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**THE ANALYSIS OF STUDENTS' DESCRIPTIVE TEXT : A
FUNCTIONAL GRAMMAR PERSPECTIVE AT SMA NEGERI 9
CIREBON
(QUALITATIVE RESEARCH)**

A THESIS

Submitted to English Education Department of *Syekh Nurjati* State
Institute for Islamic Studies
in Partial Fulfillment of the Requirements for Islamic Scholar Degree
in English Education (S.Pd.I)



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2013



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AUTOBIOGRAPHY



The writer's name is Ayu Ningsih, She was born on 9th May 1991. She lives in Cirebon Exactly in Pegagan Village. She is the first child from the Second children of simple family. While the child She grew up by Grand pa and My lovely grand ma, they name are Bpk. Kasmin Hongkong and Ibu. Sukriyah but she has parents, Her mother's name is Sri wahyuni and Her father's name is Syahrudin, He doesn't live with us long time because broken home. She has a young sister, namely Ena Yuliana(Pipit) who stiiil school in Senior High School.

Beside that, She get merried with the special someone who her beloved recently, namely Eko Setiono. He always accompany her every time, every where and every day. He gave motivation, support and praying her. Then, She has hobby is cooking, eating the some foods and reading book. She wanna be a professional teacher plus a succes woman in the world and here after, then To be a benefit woman in the family and society.

The background of her education is started from three years old, studied at TPA of Hidayatusshibyan. She studied a theology of Islamic religion for some years in there. Then She continued to elementary school at SDN 1 Pegagan Lor, she also studied at Junior High School of SMP N 1 Kapetakan in 2007, Next Continued to Vocational School (SMK N) 2 Cirebon in Cipto street up to 2009.

After she graduated at SMK, she continued the level high school namely IAIN Syekh Nurjati Cirebon which my beloved campus. She took an English Departemet of Tarbiyah Faculty. starting from 2009 until now 2013.

When she was studying in there, She felt get any knowledge that will be useful to her future life. Insha Allah.



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PREFACE

Bismillahirrahmanirrahim

In the name of ALLAH, The Most Gracious and The Most Merciful. Praises and thanks to Allah SWT, the God of all creatures, because of His blessing and mercy keeping me during in my writing. Therefore, this thesis has been finished completely. Don't forget my infocation and savety always be given to the our Prophet Muhammad SAW who changed the jahilliyah era to islamiyah era, who carried out the darkness era to brightness era, to his families, to khulafarossyidin and up to us his followers till the end of the world.

The thesis entitled “**THE ANALYSIS OF STUDENTS’ DESCRIPTIVE TEXT : A FUNCTIONAL GRAMMAR PERSPECTIVE**” is presented to fulfill one of the requirements to achieve Islamic Scholar in English Education Degree (S.Pd.I) at English Departement of *Tarbiyah* Faculty of *Syekh Nurjati* state Institute for Islamic Studies.

In composing this thesis, there are many people who have participates, helped, and advised directy or indirectly. So in this opportunity, the writer would like to convey sincerely profound thankfulness and gratitude to:

1. Prof. Dr. H. Maksum Muktar, MA as the the Rector of *Syekh Nurjati* state Institute Islamic Studies.
2. Dr. Hj. Huriyah Saleh, M.Pd as the Chairwoman of English Education Departement of *Syekh Nurjati* state Institute Islamic Studies.
3. Sumadi, SS. M. Hum as Secretary of English Education Departement of *Syekh Nurjati* state Institute Islamic Studies.
4. Ilman Nafi’a, M.Ag as the first supervisor.
5. Lala Bumela, M.Pd as the second supervisor.



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6. Drs. Dena Hendiana, M.M. The headmaster and all the English teacher of SMA N 9 Cirebon.
7. All the students at the second grade of SMA N 9 Cirebon.
8. My all families, especially give thank a lot for my Parents and Grand ma who give motivation and support me. Without you the writer doesn't mean anything.
9. My Husband Eko Setiono, thanks to him for careness, kindness, pay attention and always give praying for me.
10. My friend from SMK till now "Kunaeni" thank very much for her motivation and kindness. She is my best friend.
11. Especially to all my friends in the PBI-B which cannot be mentioned one by one.

The writer realizes that this thesis does not perfect and there are many mistakes in the arrangement and content of this thesis. Therefore, the writer hopes to give her command and suggestion from the readers, in order to the thesis will be a valuable thing to all, especially for the writer herself and for English Departement in terms of sharing experience.

Cirebon, July 2013

The writer



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CHAPTER 1 INTRODUCTION

1.1 The Background of The Problem

In fact, writing is difficult for students who are learning English. Actually in students of second years at SMA N 9 CIREBON. As they often struggle to express their ideas and what they really want to say and what they really want to write.

The students of second years at SMA N 9 CIREBON still confused in writing text especially genre of text. Students are also must be mastered the kinds of the text. There are fourteen text types such as, Narrative, Hortatory Exposition, Report, Analytical exposition, Spoof, New item, Descriptive text, etc. This Condition makes the students get confused and bored. Because, they have to know and understand one by one the generic structures, purposes, functions and meaning. In other words still low performance in English writing was among other things. In order to increase students' interested of learning English especially in writing subject of genre in descriptive text, The writer focuses on descriptive text. Because This text is often used in daily activities but the rule of it was forgotten by students. It is also a text to describe something such as: someone, things and animals. The characteristic of descriptive text explains or describes something not generally but also specifically. As Anderson and Anderson (1997: 80) stated: descriptive text is "The explaining or descriptive text type tells how or why something occurs"

On the other hand, according to Derewianka (2000: 60) " Descriptive text is give an account of how something works or reasons for some phenomenon."

The lack of second years students at SMA N 9 CIREBON directly, they make sentences and texts without pay attention the functional grammar well, they also confused put the words, arrange sentence by sentence become a correct and

coherence texts. The teacher plays role in students' activity in order to develop students' using language and enrich their knowledge about language deliberately. The role of teacher is very important determining the context design and particular curricula especially in teaching text types in classroom activity appropriately. For their different purposes in the community or social life.

Critical discourse analysis is an in-depth assessment trying to uncover the activities, views, and identities based on language used in the discourse. The functional grammar analysis is a branch of study discourse analysis which has the aims to know how the text works, understanding both of the meaning and the structure of the whole text. it depends on the theory experience of discourse analysis especially in school discourse context. It also focuses on the problems which relate to internal factors of language that involve formal aspect of language itself and external factors such as: exploring discourse based on the context situation, reference, implicature, social and culture.

Discourse analysis is the study of rules language usage in the community which observe and analyze the language both of the written text and spoken text or utterance naturally. Both of them cannot be separated by function of language to support human needs, interact with others, expressing ideas, achieving different social purpose. Generally, a functional grammar perspective explains that language structure based on the functional aspect in the umbrella of systemic functional grammar perspective (SFG).

On the other hand the functional grammar perspective was introduced and developed by Michael A.K. Halliday who mastered in the linguistics especially, in the development of the systemic of functional grammar (SFG), Halliday's views language accordance with the functional grammar perspective and analyze discourses critically. In SFG, there are five stratum namely Context, Semantics, Lexicogrammar, Phonology and Phonetics. All of them have close relation with each other but, the highest one in the SFG is recognized by the context, because it is language external and the other ones are four stratum is called by internal factor of



language as follows: semantics and lexicogrammar (meaning and wording) as content but phonology and phonetics as expression of the speaker's says.

Halliday (1994: 6) said that : “Functional grammar views language as a resource for making meaning”. A functional concept has a important position in the functional grammar, then there are three levels to be close attention namely: syntactically, semantically and pragmatically all of them embedded each other.

Especially in functional grammar perspective in descriptive text. The functional grammar approach is the grammar part of the sentences and look at how to language enable to do things in our daily activites or life actually it can help the students understand the meaning of the text genre in school and community. The functional grammar perspective in descriptive text means by the teacher guidance, the students are able to apply and interpret to genre of the texts for a variety of social purposes. It provides the students have a good preparation for their life in the community and school.

When we concentrate on the structure and ordering of components within a sentence, which is relate to the research about “syntax” of language. Syntax is the study of the sentence patterns of language or the component of speaker's knowledge of the structure of phrases and sentences. It's study about formation and pattern on phrases and sentences, semantics is the study of meaning sense in the language especially in written text and the last is Pragmatics is a study of the speaker meaning and utterance interpretation bounded by context situation.

To understand meaning of utterance needs science, knowledge referent to external language and background knowledge relating with the context usage. In creating a sense, the first should know where is get the sense of meaning, sense is gotten by the whole texts and it embedded to social context. Text in context is called by genre, this is type of texts and also a social activity; it depend on the social contexts, including the context situation and the context of culture. It has social purposes to entertain, persuade and giving information for society and taught the good behaviour.



According to Halliday and Hasan (2009:170) “Realization function as a dialectic: contextual choices activate semantic choices activate the lexicogrammatical ones; looking from below lexicogrammatical choices construe semantics choices construe contextual ones.” To implemented the functional grammar, the most important is only three stratum. Language choices emphasize on the context situation and social context will be affect in the wording choices and it choices of meaning, for example: Sandi loves Intan, it should interpret that the word of “ love” is more appropriate than use word “ like” because it has different sense of meaning “ love” reflect on someone’s feeling but “like” reflect on something prefer particular to noun. As the result context situation (what for and for whom we speak) can affect the word choices and it will influence the choice of meaning too.

Usually, The school using SFG in learning and teaching English, it was adopted by genre or text types in language teaching to interacting with others, representing experience, achieving different purposes, connecting ideas and creating coherence and cohesive texts.

This study has previous studies in the same fieldThe first previous is Amir Husein (2011), his thesis only explain the some strategies in descriptive writing without the analyze that text. He write without worrying about making mistakes and structure grammar of writing , he makes solution to writing as a habit and fun activity without pay attention the functional grammar Perspective.

The second previous is Ocid Abdul Rasyid (2012) in his thesis only focused on the text of advertisement in the creating cohesive text according to hallidays’ view. In order to more qualified advertisement that can invite the audience to read and understand about it.

The last previous is Milik Wulansari (2012), her thesis only focused on the lexicogrammatical features of the procedural text. Her thesis interested described for some reasons, first analyzing the lexicogrammar construct and the second analyzing the function of lexicogrammar in procedural text which gotten by some selected web magazines.



Considering the some reasons above, There is no the context aspect in that thesis before, so in this research the writer only using the descriptive text by the emphasize on the context that effect the text and focus on give more attention in the functional grammar perspective. In order to creat the coherence and cohesive texts. By the considering them, the students can understand the sense of that texts. Because, Language must be taught in the context, it's taught by the text not part of sentence.

Using the framework of Systemic Functional Grammar (SFG) Perspective who was introduced by Halliday, This thesis illustrated how to teacher can use students' text to identify, realise the features in text and construct the context that are relevant to particular task. This approach has closely relate to critical discourse analysis of students' text. By the discussed and investegated SFG, students can use language choices in their text appropriately. It focuses not only considering the internal factors including on language features (schematic or generic and lexicogrammatical features) but also external factor of language namely context situation.

Moreover, This thesis concluded that the context must be taught by the teacher in descriptive text, because this important to teach it. By this approach the student should be able to reading comprehension, write the text by using their language experiences. It is also suitable to english as a foreign language (EFL). Then the writer will concentrate on THE ANALYSIS OF STUDENTS' DESCRIPTIVE TEXT: A FUNCTIONAL GRAMMAR PERSPECTIVE Because, to know the students' ability, to know the students construct the context and how to analyze or realize the functional grammar perspective on writing descriptive text.

1.2 The Identification of The Problem

1.2.1 The field of The Research

The field of the research in this thesis is "Grammar".



1.2.2 The Kinds of The Problem

This research entitled “THE ANALYSIS OF STUDENTS’ DESCRIPTIVE TEXT: A FUNCTIONAL GRAMMAR PERSPECTIVE AT SMA N 9 CIREBON. This research focuses on the students’ descriptive text. The field of the study is grammar. From the title of the thesis and background of problem in which investigated, the writer find out and list two problems to be identified in this research, as follows:

1. How are the text features realised in the descriptive text composed by students?
2. How do students’ construct the context of the text they produced?

1.2.3 The Main Problem

The main problem in that will be investigated in this research is the students still confused to arrange the descriptive to be a good and coherence texts, they also cannot built up the context in their text and do not pay attention the grammar well, because writing needs the complex skill such aspect of grammar. They must analyze, construct the context and realize features of students descriptive text in writing it.

1.3 The Limitation of The Problem

In this research the writer has decided the limitation of the problem , it is only focus on the analysis of functional grammar genre-based approach to teaching writing descriptive text. Which analyze by using the schematic structures (generic structures) and lexicogrammatical features of descriptive text and students construct the context, according to Derewianka’s theory.

1.4 The Questions of The Research

There are some questions in analyzing the students’ descriptive text by using the SFG Perspective, as follows:

1. How are the text features realised in the descriptive text composed by students?





2. How do students' construct the context of the text they produced at the second years of SMA N 9 CIREBON?

1.5 The Aims of The Research

Suitable to entitle above "The Analysis of Students' Descriptive Text: A Functional Grammar Perspective" In this Research , the aims of the research are started as follows:

1. To find out the text features realised in the descriptive text composed by students.
2. To find out students' construct the context of the text they produced at second years of SMA N 9 CIREBON.

1.6 The Significances of The Research

After the writer analyzing the problems, the writer will get the usefulness as follows:

1. This research will contribute to develop knowledge especially in learning English discourse can be reference, if the University doing the same research.
2. By attentioning aspect of Functional grammar perspective including on the schematic and lexicogrammatical features of descriptive text in writing text looks at how language enables us to do things in our daily lives.
3. To participate successfully in school and the community, for example: students need to know how to use language.
4. Language must be taught in the context, for instance it's taught by the text. It does not each sentence, because the language choices according to the types of text (genre) which has the purpose to need the social purpose in daily life.
5. Important to the teacher to know the concept of SFG Perspective, because it's expected by teacher English to look at the language through by the context. Language is taught by the whole text not each sentences. Because the Generic and Lexicogrammatical features are identified and understood in the context situation.



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