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

A THESIS

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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 Grandpa and My lovely grandma, 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 Era Yuliana( Pirpit) who still school in Senior High School.

Beside that, she get married 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 success woman in the world and here after, then To be a benefit woman in the family and society.

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

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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.

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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.

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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 stratums namely Context, Semantics,
Lexicogrammar, Phonology and Phonetik. 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 an 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 activities 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 Pragmaticis 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 field. The 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 dailylives.
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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