish writing the thesis entitled "Generic Structure and Language Features of Descriptive Text Written by Junior High School Students of SMP Islam Kalibaru".

In relation to the writing and finishing of this thesis, I also would like to express the deepest and sincerest thanks to my advisors, Dr. Budi Setyono, M.A and Dr. Aan Erlyana Fardhani, M.Pd for their support, advice, guidance, valuable comments, shelter, that benefited much in finishing this thesis.

In addition I would like to thank the examination committee that have given me a lot of suggestions, the Dean of the Faculty of Teacher Training and Education, Jember University, My Academic Supervisor, the principal and the English teachers of SMP Islam Kalibaru Banyuwangi.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, February 2015

The Writer

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**Generic Structure and Language Features of Descriptive Text Written by Junior High School Students of SMP Islam Kalibaru;** Boycod Kurniawan, 080210491039; 2015: 62 Pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Indonesian students learn English as a foreign language. Ellis (1996:12) states that the process of learning English as a foreign language is a language learning that takes place in setting where the language plays no major role in the community and is primarily learnt only in the classroom.

The different language system is one of the factors towards students' writing error. The negative interference from the students' native language that is different from English language rules overwhelmed them in applying the structure and the words used.

The problems also happen to the students' descriptive paragraph writing of SMP Islam 1 Kalibaru. The teacher told the researcher that the students made some errors in their writing, both the generic structure and the language features. They got difficulties in developing good generic structure and applying the language features, especially simple present tense.

This research was intended to analyze the patterns of the generic structure and language features of descriptive text writing written by the high achievers of the eighth grade students of SMP Islam Kalibaru who got score 80 or higher on semester exam. This research subjects were the high achievers of the eighth grade that was determined purposively. The researcher chose all of the high achievers as the research participant.

The method to collect the main data was administering a writing test. Interview and documentation were used to collect the previous scores of semester exam from the English teacher. In the test, the high achievers were assigned to write descriptive text with the topic "Famous Person" in 40 minutes. The writing test was

not to take the students' scores but only to collect the students' works by analyzing the aspects of generic structure and language features of the compositions.

In the aspect of generic structure, the results of the research revealed that all the high achievers had fullfilled the requirements of identification which was reflected from the existence of the phenomenon which was stated in the identification. The research also revealed that the high achievers still had not be able to write a good description. They had difficulties in developing main idea into paragraph and did not understand the paragraph parts that should be written in descriptive text.

In the aspect of language features, the research revealed that high achievers were able to apply simple present tense correctly in writing identification of descriptive text. Meanwhile, most of the high achievers got problem in applying simple present verbs, subject agreement,  and "be" in writing description of descriptive text.

The result showed that the high achiever students of the eighth grade of SMP Islam Kalibaru were able to organize identification of descriptive text, but they still had problems in organizing description of descriptive text and applying simple present tense. Then, it was suggested to the English teacher to improve their way of conveying knowledge of organizing description and the use of simple present tense to the students.

## CHAPTER 1. INTRODUCTION

This chapter presents some reasons underlying the importance of conducting this research. It includes research background, research problems, research objectives, and significances of the research.

### 1.1 Research Background

This descriptive study investigated the phenomenon of students' descriptive text writing in junior high school. The purpose of this study was to know whether the students' writing meet the expectation of the curriculum or not. To know the real condition of students' writings, the researcher conducted this research to portray features of Descriptive text writing produced by the students.

Recently, communication has become a common issue for most people around the world including for the students. English is considered as an International language and widely used in all aspects of communication around the world. In Indonesia, English is a compulsory subject which is taught to the students from junior high school to university and a local content in elementary school.

Indonesian schools today have applied curriculum 2013 and Institutional Level Curriculum / Kurikulum Tingkat Satuan Pendidikan (KTSP). The curriculum 2013 is only applied to grade 7-8 for Junior High School, and grade X-XI for Senior High School. The KTSP curriculum is applied in grade IX for Junior High School, and grade XII for Senior High School.

In English subject, there are four skills which are needed to be mastered. They are speaking, listening, writing and reading. The researcher chose writing as the variable of the research because it was considered as the most difficult skill and the students of SMP Islam Kalibaru had crucial problems dealing with that skill. The objectives of teaching English as stated in 2013 curriculum is to try, to process, and to provide in concrete domain (Using, explaining, arranging, modifying, and making) and abstract domain (writing, reading, counting, and drawing) based on the materials given and other references which are similar in the point of view or theory

(Depdiknas, 2013:73). In addition, it is also stated in 2013 curriculum (Point 4.4) that the basic competence of writing in the eighth grade of junior high school is "arranging short and simple descriptive text in oral and written form about people, animal, and thing by looking at the purpose, text structure, and language features correctly" (Depdiknas, 2013:73).

Indonesian students learn English as a foreign language. Ellis (1996:12) states that the process of learning English as a foreign language is a language learning that takes place in setting where the language plays no major role in the community and is primarily learnt only in the classroom. It indirectly informs that English is rarely used in communication outside the classroom. As a result, the students lack of practice and it causes them tend to produce some errors in their English communication either in speaking or writing.

The different language system is one of the factors towards students' writing error. The negative interference from the students' native language that is different from English language rules overwhelmed them in applying the structure and the words used. The negative interference means that speakers and writers transfer items and structures that are not the same in both languages. In this case, Richards (1980:19) states that interference from habits of the first language which is not identical to the second language will cause errors. The example of habbits can be found in the us of be. Indonesian language does not have be and tenses, while English language does.

Writing as one of the language skills is considered to be the most difficult skill by the students. Richards (1990:100) states that learning to write in either a first or second language is one of the most difficult tasks a learner encounters and fully masters. Furthermore, Heaton (1991:135) notes that writing skill is complex and difficult to be mastered because it requires certain skills, such as grammatical skills, stylistic skills, and mechanical skills. Good grammar skills are essential for effective and meaningful communication. By understanding the common mistakes made in grammar, a writer can express their thoughts in writing clearly to convey their

intended meaning. Stylistic skill is used to enhance a piece of writing's aesthetic, emotional or intellectual appeal. Meanwhile, mechanical skill is important to take on a whole new meaning. It gives directions to their readers about which way a sentence is going. It is also used to avoid ambiguity of a sentence.

Related to the research, grammatical skills mean the language features used in developing the text. Stylistic skills mean the way how the writer express his or her ideas. Meanwhile, mechanical skills mean the aspects used to support the writing. It includes puctuation, capitalization, etc. In this case, Wingersky, et al. (1999:3) say that writing is a process to discover, organize, and communicate writer's thought to the reader. In the process of discovering, it could be simply done by brainstorming and categorizing ideas and put them into the outline of the writing. Organizing the material in writing involves coherence, order of importance, and general to specific, specific to general, chronological order that happen from the beginning to the end. Meanwhile, communicating means that the writer needs good writing ability to make the readers understand his ideas. This is because the amount of shared knowledge between writer and reader is less than usually found between speaker and listener. The readers can only understand the message in writing if the writer can arrange, explain, and tell his ideas briefly and orderly with good organization, diction, and structure.

Problems were noticed in the descriptive text writings of SMP Islam Kalibaru students. The teacher told the researcher that the students made some errors in their writing, both the generic structure and the language features. They got difficulties in developing good generic structure and applying the language features, especially simple present tense. Therefore, this research focused on the students' descriptive text writing. In this research, descriptive text was used because it is included in syllabus of curriculum 2013 used by SMP Islam Kalibaru as one of the text genres that should be taught to the eight grade students.

The writer used descriptive text as the variable of the research because it is a material that is should be taught in the odd semester of 2014/2015 academic year. It

includes developing the identification and the description as the generic structure of decriptive text and the use of simple present tense as the language feature of descriptive text.

Concerning with this problem, the findings of the previous researchers were important to be used as the reference related to the students' Descriptive text writing. In her research entitled "An analysis of the seventh year students' morphological errors in descriptive paragraph writing at SMPN 1 Kalibaru in the 2010/2011 academic year", Riantini (2011) tried to describe the types of morphological errors in Descriptive text writing made by the students. The result of her research showed that the students still made some morphological errors in descriptive paragraph writing. This errors might happen since the teacher did not use other media except the book in teaching English to the students. Meanwhile, Mu'alimah (2006) in her thesis entitled "Grammatical error analysis of Descriptive paragraph writing made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year", tried to describe students' grammatical errors. She reported that there were 83 errors made by the students of senior high school in writing the descriptive paragraph. The identification showed 57 syntactical errors and 26 morphological errors. The last previous research was taken from Gustini's (2007) thesis entitled "An analysis of the second grade students's ability at SMP Pertiwi 1 Padang". She tried to describe the ability of the second grade students in writing generic structure and in using language features. The result of the data analysis showed that student's ability in writing a descriptive text at SMP Pertiwi I Padang fullfilled the expectation of the curriculum.

Those three researchers are similar with the writer's thesis in the research design and the learning material, but different in data analysis method. They used quantitative to analyze the data, while the writer uses qualitative. Besides, they describe the ability or the result of the students' writing, while the writer describes the students' writing characteristic. Based on the explanation given, the researcher was interested in conducting a research entitled *"Generic Structure and Language*

*Features of Descriptive Text Written by Junior High School Students of SMP Islam Kalibaru".*

## 1.2 Research Problems

Based on the research background above, the problems of this research is formulated as follows.

1. How do students of SMP Islam Kalibaru organize identification and description as the generic structure of a descriptive text?

2. How do students of SMP Islam Kalibaru apply simple present tense in writing a Descriptive text?

## 1.3 Research Objectives

Based on the research problems, the objectives of this research are as follows.

1. To describe the identification and the description as the generic structure of Descriptive Text written by the students of SMP Islam Kalibaru.

2. To describe the use of simple present tense in the descriptive text written by the students of SMP Islam Kalibaru.

## 1.4 Significances of the Research

The result of this research was expected to contribute to the English teachers, students, and other researchers.

1. The English teachers

The research result gave the English teacher information about the students' descriptive text writing pattern, especially in organizing identification and description as the generic structure and information about the characteristic of the language features. Hopefully, it could be used by the English teacher as a reference to help the students encounter their problems.

2. Other Researchers

The research is hopefully used by other researchers as a source of information to conduct a further research dealing with the similar topic, but by observing the other language feature aspects, such as the use of adjectives, specific nouns, detailed noun phrase, relating verbs, and thinking verbs.

**1.5 Research Scope**

The scope of the research was focused on describing the students' descriptive text of person writing, especially on the generic structure and language feature written by the eighth grade students of SMP Islam Kalibaru in 2014/2015 academic year. The generic structure consists of identification and description of descriptive text. Meanwhile, the researcher took only one of language feature as the research variable, it was the use of simple present tense.

## CHAPTER 2. LITERATURE REVIEW

This chapter presents the literature review related to the study. They are Competence in the 2013 English Curriculum, Kinds of Writing, Descriptive text and Its Type, Characteristic of Descriptive Text, Model of Descriptive Text Writing, English Tenses, and Simple Present Tense. Each issue will be presented in the following parts respectively.

### 2.1 The Statement of Competence in the 2013 English Curriculum

Most schools in Indonesia have applied 2003 curriculum. The students of Junior high schools, especially grade 8, are required to be able to write text in English, especially kinds of English text, such as short functional text (greeting card, short message, notice), Narrative text, Descriptive text, Recount text, and Procedure. Related to the research, the writer tries to explore more about students' descriptive text writing. It is also stated in curriculum 2013 that students must be able to write or arrange descriptive text about person, animal, and thing orally and written form. They must understand deeply about the structure of the text, the grammatical features of the text, and connect them with the context. In conclusion, writing in 2013 curriculum emphasizes the linguistic and mechanic as well. The linguistic includes the knowledge which is used to generate the ideas. Meanwhile, the mechanic includes the purpose and the structure of the writing itself.

### 2.2 Kinds of Writing Text

Each English text has their own form. It can be implied that the function, the generic structure and the language feature among the text are different.

### 2.2.1 Narrative

Narrative is a kind of text which tells us a story or it presents a unify sequence of events that add up to something, a plot with some kinds of point (Chatman, 1993:8). The structure of the text is as follows.

1. Orientation: Introduces the character, place and time.

2. Complication: Develops a conflict.

3. Resolution: End of the conflict.

4. Coda: (if any) shows the change that happens to the characters and the moral value of story.

### 2.2.2 Descriptive

Descriptive paragraph is a paragraph that is used to describe a person, a place, or an object so precisely that the reader "sees" the item clearly in his or her imagination (Wong, 1998:373). The structure of the text is as follows.

1. Identification: Introduces the person, thing, or place that will be described.

2. Description: Pictures the characters of person, thing or place that is being talked about. Mostly, a description uses simple present tense but sometimes it uses simple past tense when the person, thing or place that is talked about no longer exists.

### 2.2.3 Recount

Recount is a text that retells events for the purpose of informing and entertaining . It tells an event or an experience happened in the past (Gerot and Wignell, 1994:194). The structure of the text is as follows.

1. Orientation: Gives information about who, what, when and where.

2. Report of event or activity (in chronological order).

### 2.2.4 Procedure

Procedure is designed to describe how something is accomplished through a series or steps (Goatly, 2000:30). The structure of the text is as follows.

1. The goal (the aim/the purpose of the text)

2. The material (not required for all procedural text).

3. Step (goal followed by a series of steps oriented to achieving the goal).

**2.3 Descriptive Text and Its types.**

Descriptive writing creates an impression in the reader's mind of an animal, a place, a person, or thing. The writing will be set a mood or describe something in such a detail that if the reader saw it, they would recognize it. Descriptive writing will bring words to life and makes the text interesting.

**2.3.1 Definition of Descriptive Text**

One of the text types that should be learnt by the students in junior high schools level is descriptive text. According to Langan (2001:175), the writing is called as descriptive paragraph writing when it describes, explains, or defines something by relating with things which are already known, so that the word becomes as vivid and real as possible. This implies that it deals with the subject concretely and relies on sense impression. Moreover, Gerot and Peter (1994:214) state that descriptive is a kind of text which is aimed to describe a particular person, place, or thing. From the definitions above, the writer concludes that descriptive text is a text which aims to describe particular things, such as people, animal, and place. It may be used to describe more about the appearance of people, their character or personality. Descriptive text reproduces the way things look, smell, taste, feel, or sound.

Another definition about a Descriptive text is based on Tomkins (1994:111). He points out that descriptive writing is painting pictures with words, meaning that in writing a descriptive paragraph, a writer should try to visualize something or someone using vivid words in order to show a clear picture of what he or she is describing.

**2.3.2 Types of  Descriptive Text**

There are two kinds of descriptive paragraph writing, based on the function of the paragraph itself (Muhyidin, 1988:87). They are descriptive text of place and descriptive text of subject. In addition, it is noted that descriptive text of subject is

divided in to three kinds. They are descriptive text of animal, person, and thing. To make it clear, the diagram about types of descriptive text is given below.

*The diagram of Descriptive Text Types*

```
                    ┌─────────────────────┐
                    │ Types of Descriptive│
                    │        Text         │
                    └─────────────────────┘
                              │
            ┌─────────────────┴─────────────────┐
  ┌──────────────────────┐       ┌──────────────────────┐
  │ Descriptive Text of  │       │ Descriptive Text of  │
  │        Place         │       │       Subject        │
  └──────────────────────┘       └──────────────────────┘
                                            │
                    ┌───────────────────────┼───────────────────────┐
       ┌──────────────────────┐  ┌──────────────────────┐  ┌──────────────────────┐
       │ Descriptive Text of  │  │ Descriptive Text of  │  │ Descriptive Text of  │
       │        Animal        │  │        Person        │  │        Thing         │
       └──────────────────────┘  └──────────────────────┘  └──────────────────────┘
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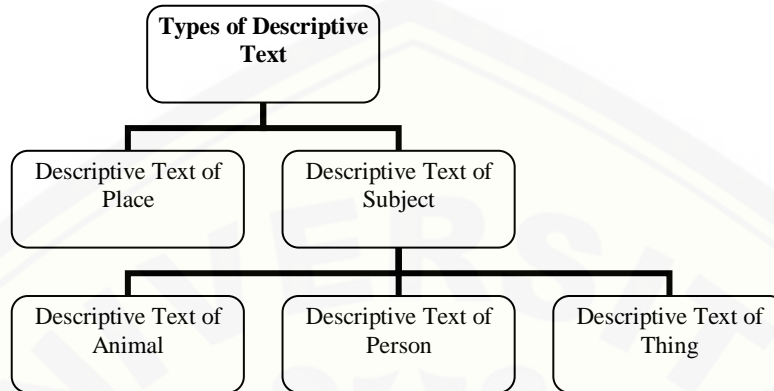
**1. Descriptive Text of Place**

A descriptive text of a place is a text that is aimed to give real imagination to the readers about the way a place looks like. In addition, the sentences in descriptive paragraph writing should not be randomly arranged. The description about the idea must be organized well so that the reader can imagine the idea being described clearly.

This kind of descriptive text talks about place, and the text organization is divided into two parts. They are Identification and description parts. Each parts consist of different information. For identification part, the information are about:

a) Name (a city / town / construction, etc.).
b) Reason for choosing the place (i.e. What it is famous for, what makes it so special).

In writing identification part of descriptive text, it must contain those two things above. Meanwhile, For description part, the information are about:

a) General features (Location, Surroundings, Population, Areas, Facilities, Main activities).

b) Physical features (age, size, colour, materials, e.g. The temple, with 10 metre tall marble columns, was built in 800 BC).

c) Details relating to the senses (sight, hearing, smell, touch, taste, e.g. Visitors' footsteps on the worn stone floors echo through the cool, dark corridors, disturbing the tranquil silence).

d) Feelings / Impressions of the place, e.g. Tourists are fascinated by its air of mystery. Comments / Recommendations for visiting, preserving or investing in the place (Kautzer, et al., 2003:44).

In writing description, it must contain one of the four things above. To make it clear, the example of descriptive text of place is given below.

### *Venice*

*One of the famous cities in Italy is Venice. It gets its popularity because Venice is a rich and interesting city. It has a lot of history documentations and offers a lot of attractive things to visitors.*

Identification

*Venice has been established over 2000 years ago when waves of barbarians drove people out of their homes in various Roman cities. Around years 800-1100 AD, Venice underwent a period of growth, and became more centralized. It gradually developed into a city state, which is essentially a self-governed region of a country that trades freely among others.*

Description

*As Venice gradually developed, it became a prominent player in the sea trade of the time. It was set upon by many different threats. Pirates became the hugest problem. Fewer and fewer shipments were making it through the treacherous water. It happened when the Republic of Venice decided to move the operations to the eastern shores.*

*When we think of Venice, the first thing which comes to mind is canals. They are considered the trademark of the city. Canals are mostly recognizable for providing the main form of transportation throughout the*

*city. Visiting Venice brings a rich aura of history and culture. Floating through the canals for an afternoon makes for a memorable experience, and it's one that any traveler commonly enjoy.*

Identification

(http://freeenglishcourse.info)

From the example of descriptive text of place above, it can be seen that the first paragraph indicates an identification. It is reflected from the existence of phenomenon described, Venice. The interesting part of the subject is that the city is rich and has a lot of history documentations. Then, continued by the next paragraphs which discuss about the general features and physical features of the subject. It indicates the description part of the paragraph.

## 2. Descriptive Text of Subject Covering Person, Animal and object

A descriptive text of subject is a text that is aimed to describe a subject. A writer can describe the physical appearance of the subject. It can be started by translating into words exactly what the subject looks like. In addition, Rotter (1978:91) states that descriptive writing is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of the characters, places, objects etc.

### a. Descriptive text of Person.

This kind of descriptive text talks about person. In describing a person, it is not usually focused on subject's activity. It should focus on the physical appearance, personality, and the way she/he dress instead. The paragraph is not about an activity such as *"sister's dancing lesson", "friend's soccer game", "Brother's toy cars"* etc. When describing the activity, it is considered as Narrative. The title of descriptive text of person could be *"My lovely sister", "My best friend", "My brother",* etc.

Furthermore, In descriptive text of person, it does not always use present tense. In some cases, it is possible to use simple past tense when describing about the life story of the subject.

The text organization is divided into two parts. They are Identification and description parts. Each parts consist of different information. For identification part, the information are about:

a) The person's name, occupation, a profession, and a career

b) What are important/interesting from her or him

In writing identification part of descriptive text, it must contain those two things above. Meanwhile, For description part, the information are about:

a) The Physical attributes or Overall appearance. It includes the face (eyes color/shape, skin color, the shape of the nose, eyebrow, dimples, freckles, hair color/type, height, weight, voice, etc)

b) Clothing. It includes what she/he is wearing (Jewelry, hat , shoes, etc) and how she/he dress.

c) Personality observations. It includes behavior, mannerism (Happy, Lucky, Angry, Rude, Funny, Morose, Boring, etc.) (Kautzer, et al., 2003:31).

In writing description, it must contain one of those three things above. To make it clear, the example of descriptive text of person is given below.

### *Devya Dinda*

*A pretty girl who is sitting on the chair is Devya Dinda. People call her Dinda. She is my best friend. She is very kind person.*

Identification

*Dinda's body is little bit fat. She is not too high which only around 164 cm. She has a long black hair that is always neatly tied up. The pony in front of her head covers her forehead. She has a white skin and two beautiful black round eyes with flicks eyebrow. Her noose is not too sharp but also not too flat. Her round face and chubby cheeks make people want to touch it. She has a sweet little red lip coupled with some soft hairs above look like a mustache which add her sweetness as a girl.*

Description

*Dinda is very energetic and active girl. She also always notices her style in dressing. She always dress attractively combined with accessories*

*such as clocks, bracelets, rings going well with the clothes that she wears. Therefore, she is called as a Miss Fashionista by most of my friends.*

> *Dinda is a cheery girl. She always laughs when I or the other friends taunt her. I also get confused because she is hard to get angry. She is also one of smart students in my class. She always gets good grades in my class and becomes teacher's favorite students at school. Besides smart, she is also quite friendly with everyone. Dinda is easy to get a new friend because she is fun to talk to the new people. No wonder she is liked by everyone in the school and became the idol of the men, including myself.*

Description

(http://freeenglishcourse.info)

From the example of descriptive text of person above, it can be seen that the first paragraph indicates an identification. It is reflected from the existence of phenomenon described, Devya Dinda. The interesting part of the subject is that Devya Dinda is a kind person. Then, continued by the next paragraphs which discuss about the physical appearance and the personality of the subject. It indicates the description part of the paragraph.

## c. Descriptive text of Animal

This kind of descriptive text talks about animal. In describing an animal, it is important to take note that the writer must not tell a story about the animal and must not describe the animal in general term. If the writer describes the animal in general term, it is not a descriptive text, but report text.

The text organization is divided into two parts. They are Identification and description parts. Each parts consist of different information. For identification part, the information are about the phenomenon of the animal and the interesting part of it. Before generating the identification, the followings must be kept in mind.

a) Using concrete, specific words to describe the phenomenon.

b) Choosing an object that can only be observed firsthand.

c) Avoiding to write speech expressions such as "I am going to describe.....", or "Let me tell you about my...." in the identification paragraph. Use report expression instead such as *"I have a pet in my house. Its name is..."*.

d) Avoiding to describe the object in general terms

Meanwhile, For description part, the information are about:

a) Appearance. It includes the color, the shape, the looks, the unique features (tail, ears, nose, stripes, spots, whiskers, fur, feather, hair, skin etc).

b) Texture. It includes what it feels like (Is it smooth or rough, soft or hard, furry or scaly, etc) and what its texture reminds of.

c) Sound. It includes noise, volume, and what its sound reminds of.

d) Behavior. It includes the move (slither, crawl, climb, flap, dash, zip) and unique behaviors (Kautzer, et al., 2003:22).

In writing description, it must contain one of those four things above. To make it clear, the example of descriptive text of animal is given below.

### *My Cat*

*I have a cute cat in my house. Her name is Rosa. She is a local cat. He comes from nowhere to my house.* — Identification

*Like an ordinary local cats, Rosa's fur is not too thick. Her fur is white and black. There is a heart-shaped pattern on her body that makes her so unique. Looking at her body, I know that her age is not more than five months. Rosa's body is not long enough. The length is only about 20 cm. Although she is short, but she is very cute and adorable.* — Description

*Moreover, she is very active when plays with me. She can spend a lot of time just to play. She also can spend many hours to sleep. Everyday, I never forget to feed Rosa. She like eating fish and milk. Sometimes, I also give she dry cat foods. When I feed her, she will wiggle her tail that shows she is very happy. I really like Rosa. She is my first pet. She also has become my best friend.*

(http://freeenglishcourse.info)

From the example of descriptive text of animal above, it can be seen that the first paragraph indicates an identification. It is reflected from the existence of phenomenon described, Rosa. The interesting part of the subject is that Rosa is a cute cat. Then, continued by the next paragraphs which discuss about the apearance, texture, and behaviour of the subject. It indicates the description part of the paragraph.

**d. Descriptive text of an object/a thing**

This kind of descriptive text talks about thing. The text organization is divided into two parts. They are Identification and description parts. Each parts consist of different information. For identification part, the information are about the phenomenon of the thing and the valuable part of it. Meanwhile, For description part, the information are about:

a) Appearance. It includes the color, the shape/form, the features, and the surface.

b) Texture. It includes what it feels like (smooth or rough, soft or hard, furry or scaly) and what the texture reminds of.

c) Smell. It includes what its smell like, how the smell makes feeling/reacting, and what the smell reminds of.

d) Sound. It includes noise, volume, and what its sounds remind of (Kautzer, et al., 2003:17).

In writing description, it must contain one of those four things above. To make it clear, the example of descriptive text of thing is given below.

### *My Smartphone*

*I have a Smartphone. It is sophisticated and very useful for me. I bring it everywhere in order to help me connect to my family and my friend.*

Identification

*My Smartphone color is black. It has a 5 inch screen. The width is about 5 cm and the thick is no more than 1 cm. This is the latest product from Sony. For*

Description

*the size is not to big, I can put it in my pocket. It has a good camera and it can produce good quality videos.*

*My Smartphone also has very good color display. The performance of this phone is also great. It supports me to play games with high system requirements. Besides, it supports to access the internet with very high speed. I really love this Smartphone because it helps me so much.*

Description

(http://freeenglishcourse.info)

From the example of descriptive text of place above, it can be seen that the first paragraph indicates an identification. It is reflected from the existence of phenomenon described, My smart phone. The interesting part of the subject is that the smart phone is sophisticated and useful. Then, continued by the next paragraphs which discuss about the appearance of the subject. It indicates the description part of the paragraph.

Based on the statement above, the researcher concludes that the type of Descriptive text are Descriptive text of Place, Descriptive text of Person, Descriptive text of animal and Descriptive text of thing. Each types of Descriptive text has their own characteristic in generating the content. The adjectives, the expressions, and the vocabularies used are different. The details characteristic difference among those descriptive texts can be seen in the explanation below.

**2.4 Characteristics of Descriptive Text**

Descriptive text is usually used to help writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc. To complete our intention, here are the characteristics of a descriptive text.

**2.4.1 Generic Structure**

Generic structure can be simply meant as the way in which elements of a text are arranged to match its purpose. This structure can be observed by readers, and writers will use this knowledge to structure their writing, depending on their purpose.

According to Hammound, et al. (1992:78), the generic structure of a descriptive text is shown in the following table:

Table 2.1. The generic structure and the functions of descriptive text.

| Generic Structure | Function |
| --- | --- |
| Identification | Identifies the person, place, or thing to be described |
| Description | Describes parts, qualities, and characteristics |

According to Doddy, et al. (2008:119) the structure of descriptive text is divided into two parts: an identification and a description. The identification part is the part where the writer of descriptive text identifies phenomenon to be described. The description part describes parts, qualities, and characteristics. Description text focuses on specific participants. It normally uses simple present tense. Stanley, et al. (1992:152) state that description presents the appearance of things that occupy space, whether they are objects, people, buildings or cities. This means that the aim of a descriptive writing is to convey to the reader what something looks like.

In addition, Smalley, et al. (2001:66) support that a descriptive writing uses sensory details to paint a picture of a place, a person, or an object. The details in descriptive writing should not only be logically arranged but also vivid. As a painter with words, we want to give the reader as precise a picture as possible; otherwise, the reader will have only a vague sense of what we are describing. To make the details more vivid, we need to modify them (*Modify* means to restrict or narrow down the meaning).

In addition, D' Angelo (1980:116) stated that description is a mental process, a way of perceiving objects in space and time. From the definitions above, the writer concludes that the general characteristics of a description include: elaborate use of sensory language (what is heard, seen, smelt, felt, and tasted; rich, vivid, and lively details and the use of active verbs). Descriptive writing can be used in the following ways: to make scenes realistic and memorable, to help readers experience an emotion,

to share your feelings more clearly, to bring characters to life, to convey key ideas, and to help readers feel like they are on the scene. Therefore, these guidelines can be followed when we write descriptive pieces: (1) start by deciding on a method of organization, spatial organization, for example, works especially well if the details are mainly visual. If we are describing an animal, consider parts of the animal; (2) select a point of view, the vantage point from which we will relate details; (3) clearly identify the subject; (4) use details to create a strong mood or feeling about the subject; (5) as we write, draw on all five senses: sight, touch, hearing, taste, and smell.

### 2.4.2 Language Features

When writing to communicate, writers use their knowledge of language features, grammar and the features of written texts. Features of written texts include the length and layout of the text, the different parts of the text and the cohesive devices, such as the sequencing of paragraphs, that link the parts. According to Jaya, et al. (2008:14), a descriptive text uses;

1) Specific Nouns, e.g. my car, my new house, my dog, etc. Using specific nouns gives readers a more concrete vision of what is writing about. It makes the passage more engaging and vivid.

2) Simple Present tense, e.g. I live in a simple house; the house is very beautiful; it has a wonderful park. Simple present tense is used to state description, definition, and statements of general truth.

3) Detailed Noun Phrase to give information about subject. E.g. I have a white skinned girl friend, etc. Noun phrases often function as verb subjects and objects, as predicative expressions, and as the complements of prepositions.

4) Some adjectives (describing, numbering, classifying), e.g. two strong legs, sharp white fangs, etc. Adjectives are words that describe or modify another person or thing in the sentence.

5) Relating verbs to give information about subject, e.g. My mum is really cool; it has very thick fur, etc. Relating verbs are commonly used in descriptions, both general and particular.

6) Thinking verb or feeling verb to express personal writer view about subject, e.g. Police believed the suspect is armed; I think it is a clever animal, etc. Thinking Verb is a verb which is related to thinking activity.

7) Action verb, e.g. Our new puppy bites our shoes; my cat eats mouse, etc. Action Verb is a verb which shows real activity, it can be seen and heard.

## 2.5 Model of Descriptive Text Writing

Descriptive paragraphs include details that appeal to the five senses: sight, taste, touch, smell, and hearing. In a descriptive paragraph, the writer must convey information that appeals to all the senses, in order to give the best possible description to the reader. It is recommended to make sure to choose a meaningful person, place, or thing to be described.

### 2.5.1 Descriptive text of Place

**Natural Bridge National Park**

| Identification | { | Natural Bridge National Park is a luscious tropical rainforest. |

It is *located* 110 kilometers south of Brisbane and is reached by following the Pacific Highway to Nerang and then by traveling through the Numinbah Valley. This scenic roadway lies in the shadow of the Lamington National Park.

Description

The phenomenon of the rock forms into a natural 'arch' and the cave through which a waterfall cascades *is* a short 1 kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms.

Picnic areas *offer* toilets, barbecues, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

(Depdiknas, 2003:46)

**2.5.2 Descriptive text of Animal**

**My Pet**

Identification

    I have a pet. It is a dog, and I call it Brownie because the color is brownish yellow.

Description

    Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

(Jaya, et al., 2008:47)

**2.5.3 Descriptive text of  Thing**

**A Friendly Clown**

Identification

    On one corner of my dresser sits a smiling toy clown on a tiny unicycle, a gift I received last Christmas from a close friend.

Description

    The clown's short yellow hair, made of yarn, covers its ears but is parted above the eyes. The blue eyes are outlined in black with thin, dark lashes flowing from the brows. It has cherry-red cheeks, nose, and lips, and its broad grin disappears into the wide, white ruffle around its neck.

    The clown wears a fluffy, two-tone nylon costume. The left side of the outfit is light blue, and the right side is red. The two colors merge in a dark line that runs down the center of the small outfit. Surrounding its ankles and disguising its long black shoes are big pink bows. The white spokes on the wheels of the unicycle gather in the center and expand to the black tire so that the wheel somewhat resembles the inner half of a grapefruit. The clown and unicycle together stand about a foot high.

    As a cherished gift from my good friend Tran, this colorful figure greets me with a smile every time I enter my room. (Richard Nordquist)

(Nordquist, R)

All those three paragraphs are similar in generic structure and language features. They are different in content. Each type of descriptive text has their own characteristic in generating ideas of each paragraph.

**2.6 English Tense**

The concept of tense in English is a method that is used to refer to time - past, present and future. According to Hornby, (1995:427), Tense means verb form that shows the time of the action. It does not matter whatever the tense means, if someone wants to talk about tense he or she may not escape from grammar because tense is part of structure. Grammar may be roughly defined as the way a language manipulates and combines words in order to form longer units of meaning.

In 2013 Curriculum, English teaching in junior high school covers four competences; they are listening, speaking, reading, and writing. Those basic competences are integratedly taught because the main goal of teaching English is that students are able to develop their communicative skills in both written and spoken English. In addition, the language components – structure, vocabulary, spelling and pronunciation – are not separately taught. They are to support the development of those basic competences.

For most Indonesian students,  it is difficult to use correct structure in English. This is mostly because the students are influenced by their mother tongue on the acquisition of the new structures. The students often find some problems with grammar, vocabulary, spelling, pronunciation, and the like. Nevertheless, they usually face difficulty in English grammar that is in arranging words into correct utterances or sentences. It can be considered that grammar is one of the most important parts of English to communicate with others.

In writing a descriptive text, the students are expected to be able to master the language features of the text. One of the language features of Descriptive text is the use of simple present tense. Grammar is one of the basic components of language

which must be learnt by students before they write a paragraph. It because in writing a paragraph, it always involves grammar in every sentence.

It has been mentioned above that tense means time. English has sixteen different tenses. These sixteen tenses are different from one to another. The differences happen in the forms of the verbs used and the time of verbs action takes places. In other words, we may say that an English verb will vary to its usages.

Related to the aspect of the research, the writer only described deeply about Simple Present Tense, because as the writer discusses earlier, the most common problem faced by the students in applying the language features of a Descriptive text is using Simple Present Tense correctly.

## 2.7 Simple Present Tense

In a particular time, Simple Present Tense shows clearly that in English, tense is not the same as time. Simple Present Tense is the tense for the description, definition and statements of general truth. Rebecca (1972:71) says that Simple Present Tense expresses perceptions, feelings, or states that occur or exist at the moment of speaking. The perception, feelings, or states may, extend somewhat beyond the moment of speaking, but the focal point is the immediate present.

### 2.7.1 Two Basic Categories of English Sentence

The important thing to learn English is tenses. If we have mastered tenses, it will be easy to use English. Yet, in fact, to start studying tenses, little things are often overlooked. It is necessary for the English learner to know the form of sentence before they learn about tenses, because it has significant correlation with English tense.

In terms of the predicate, English sentence is divided into two groups, they are Verbal sentence and Nominal sentence. Verbal sentence is a sentence which uses verb as the predicate. Verb that has not changed from its basic form is started by "to" and it is called infinitive or Non-finite verb. Meanwhile Nominal sentence is a sentence without verb, but it uses tobe as the subtituter of verb (Suyoto, et al., 1998:23). For

example, To read, to speak, to study, to write etc. When the verbs have been used as a predicate, "to" must be avoided. If the sentence is a nominal sentence, it uses tobe as subtituter. For example: am, is, are. The following is the difference between Verbal and Nominal structure.

Table 2.2 Verbal and Nominal Sentence

| Verbal Sentence | Nominal Sentence |
|---|---|
| She learns English | I am a student |
| I don't learn English | I am not a student |
| Do you learn English? | Are you a student? |

The table shows the use of simple present tense in the form of affirmative, negative, and interrogative sentence.

### 2.7.2 Form of Simple present tense

Present simple is used to talk about things in general. It is not only about now. It is used to say that something happens all the time or repeatedly, or that something is true in general. It is not important whether the action is happening at the time of speaking, (Murphy, 1994:2). For example;

- The earth goes round the sun (fact)

- I usually go away at weekends (routinity)

Do/Does is used to make questions and negative sentences:

Table 2.3. Auxiliary

| Do | I/We/You/They | Work/Come/Do ? |
|---|---|---|
| Does | He/She/It | |
| I/We/You/They | Don't | Work/Come/Do |
| He/She/It | Doesn't | |

(Murphy, 1994:2)

There are two kinds of Simple Present tense form, Verbal and Nominal form.

1) Simple present tense (Verbal form)

Table 2.4. Simple present tense verbal form

| Positive | S + V1 + s/es + O/Adv |
|---|---|
| Negative | S + Do/Does + not + V1 + O/Adv |
| Interrogative | Do/Does + S + V1 + O/Adv |

Here are the examples of the use of simple present tense in verbal sentences.

- Positive: She eats noodle everyday

- Negative: She does not eat noodle everyday

- Interrogative: Does she eat noodle everyday?

Note:

- It needs to put "s/es" at the verb which uses "He, She or It" as the subject.
- "Do" is used if the subject uses "I, You, and They".
- "Does" is used if the subject uses "He, She, or It", (Suyoto, et. al. 1998:80)

An ending, either –s or –es, is added to the verb when the subject pronouns is *he, she, it* or a noun these pronouns can replace. The –s ending is used most frequently. The –s ending is used after certain letters or letter combinations.

Table 2.5. –s and –es suffixes.

| Letters | Example |
|---|---|
| S | Pass + es |
| Sh | Push + es |
| Ch | Match + es |
| X | Box + es |
| O | Do + es |

When a verb ends in a consonant and *y,* change the *y* to *i* and add *–es.* For Example, Bury → buries.

2) Simple present tense (Nominal form)

Table 2.6. Simle present tense nominal form

| Positive | S + tobe + N/Adj/Adv |
|----------|----------------------|
| Negative | S + tobe + not + N/Adj/Adv |
| Interrogative | tobe + S + N/Adj/Adv |

Here are the examples of the use of simple present tense in nominal sentences.

- Positive: She is a student

- Negative: She is not a student

- Interrogative: Is she a student ?

Note:
- "Am" is used if the subject uses "I".
- "Is" is used if the subject uses "He, She, It".
- "Are" is used if the subject uses "We, You, They".

## CHAPTER 3. RESEARCH METHODS

This chapter presents the methods used for conducting the research. It covers research design, research area, research participants, data collection method, and data analysis method.

### 3.1 Research Design

In general, this research has objectives of describing the generic structure and language features of descriptive text written by junior high school students. As the generic structure of descriptive text consists of identification and description, this research analyzed the identification and description parts of junior high school students' writings in order to describe the extent to which students develop the contents of both parts. Identification has function to identify person, place or thing to be described, while description has function to describe parts, qualities, and characteristics. With respect to the importance of 'simple present tense' as a language feature of descriptive text, this research analyzed sentences containing simple present tense found in the students' pieces of writing. In this case, the findings described the extent to which students are able to produce simple present tense correctly. Technically, the findings in this research described the generic structure and the language feature of descriptive text qualitatively. Due to this, this research applied the descriptive qualitative research design. As stated by the Association of Educational Communication and Technology (2001), "descriptive research can be either quantitative or qualitative". Descriptive studies are primarily concerned with finding out "what is", so the research questions of "what and how" are commonly investigated. As a qualitative research, this research examined samples of writing written by junior high school students categorized as high achiever students.

The procedures applied in conducting the descriptive qualitative research followed the general procedures of conducting educational research developed by Ary, et al. (2002:428). It consists of : (1) Selecting the research problem; (2) Reviewing the literature on the problem; (3) Designing the research; (4) Collecting data. In this research, the descriptive texts written by junior high school

students as the source of the data collected from high achieving students via writing test; (5) Analyzing data. Qualitative analysis was applied in order to find the patterns of generic structure and the language feature of the descriptive text written by junior high school students; (6) Interpreting the findings; (7) Reporting the research findings. The researcher did the seven steps of the research chronologically.

## 3.2  Research Area

The area of this research was determined by using purposive method. According to  Hadi (2001:82), a purposive method is used based on specific characteristics that have been known before, such as the limited time, the available fund, and the available energy for conducting the research.

Based on the idea above, this research was conducted at SMP Islam Kalibaru. This school was chosen as the research area because of some reasons. The first reason was that the school location is reachable. Where the writer stays was not far away from the school location. It would help the researcher to save cost and energy. The second reason was that the researcher had been allowed by the principle of the school to conduct a research related to the research title. The other reason was based on the informal interview with the English teacher of the eighth grade. It was known that descriptive paragraph writing had been taught to the students and there were some writing problems made by the students and the research dealing with the analysis of students' descriptive paragraph writing had not been conducted in this school. Considering the reasons above, SMP Islam Kalibaru was an appropriate area to do this research.

## 3.3  Research Participants

The participants of this research were the students of the eighth grade students of  SMP Islam Kalibaru. The school has two classes of grade 8. Class VIII A and VIII B. The researcher chose class VIII A as the participants of the research, because class VIII A is a superior class. It can be said that students in class VIII A have better ability compared with those in class VIII B. The class VIII A consists of 30 students, 16 males and 14 females. Based on the English

teacher's document of examination score, there were seven students who were categorized as high achievers. The high achievers were the students whose score are 80 or higher on the semester exam. The researcher took the score from previous exam because it showed the real ability of the students in English Subject. The following table is the attendance list of VIII A students of SMP Islam Kalibaru.

Table 3.1. The attendance List of VIIIA Students of SMP Islam Kalibaru.

| No | NIS | NISN | NAMA | L/P | SCORE |
|----|------|------------|------|-----|-------|
| 1 | 1600 | 9970685181 | AW | L | 79 |
| 2 | 1601 | 9980507891 | AT | L | 50 |
| 3 | 1605 | | ADR | P | 84 |
| 4 | 1613 | | DAW | P | 82 |
| 5 | 1616 | 0008991237 | DNK | L | 78 |
| 6 | 1617 | 9991029240 | EPS | P | 75 |
| 7 | 1621 | 9991044265 | EFP | P | 78 |
| 8 | 1626 | | HP | L | 60 |
| 9 | 1627 | 9991043853 | JK | L | 68 |
| 10 | 1628 | | KF | P | 79 |
| 11 | 1629 | | MH | L | 75 |
| 12 | 1630 | 0008990836 | MF | L | 54 |
| 13 | 1631 | 0008991042 | MSM | L | 62 |
| 14 | 1633 | 0008991149 | MAP | L | 75 |
| 15 | 1634 | 0008991216 | MAH | L | 79 |
| 16 | 1635 | 0008991239 | MW | L | 72 |
| 17 | 1637 | 0013894575 | NH | P | 72 |
| 18 | 1640 | 9991044266 | RU | L | 54 |
| 19 | 1641 | 0013894581 | RIY | P | 84 |
| 20 | 1642 | 0013911250 | RAN | L | 78 |
| 21 | 1644 | | RIS | P | 74 |
| 22 | 1646 | | UH | P | 81 |
| 23 | 1647 | 0008991238 | SQA | P | 83 |
| 24 | 1648 | 0008974614 | SDA | P | 68 |
| 25 | 1649 | 0004924250 | SBS | L | 60 |
| 26 | 1650 | 0008974515 | S | P | 78 |
| 27 | 1651 | 0008991021 | TAP | P | 80 |
| 28 | 1653 | 9991029338 | UDA | P | 78 |
| 29 | 1656 | 0013894611 | YA | L | 81 |
| 30 | 1657 | | YM | L | 54 |

The researcher took the seven high achiever students of VIII A as the participants of the research. The following table is the list of the seven high achiever students of VIII A.

Table 3.2. The List of the Research Participant

| No | NIS | NISN | NAMA | L/P | SCORE |
|----|------|------------|------|-----|-------|
| 1 | 1605 | | ADR | P | 84 |
| 2 | 1641 | 0013894581 | RIY | P | 84 |
| 3 | 1647 | 0008991238 | SQA | P | 83 |
| 4 | 1613 | | DAW | P | 82 |
| 5 | 1646 | | UH | P | 81 |
| 6 | 1656 | 0013894611 | YA | L | 81 |
| 7 | 1651 | 0008991021 | TAP | P | 80 |

The researcher chose the seven high achieving students as the participants of this research because they were assumed to be able to produce a well-organized writing by following the generic structure and the language features of descriptive text. Through their pieces of writing, it was expected that patterns of the generic structure and language features of descriptive texts can be analyzed. It is in line with Parahoo, (1997:232) who states that purposive sampling is a method of sampling where the researcher deliberately chooses who to include in the study based on their ability to provide necessary data. The amount of students who were categorized as high achiever were seven students. Thus, the researcher chose all of the seven high achiever students as the participants of this research.

**3.4 Data Collection Method**

Data in this research were in the form of qualitative data taken from descriptive texts composed by the seven students having the highest score of grade VIII A of SMP Islam Kalibaru in the 2014/2015 academic year who were categorized as high achievers. The descriptive texts composed by students were collected from the writing test. According to Fraenkel and Wallen (2009:110), data refers to the kinds of information that the researchers obtain from the subjects of their research.

There were three methods that the researcher could apply to collect the data. They were interview, documentation, and writing test. Interview and documentation were used to collect the data from the English teacher, such as the students' name of class VIII A.

The researcher asked the students to write a descriptive text based on the given topics which were relevant to the English curriculum for the eighth year students of SMP. The researcher chose descriptive text of a person as the topic of the writing. The researcher chose the topic because it involves more about the use of simple present tense. In order to improve the students' writing result, the researcher used a guided writing method. It was intended to anticipate the students from doing the test haphazardly or turn out what the researcher expects.

In the test, students were given three different pictures of famous persons, and then they were asked to describe one of the pictures only. The three famous persons were Agnes Monica, Sule, and Deddy Corbuzier. The researcher chose those person because the researcher assumed that they were familiar for the students. Students were asked to describe the pictures in a text which consisted of 100-150 words in 40 minutes. The paragraph should include Identification and description parts of Descriptive text.

In this research, the researcher used subjective writing test. However, the purpose of this writing test was not to measure the students' ability but to determine the descriptive text written by the seven students with the highest score to be analyzed further in order to know the patterns of the generic structure and language features.

**3.5 Data Analysis Method**

The data analysis method applied in this research was qualitative analysis method. The researcher analyzed the students' descriptive text writing. It included the identification, description and the use of simple present tense to find the pattern of their writing. As mentioned in the previous chapter, the researcher ignored the other aspects related to language features such as adjectives, specific nouns, relating verbs, etc.

The steps taken by the researcher in analyzing the data were as follows:

1. Assembling data, by going through the data and look for broad patterns, ideas or trends.

2. Coding the data, by providing code for the data (i.e. IDT for identification, DSC for description and SPT for simple present tense).

3. Identifying the generic structure and simple present tense as one of the language features of descriptive text by coding the data.

4. Displaying the data in the form of table.

5. Analyzing the patterns of the students' descriptive text writing (the patterns of identification, description and the simple present tense).

6. Drawing conclusion (Ary, et al., 2002:428).
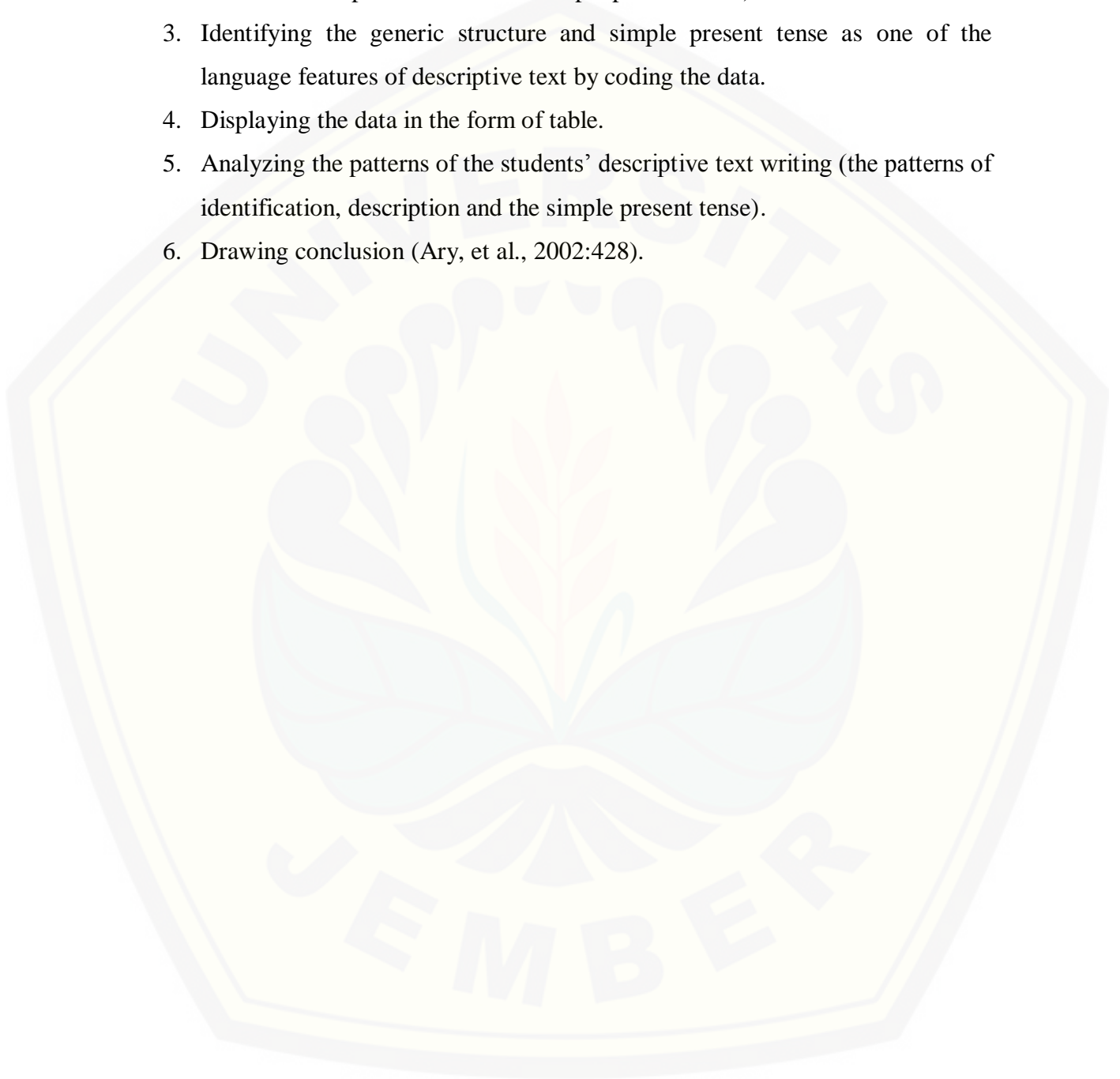
## CHAPTER 4. RESEARCH RESULT AND DISCUSSION

This chapter presents the results of the research, the generic structure and the language features of descriptive texts  written by high achievers. The first part will present patterns of identification and description of descriptive texts organized by high achievers. The second part will present simple present tense used in the descriptive text.

**4.1 The Generic Structure of A Descriptive Text Organized by High Achievers**

The structure of descriptive text is divided into two parts. They are identification and description. The identification part is a part of identifying phenomenon to be described. The description part describes parts, qualities, and characteristics of the object being described. In this research, the researcher focused on analyzing descriptive text of person.

4.1.1 Identification in the Descriptive Text Organized by High Achievers

Identification is one of the generic structure of a descriptive text. The function of identification is to identify the person, place, or thing to be described. Each type of descriptive text has their own characteristic. In writing descriptive text of person, it is important for the students to include all aspects of good writing related to descriptive text of person. In writing identification of person in a descriptive text, things should be considered are the person's name, profession, and his or her career. The following table shows the students' writing result in organizing the identification and the description of Descriptive text.

Table 4.1 The identification in the descriptive text organized by high achievers.

| Students' Name | The Title of the Text | Identification |
|---|---|---|
| ADR | Agnes Monica. | *Agnes Monica is a woman artist in Indonesia. She can singing and playing film. She is famous in Indonesia and also in International.* |

| RIY | Agnes Monica. | *Her name is Agnes Monica Muljoto. Agnes Monica is singer from Indonesia. She start carier from child. She is popular because she has amazing talent.* |
|-----|---------------|---|
| SQA | Agnes Mo. | *Her name is Agnes Monica. Her full name is Agnes Monica Muljoto. Her international name is Agnes Mo. She is the best singer in Indonesia.* |
| DAW | Agnes Monica. | *Agnes Monica is a singer. She is a popular female singer in Indonesia. She has good voice. And now she goes international.* |
| UH | Sule. | *Sule is a comedian in Indonesia. His original name is Entis Sutisna. He comes from Bandung.* |
| YA | Agnes Monica. | *She is one of my favourite singer. She has a good voice. She is one great singer actress in Indonesia. Her name is Agnes Monica Mulyoto but she is well known as Agnes monica.* |
| TAP | Sule. | *His name full is Entis Sutisna. People call him Sule. He is famous comedian in Indonesia.* |

Based on the table above, it can be seen that all of the high achievers mentioned the phenomenon to be described in their identification. All of the high achievers opened the identification by mentioning the name of the subject. For example "*Agnes Monica is a woman artist in Indonesia*", "*Her name is Agnes Monica Muljoto*", "*Agnes Monica is a singer*" *etc.* After mentioning the name, they continued to describe the profession of the subject. For example "*She is the best singer in Indonesia*", "*She is a popular female singer in Indonesia*", "*He is famous comedian in Indonesia*" etc. Even though, two of high achievers missed to mention the interesting part of the phenomenon described in the identification. The interesting part includes the important or special aspects of the subject. The two high achievers are UH and TAP. For the other five high achievers mentioned the interesting part of Agnes Monica. ADR said that Agnes Monica is famous in Indonesia and also in

international. RIY stated that Agnes Monica has amazing talent. SQA said that Agnes Monica is the best singer in Indonesia. DAW stated that Agnes Monica goes international. YA said that Agnes Monica is one of great singers and actresses in Indonesia. Meanwhile, UH did not mention why Sule is famous or interesting part of Sule. Overall, all the high achievers had fullfilled the requirements of identification. It is reflected from the existence of the phenomenon which is stated in the identification.

4.1.2 Description in the Descriptive Text Organized by High Achievers.

Description is the second part of the generic structure of a descriptive text. The function of description is to describe parts, qualities, and characteristics of the subject. Each type of descriptive text has their own characteristic. In writing a descriptive text of person, it is important for the students to include all aspects of a good writing related to the descriptive text of a person. In organizing a description about person in the descriptive text, there are some aspects to be noticed. In describing a person, it is not usual focusing on subject's activity rather than on his or her description (Kautzer, et al., 2003:31). Each paragraph should contain one main idea only. The paragraph may describe about the the physical appearance, clothing, and personality. The following table shows the students' writing result in organizing identification and Description parts of a Descriptive text.

Table 4.2 The description in the descriptive text organized by high achievers

| Students' Name | The Title of the Text | Description |
|---|---|---|
| ADR | Agnes Monica. | *Agnes Monica is sweet and beautiful. She is an artist who has stylistic hair. She often changes the style. The colour of her skin actually is white. But now her skin is nearly black.* |
| | | *Agnes Monica is Cristiani. She even more school at university Colombia and she carier in America, London, Inggris. She even more playing in the film Pernikahan Dini.* |

| RIY | Agnes Monica. | *Her hobby are singing and playing ice scating. She has achievemen and spirit for go international. She has a good voice and she can dance. She studies in Colombia university and has carier in America. She is cristiani. She plays in the film pernikahan dini and she has single title coke bottle, para lisa, matahariku and pernikahan dini.* |
|-----|-----|-----|
| SQA | Agnes Mo. | *Agnes Monica is beautiful woman. Her voice is good. She inspires other artist. She has talent since child. She is a sucsess singer because in Indonesia only her who can have carier in international. Agnes monica is unique. She sings and dances together when she is performing.*<br><br>*Agnes monica has many fans. Her fans name are Agnesious. She has many fans because Agnes monica is kind person. She is friendly and smile everytime.* |
| DAW | Agnes Monica. | *Agnes Monica is beautiful, smart, and energetic. Her hobby is singing and dance. Her first show is in Hongkong. She even carries show in Korea and Sulawesi. She also gets achievment from playing film. The film is name pernikahan dini.*<br><br>*Agnes monica is short person. She has long hair. She has sweet smile. Her skin is white and clean. And she has slanting eyes.* |
| UH | Sule. | *Sule starts her carier in API (Audisi Pelawak TPI). Sule now has program on TV. Sule plays in Opera Van Java (OVJ) and Pas Mantab. Sule is funny person. He never stop to make the people to laugh. Her hair is unique. The color is yellow. He has flat nose. He has many friend and many fans. Sule wins many award on TV for comedian category.*<br><br>*Beside to be comedian, Sule also try in singing. His voice is good. He likes Rhoma Irama song. And Sule is fans Rhoma Irama.* |
| YA | Agnes Monica. | *Agnes monica is a beautiful person. She is not tall and not too short. She has straight hair and black hair. She often coloring her hair. Her eyes slanting and black. Her color skin clean and white. She has beautiful smile.* |

|  |  | |
|---|---|---|
|  |  | *She is very kind person. She is very lovely and friendly. Her hobby are singing and playing ice scating.*<br>        *She likes dance. She is popular in Indonesia and Inggris.* |
| TAP | Sule. | *        Sule is very unique. His hair is long brown and yellow colour. He has oval face. He has flat nose and slating eyes. Sule is very funny. Many people like him because he like jokes. His joke make everyone smiling.*<br>        *Sule has two children. And they are islami. He has music Bola Salju, Sarangheyo, Susis. He tobe comedian Opera Van Java/OVJ.* |

Based on the table above, it can be seen that in their description, most students describe the physical appearance and the personality of the subject. For example "*She is an artist who has stylistic hair*", "*Agnes Monica is beautiful woman", "Agnes monica is unique*", "*He has flat nose*", "*Agnes monica is kind person*", "*Sule is funny person*", "*She is very lovely and friendly*", etc.

Besides, most of the students describe about the activity and the carieer of the subject in his or her description. For example "*She even more school at university Colombia and she carier in America, London, Inggris*", "*She plays in the film pernikahan dini and she has single title coke bottle, para lisa, matahariku and pernikahan dini*", "*She even carries show in Korea and Sulawesi*", "*He has music Bola Salju*", etc.

The activity should not be described in writing description, and the career of the subject should be included in the identification. Most students wrote a paragraph with more than one main idea. It can be seen on the example of the paragraphs below. The bolded sentences are the first main idea, while the italic sentences are the second main idea. Both main ideas occurred in one paragraph. It would be better if those paragraphs are split into another one.

"**Sule is very unique. His hair is long brown and yellow colour. He has oval face. He has flat nose and slating eyes**. *Sule is very funny. Many people like him because he like jokes. His joke make everyone smiling. (TAP, Firs paragraph)".* From the paragraph, it can be seen that the first half of the pragraph containing a main idea about physical appearance. Meanwhile, the second half of the paragraph containing another main idea about personality.

"**Agnes monica is a beautiful person. She is not tall and not too short. She has straight hair and black hair. She often coloring her hair. Her eyes slanting and black. Her color skin clean and white. She has beautiful smile**. *She is very kind person. She is very lovely and friendly. Her hobby are singing and playing ice scating". (YA, First paragraph).* From the paragraph, it can be seen that the first half of the pragraph containing a main idea about physical appearance. Meanwhile, the second half of the paragraph containing another main idea about personality.

"**Agnes Monica is beautiful, smart, and energetic. Her hobby is singing and dance**. *Her first show is in Hongkong. She even carries show in Korea and Sulawesi. She also gets achievment from playing film. The film is name pernikahan dini".* *(DAW, First paragraph).* From the paragraph, it can be seen that the first half of the pragraph containing a main idea about personality. Meanwhile, the second half of the paragraph containing another main idea about career.

In conclusion, most students still had not be able to write a good description. Yet they had produced errors in developing the main idea into a paragraph. They combine more than one main idea into a paragraph. Moreover, they did not understand well the aspects that should be written in the description part.

**4.2 The Language Features of Descriptive Text Written By High Achievers**

Discussing about the language features, descriptive text uses specific nouns, simple present tense, detailed noun phrase, adjectives, relating verbs, thinking verb, and action verb. In this research, the researcher took simple present tense as the language feature of descriptive text to be analyzed further because it is considered as

the most difficult one compared with the other language features of descriptive text, such as nouns, adjective, etc.

Present simple is used to talk about things in general. It is not only about now. It is used to say that something happens all the time or repeatedly, or that something is true in general. It is not important whether the action is happening at the time of speaking.

### 4.2.1 The Use of Simple Present Tense in a Descriptive Text Written by High Achievers in the Identification Part.

Simple present tense is one of the language features applied in descriptive text. Based on the high achievers' identification writing result, it was revealed that most high achievers were able to apply simple present tense correctly. It can be seen from the high achievers' writing compositions below.

1. ADR wrote: "*Agnes Monica **is** a woman artist in Indonesia*", "*She **is** famous in Indonesia and also in International*". All the sentences are in the form of simple present tense. It is reflected from the word "***is***" which functions as "be" used for present tense form.

2. RIY wrote: "*Her full name **is** Agnes Monica Muljoto*", "*Agnes Monica **is** singer from Indonesia*", "*She **is** popular because she has amazing talent*". All the sentences are in the form of simple present tense. It is reflected from the word "***is***" which functions as "be" used for present tense form.

3. SQA wrote: "*Her name **is** Agnes Monica*", "*Her full name **is** Agnes Monica Muljoto*". "*Her international name **is** Agnes Mo*". "*She **is** the best singer in Indonesia*". All the sentences are in the form of simple present tense. It is reflected from the word "***is***" which functions as "be" used for present tense form.

4. DAW wrote: "*Agnes Monica **is** a singer*", "*She **is** a popular female singer in Indonesia*", "*She **has** good voice. And now she **goes** international*". All the sentences are in the form of simple present tense. It is reflected from the word

"*is*" which functions as "be" used for present tense form, the word "**has**" and "**goes**" are verb agreements of the pronoun "She".

5. UH wrote: "*Sule **is** a comedian in Indonesia", "His original name **is** Entis Sutisna", "He **comes** from Bandung".* All the sentences are in the form of simple present tense. It is reflected from the word "*is*" which functions as "be" used for present tense form, the word "**comes**" is a verb agreement of the pronoun "He".

6. YA wrote: "*She **is** one of my favourite singer", "She **has** a good voice", "She **is** one great singer actress in Indonesia", "Her name **is** Agnes Monica Mulyoto but she **is** well known as Agnes monica".* All the sentences are in the form of simple present tense. It is reflected from the word "*is*" which functions as "be" used for present tense form, the word "**has**" is a verb agreement of the pronoun "She".

7. TAP wrote: "*His name full **is** Entis Sutisna", "People **call** him Sule", "He **is** famous comedian in Indonesia".* All the sentences are in the form of simple present tense. It is reflected from the word "*is*" which functions as "be" used for present tense form, the word "**call**" is a verb agreement of the subject "People".

All the high achievers' sentences had full filled the conditions which are based on simple present tense requirements. It can be simply seen from the "be" and verb agreement used by them. There were only one student who made an error in their writing. It was an error of using modal "Can". She (ADR) wrote "*She **can** singing and playing film",* instead of *"She **can sing and play** film".*

### 4.2.2 The Use of Simple Present Tense in a Descriptive Text Written by High Achievers in the Description Part.

Simple present tense is one of the language features applied in descriptive text. In this discussion, it will be shown the result of simple present tense in writing description part. Based on the high achievers' description writing result, it was revealed that some high achievers made problems in applying simple present verbs in the sentences. It can be seen from the high achievers' writing compositions below.

1. ADR wrote: "*She even more **playing** in the film Pernikahan Dini*",  instead of "*She even more **plays** in the film Pernikahan Dini*".

2. UH wrote: "*Beside to be comedian, Sule also **try** in singing*", instead of  "*Beside to be comedian, Sule also **tries** in singing*". "*He never **stop** to make the people to laugh*", instead of "*He never **stops** to make the people to laugh*".

3. YA wrote: "*She often **coloring** her hair*", instead of  "*She often **colors** her hair*".

4. TAP wrote: "*Many people like him because he **like** jokes*", instead of "*Many people like him because he **likes** jokes*", "*His joke **make** everyone smiling*" instead of "*His joke **makes** everyone smiling*".

The errors happened not because those high achievers didn't understand or lack of knowledge, but they were not careful in taking a look at structure. They focused only on the generic structure and on developing the content. Thus, many of them missed the application of structure, in this case simple present tense.

Besides making problems in applying simple present tense verbs, some of the high achievers also made problem in applying singular and plural subject. It can be seen from the high achievers' writing compositions below.

1. RIY wrote: "*Her **hobby** are singing and playing ice scating*", instead of "*Her **hobbies** are singing and playing ice scating*". It implied that she did not comperehend countable and uncountable nouns well.

2. DAW wrote: "*Her **hobby is** singing and dance*", instead of "*Her **hobbies are** singing and dance*". It implied that she did not comperehend countable and uncountable nouns well.

The last problem faced by the high achievers are applying "be". It can be seen from the high avhievers' writing compositions below.

1. YA wrote: "*Her eyes slanting and black*", instead of "*Her eyes **are** slanting and black*", "*Her color skin clean and white*" instead of  "*Her color **is** skin clean and white*".

2. TAP wrote: "*He **tobe** comedian Opera Van Java/OVJ*", instead of "*He **is** comedian Opera Van Java/OVJ*".

In conclusion, from the data that were revealed, we can conclude that many of the high achievers got problem in applying simple present verbs, subject agreement, and "be" in developing descriptions of descriptive text.

## 4.3 Discussion

This study had been conducted to describe the eighth grade students' descriptive text writing at SMP Islam Kalibaru by analyzing the descriptive texts they had produced. The aspects to be analyzed cover the generic structure and language feature of a descriptive texts organized by the students. The generic structure includes the identification and the description parts of a descriptive text. While language feature includes the use of simple present tense in describing the chosen object. The researcher obtained the data from the writing test given to the high achievers.

Dealing with the importance of the aspects to be analyzed, knowing the theory to be used as the reference is important. The aspects to be analyzed covers the generic structure and the language features of descriptive text. The generic structure itself contains identification and description parts. Meanwhile, the language feature analyzed is simple present tense. All of this research analysis is laid on the concept and theory which is discussed in the previous chapter.

The result revealed that all the high achievers could develop identification part as stated in the theory. It is reflected from the existence of the phenomenon which is stated in the identification. The theory stated that a good identification must contain the phenomenon to be described (Doddy, et al, 2008:119).

On the contrary, the result revealed that most of the high achievers have some problems in writing description part. They had difficulties in developing main idea into a paragraph and did not understand the points that should be written in description. It is reflected from the students' writing which contains more than one idea in a paragraph and the inappropriateness of the content written. The mix of

physical appearance and the career into one paragraph can be seen from the paragraph organized by TAP, DAW, and YA. TAP in his description combined physical appearance and behavior together and so did DAW and YA. Meanwhile, inappropriateness of content can be seen from the paragraphs organized by all the high achievers where they all describe about career and activity in their description. It happened because the teacher didn't explain further about the aspects that is must be included in the description and the teacher didn't explain about the concept of paragraph. The theory stated that there must be one idea written in a paragraph. Doddy, et al., (2008:119) stated that the main idea could be the physical appearance, clothing, or the personality of the subject. The finding revealed that the high achiever writing result didn't follow the theory.

Moreover, the result of the simple present tense developed by the high achievers revealed that the high achievers made a problem in applying simple present tense. They could not apply simple present tense appropriately in composing their writing. It is shown on the common errors they made. Most of them made errors in applying verb, singular and plural subject, and "be". Here are the examples of their errors.

1. Error in applying verb.
    a. "*She even more **playing** in the film Pernikahan Dini*" (ADR).
    b. "*Beside to be comedian, Sule also **try** in singing*" (UH).
    c. "*She often **coloring** her hair*" (YA).
    d. "*Many people like him because he **like** jokes*" (TAP).
2. Error in applying singular and plural subject.
    a. "*Her **hobby** are singing and playing ice scating*"(RIY).
    b. "*Her **hobby is** singing and dance*" (DAW).
3. Error in applying "be".
    a. "*Her eyes slanting and black*" (YA).
    b. "*He **tobe** comedian Opera Van Java/OVJ*" (TAP).

Based on the discussion above, it is clear that the high achievers could apply the concept of identification as the generic structure of descriptive text appropriately. It means they could meet the theory requirements of identification. On the other hand, the high achievers weren't able to follow the rule of organizing a description as the generic structure of descriptive text appropriately and weren't able to apply simple present tense as the language feature of descriptive text. It implied that in developing description and applying simple present tense, the high achiever writing results were still far from the theory requirements.
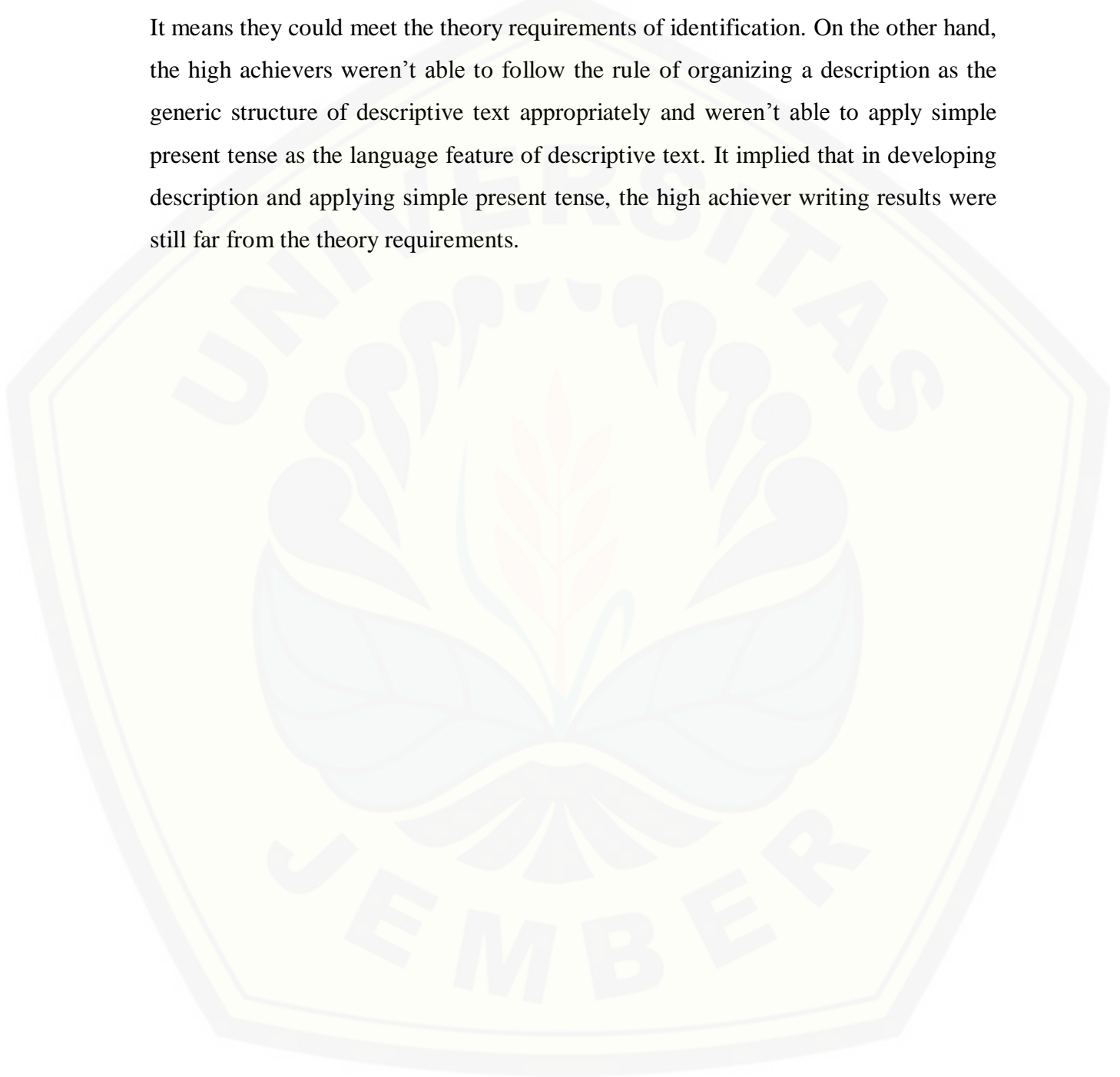
## CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the findings and suggestions for the English teacher and the other researchers.

### 5.1 Conclusion

The total respondents of this research were seven students of class VIII A of SMP Islam Kalibaru. All the students belonged to high achievers. High achievers were the students who got score 80 or higher on the previous exam.

Based on the result of the data analysis and the discussion in the previous chapter, the researcher could find the pattern of the high achievers' descriptive text writing in the aspect of generic structure and language features. In conclusion, the high achievers' descriptive texts based on those two aspects of writing are as follows:

1. The students of the higher achievers pour their ideas followed the concept of generic structure. It can be conclude that:
   a) In organizing identification, the high achievers mentioned the phenomenon to be described in their identification. They started opening the identification by mentioning the name of the subject. UH and TAP were missing in mentioning the interesting part of the phenomenon described in the identification.
   b) In organizing description, most students describe the physical appearance and the personality of the subject. Besides, most of them also describe about the activity and the career of the subject in his or her description. Most of them wrote a paragraph with more than one main idea.

2. The students of the high achievers pour their ideas applying simple present tense in writing descriptive text. It can be concluded that:
   a) In applying simple present tense in the identification of the descriptive text, most high achievers were able to apply simple present tense correctly.

b) In applying simple present tense in the description of the descriptive text, most high achievers made a problem in applying simple present verbs in the sentences. Besides making problems in applying simple present tense verbs, some of the high achievers also made problem in applying singular and plural subject. The last problem faced by the high achievers are applying "be" in conducting the sentences.

## 5.2 Suggestion

Based on the results of the research, some suggestions are proposed to the English teacher, the students, and the other researchers.

### 5.2.1 The English Teacher

The researcher suggested the English teacher of SMP Islam Kalibaru to maintain their way of conveying their knowledge of descriptive text to the students. Because it was proved that the high achievers still have problems in developing description and applying simple present tense. The teacher can enlighten deeply to the students especially about main idea of a paragraph.

### 5.2.2 The Other Researchers

Hopefully, this research result can be used as a consideration for other researchers to conduct further research dealing with a similar topic by observing the other language feature aspects, such as the use of adjectives, specific nouns, detailed noun phrase, relating verbs, and thinking verbs.

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**RESEARH MATRIX**

| TITLE | PROBLEM | VARIABLE | INDICATORS | DATA RESOURCES | RESEARCH METHOD |
|---|---|---|---|---|---|
| Generic Structure and Language Features Of A Descriptive Text Written by Junior High School Students Of SMP Islam Kalibaru. | 1. How do students of SMP Islam Kalibaru develop identification and description as the generic structure of descriptive text?<br><br>2. How do students of SMP Islam Kalibaru apply simple present tense in writing descriptive text? | The students descriptive text writing characteristics. | 1. The generic structure of Descriptive Text.<br>a. The Identification part of Descriptive text<br>b. The description part of Descriptive text<br><br>2. The Language features of Descriptive text.<br>- The use of Simple Present tense | 1. Respondents: The Eighth Grade students of SMP Islam kalibaru in the 2014/2015 academic year.<br><br>2. Informant: The Eighth Grade English Teacher of SMP Islam kalibaru.<br><br>3. Document: The names of the research respondents and the previous exam scores. | **1. Research Design** A Descriptive Study<br><br>**2. Area Determination Method** Purposive method<br><br>**3. Subject Determination Method** Purposive method (High Achieving Students)<br><br>**4. Data Collection Method** Writing test<br><br>**5. Data Analysis Method** Qualitative method |

**The Guidelines of Interview**

The Guide List of Interview

| The Researcher's Questions | Data Resources |
|---|---|
| 1. What curriculum do you use in teaching English?<br>2. How many times do you teach English in a week?<br>3. What kind of books do you use to teach writing?<br>4. What problems do you find in teaching writing?<br>5. How often do you give writing practice to the students?<br>6. How do you make a writing test for the students?<br>7. How do you teach Descriptive text writing to the students?<br>8. What aspects of Descriptive Text do you explain to the students?<br>9. Has students' writing fullfilled the standard required score?<br>10. What errors can you identify from the students' descriptive text?<br>11. What did you do to help students overcome their problems? | The English teacher of the eighth grade students of SMP Islam Kalibaru in the 2014/2015 academic year. |

**The Result of Interview with the English teacher.**

| The Researcher's Questions | Data Resources |
|---|---|
| 1. What curriculum do you use in teaching English? | 2013 English Curriculum. |
| 2. How many times do you teach English in a week? | 8 times/week. |
| 3. What kind of books do you use to teach writing? | Kemendikbud "When English Rings a Bell". |
| 4. What problems do you find in teaching writing? | Students lack of vocabulary. |
| 5. How often do you give writing practice to the students? | 2 times. |
| 6. How do you make a writing test for the students? | Guided writing test. |
| 7. How do you teach Descriptive text writing to the students? | Explanation, Question and Answer. |
| 8. What aspects of Descriptive Text do you explain to the students? | Applying the generic structure and language features of Descriptive Text. |
| 9. Has students' writing fullfilled the standard required score? | It has. |
| 10. What errors can you identify from the students' descriptive text? | Misappropriate the use of vocabulary and grammar error. |
| 11. What did you do to help students overcome their problems? | Explain more about grammar. |

**The students' name of class VIII A**

| NO URT | NIS | NISN | NAMA | L/P |
|---|---|---|---|---|
| 1 | 1600 | 9970685181 | Adi Widodo | L |
| 2 | 1601 | 9980507891 | A. Taufik | L |
| 3 | 1605 | | Anita Dwi Rahayuningsih | P |
| 4 | 1613 | | Diah Ayu Wulandari | P |
| 5 | 1616 | 0008991237 | Dwi Nur Kholis | L |
| 6 | 1617 | 9991029240 | Eli Panca Sriwendari | P |
| 7 | 1621 | 9991044265 | Evi Firda Putri M | P |
| 8 | 1626 | | Hendri Pranoto | L |
| 9 | 1627 | 9991043853 | Junaidi Kurniawan | L |
| 10 | 1628 | | Kesi Fatmawatik | P |
| 11 | 1629 | | Mohammad Hakiki | L |
| 12 | 1630 | 0008990836 | Mohamad Farhan | L |
| 13 | 1631 | 0008991042 | Mokhamad Sendi M | L |
| 14 | 1633 | 0008991149 | Muhammad Adi Putra | L |
| 15 | 1634 | 0008991216 | Muhammad Aldi H | L |
| 16 | 1635 | 0008991239 | Mohammat Waqi' | L |
| 17 | 1637 | 0013894575 | Nur Hasanah | P |
| 18 | 1640 | 9991044266 | Rifki Uthorit | L |
| 19 | 1641 | 0013894581 | Riski Ima Yulia | P |
| 20 | 1642 | 0013911250 | Rio Atma Negara | L |
| 21 | 1644 | | Rofi'i Ibnu Syaqif | P |
| 22 | 1646 | | Uswatun Hasanah | P |
| 23 | 1647 | 0008991238 | Siti Qurrota A | P |
| 24 | 1648 | 0008974614 | Silvia Dian Ayu A | P |
| 25 | 1649 | 0004924250 | Slamet Bagus S | L |
| 26 | 1650 | 0008974515 | Sutiyaninggsih | P |
| 27 | 1651 | 0008991021 | Tomi Arjuna Prasetyo | P |
| 28 | 1653 | 9991029338 | Ulfi Diah Anggraini | P |
| 29 | 1656 | 0013894611 | Yeni Ariska | L |
| 30 | 1657 | | Yoga Maulana | L |

Appendix E

54

Name :.................................
Class :.................................

**WRITING TEST**

Subject : English

Level/Semester : VIII/1

Genre : Descriptive text

Time : 40 Minutes



**Choose one of the pictures above and write down a descriptive text about the picture which consist of at least two paragraphs with 100 – 150 words.**

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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN

UNIVERSITAS JEMBER

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121

Telepon: 0331- 334988, 330738 Faks: 0331-334988

Laman: www.fkip.unej.ac.id

03 DEC 2014

Nomor : 7868 /UN25.1.5/LT/2014

Lampiran : -

Perihal : Permohonan Izin Penelitian

Yth. Kepala SMP Islam Kalibaru

Banyuwangi

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FKIP Universitas Jember tersebut di bawah ini:

Nama : Boycod Kurniawan

NIM : 080210491039

Jurusan : Pendidikan Bahasa dan Seni

Program Studi : Pendidikan Bahasa Inggris

bermaksud mengadakan penelitian tentang "Generic structure and language features of descriptive text written by Junior High School students of SMP Islam Kalibaru" di Sekolah yang Saudara pimpin.

Sehubungan dengan hal tersebut mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukannya.

Demikian atas perhatian dan kerjasama yang baik disampaikan terima kasih.

a.n. Dekan

Pembantu Dekan I,

Dr. Sukatman, M.Pd

NIP. 19640123 199512 1 001

Name : Anita Dwi Rahayu N.
Class : VIII A

**WRITING TEST**

| | |
|---|---|
| Subject | : English |
| Level/Semester | : VIII/1 |
| Genre | : Descriptive text |
| Time | : 40 Minutes |
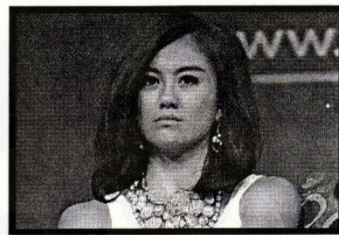


**Choose one of the picture above and write down a descriptive text about the picture which consist of at least two paragraphs with 100 – 150 words !**

Agnes Monica

Agnes Monica is a woman artist in Indonesia. She can singing and playing film. She is famous in Indonesia and also in International.

Agnes Monica is sweet and beautiful. She is an artist who has stylistic hair. She often changes the style. The colour of her skin actually is white. But now her skin is nearly black.

Agnes Monica is Cristiani. She even more school at univercity Colombia and she carier in America, London, Inggris. She even more playing in the film Pernikahan Dini.

IDT

DSC

◯ = SPT

Note: IDT represents Identification, DSC represents Description, and Circle sign/SPT represents Simple Present Tense.

Name : Rizki Ima Yulia
Class : VIIIª

**WRITING TEST**

Subject : English

Level/Semester : VIII/1

Genre : Descriptive text

Time : 40 Minutes
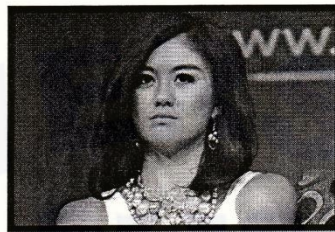
**Choose one of the picture above and write down a descriptive text about the picture which consist of at least two paragraphs with 100 – 150 words !**

Agnes Monica

Her name is Agnes Monica Muljoto. Agnes Monica is singer from Indonesia. She start carier from child. She is popular because she has amazing talent. — IDT

Her hobby are singing and playing ice scating. She has achievement and spirit for go International. She has a good voice and she can dance. She study in colombia University and has carier in America. She is christiani. She plays in the film pernikahan dini and she has single title coke bottle, para lisa, matahariku and pernikahan dini. — DSC

◯ = SPT

Note: IDT represents Identification, DSC represents Description, and Circle sign/SPT represents Simple Present Tense.

Name : Siti Kurrota Akyun
Class : VIII A

**WRITING TEST**

Subject                : English

Level/Semester         : VIII/1

Genre                  : Descriptive text

Time                   : 40 Minutes
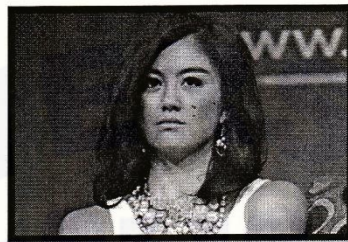
**Choose one of the picture above and write down a descriptive text about the picture which consist of at least two paragraphs with 100 – 150 words !**

Agnes Mo

Her name (is) Agnes Monica. Her full name (is) Agnes Monica Muyoto. Her international name (is) Agnes Mo. She (is) the best singer in Indonesia. — **IDT**

Agnes Monica (is) beautiful woman. Her voice (is) good. She (inspires) other artist. She (has) talent since child. She (is) a success singer because in Indonesia only her who can have carier in international. Agnes Monica (is) unique. She (sings) and dances together when she is performing.

Agnes monica (has) many fans. Her fans name (are) Agnesious. She (has) many fans because Agnes (is) kind person. She (is) friendly and smile everytime. — **DSC**
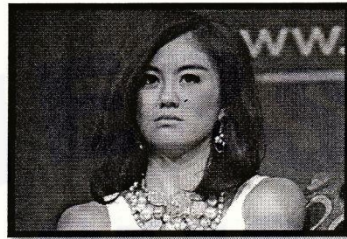
◯ = SPT

Note: IDT represents Identification, DSC represents Description, and Circle sign/SPT represents Simple Present Tense.

Name : Diah Ayu Wulandari
Class : VIII A

**WRITING TEST**

Subject : English
Level/Semester : VIII/1
Genre : Descriptive text
Time : 40 Minutes
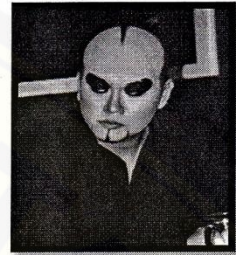




**Choose one of the picture above and write down a descriptive text about the picture which consist of at least two paragraphs with 100 – 150 words !**

Agnes Monica

Agnes monica is a singer. She is a popular female singer in Indonesia. She has a good voice. And now she goes international. — IDT

Agnes Monica is beautiful, smart and energetic. Her hobby is singing and dance. Her first show is in hongkong. She even carries show in Korea and Sulawesi. She also gets achievment from playing film. The film is pernikahan dini.

Agnes Monica is short person. She has long hair. She has sweet smile. Her skind is white and clean. And she has slanting eyes. — DSC

◯ = SPT

Note: IDT represents Identification, DSC represents Description, and Circle sign/SPT represents Simple Present Tense.

Name : U'swatun Hasanah
Class : VIII^A

**WRITING TEST**

| | |
|---|---|
| Subject | : English |
| Level/Semester | : VIII/1 |
| Genre | : Descriptive text |
| Time | : 40 Minutes |

Choose one of the picture above and write down a descriptive text about the picture which consist of at least two paragraphs with 100 – 150 words !

## SULE

Sule is a Comedian in Indonesia. His original name is Entis Sutisna. He comes From Bandung

IDT

Sule starts her Carier in API (Audisi Pelawak TPI ). sule now has program on TV. Sule plays in Opera Van Java (OVJ) and Pas Mantab. Sule is Funny Person. He never stop to make the people to laugh. her hair is Unique. The color is yellow. He has Flat nose. He has many friend and many Fans. Sule wins many award on TV For Comedian category

Beside tobe Comedian, Sule also try in singing. His Voice is good. He likes Rhoma Irama song. And Sule is Fans Rhoma Irama.
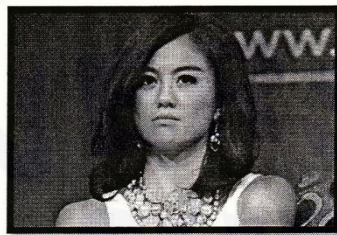
DSC

◯ = SPT

Note: IDT represents Identification, DSC represents Description, and Circle sign/SPT represents Simple Present Tense.

Name : Yeni Ariska
Class : (VIII)ᴬ

**WRITING TEST**

Subject            : English
Level/Semester     : VIII/1
Genre              : Descriptive text
Time               : 40 Minutes



Choose one of the picture above and write down a descriptive text about the picture which consist of at least two paragraphs with 100 – 150 words !
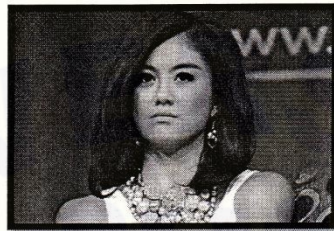


Note: IDT represents Identification, DSC represents Description, and Circle sign/SPT represents Simple Present Tense.

Name : Tomi Arjuna Prasetyo
Class : VIII^a

**WRITING TEST**

| | |
|---|---|
| Subject | : English |
| Level/Semester | : VIII/1 |
| Genre | : Descriptive text |
| Time | : 40 Minutes |

**Choose one of the picture above and write down a descriptive text about the picture which consist of at least two paragraphs with 100 – 150 words !**

※ SULE ※

His name full (is) Entis Sutisna. People (call)
him Sule. He (is) famous comedian in Indonesia.      } IDT

Sule (is) very unique. His hair (is) long brown
and yellow colour. He (has) oval face. He (has)
flat nose and slating eyes. Sule (is) very funny.
Many people (like) him because he (like) jokes.
His jokes (make) everyone smiling.

Sule (has) two children. And they (are) Islami.
He (has) music Bola Salju Sarangheyo Susis.
He (to be) comedian Opera Van Java / OVJ.         } DSC

○ = SPT

Note: IDT represents Identification, DSC represents Description, and Circle sign/SPT represents Simple Present Tense.