

## THE ANALYSIS OF GENERIC STRUCTURE OF DESCRIPTIVE TEXTS PRODUCED BY COLLEGE STUDENTS

Achmad Hilal Madjdi, Atik Rokhayani  
*Universitas Muria Kudus*

### **Abstract:**

*Writing is a challenging skill for some English students. Before writing, students must consider the genre. A text type is genre. It's not easy to apply genre theory in writing. The students must comprehend the text's genre, general organization, and lexico-grammatical features. They have lots of ideas but can't put them into a nice writing. This is a big issue for some EFL students. This study examined the impact of genre choice and generic structure on students' writing. The researchers studied the English Class of the Psychology Department of Universitas Muria Kudus. This study is descriptive qualitative. The descriptive qualitative examines the study of students' writings based on genre choice and generic structure. This study was conducted in English class at Universitas Muria Kudus at Psychology Department. Based on the research findings, students' descriptive texts consisted of a generic structure of identification and description. A person's introduction is described in identification. A person is described in a description. Identification and description were well used by all students. Thus, the students consistently used generic structure in their writings. However, there were issues with punctuation, diction, and meaning. This research may help English Education Department, especially students who need to better their texts and think about generic organization and challenges while writing.*

**Key words:** *Generic Structure, Descriptive Text*

### **INTRODUCTION**

In recent years, English teaching in Indonesia has emphasized genre. Both English teachers and students are busy discussing text genres, spoken or written. This type of teaching and learning procedure is quite popular, making teaching and learning English the same genre and structure. It means that discussions on producing literature in its genre and generic structure may dominate English classes at both elementary and senior high schools. Students will focus on a work in a certain genre and write it using the teacher's scaffolding generic structure. So students are disciplined in using generic structure theory since the teacher will also grade their work on right or incorrect generic structure implementation. When creating a narrative text, they always start with an orientation, mentioning the story's characters. They will explain who, what, when, and where. After writing the orientation, they'll move on to the story's complications. Another part of the text will tell the reader that the story has a happy or sad ending. The text ends with a reorientation, which is optional, to consider the story's lesson. As long as students are in a guided writing class, the writing framework style will remain the same. It means they use the text writing theory as it is. In this way, both teachers and students become more concerned about writing appropriate texts based on their social function and communicative purpose.

The research question of this study is: How is the consistence of genre choice and generic structures applied by students in their text writing? The objective of this study is to explore the consistence of genre choice and generic structures applied by students in their text writing. This study also aims to contribute to the theory and practice of English teaching and

learning. The research findings should encourage teachers to teach genre and generic structure theory using real-world texts. The project will also provide statistics on student writing texts.

This study focuses on Systemic Functional Linguistics views language in its social context and as an instrument of social interaction rather than as formal cognitive system which can be studied in isolation from social context. The relationship between language and culture is important to highlight here as one uses language to convey meanings which always develop in the course of, and in relation with the significant and meaningful interaction with one another (Halliday, 1994: 205). Interaction happens in social life where numbers of systems of meaning are available and can be utilized by human freely. Language is one among a number of systems of meaning that, taken all together, constitute human culture (Halliday and Hasan, 1989:4).

An example of how language and culture are related each other can be shown from how turn taking differs from culture to culture as well as how standards of politeness vary although it was said that certain characteristics are common to all societies, for instance, indicating the end of thought or end of utterance (McCarthy 1991:24). It means that language usages and choices are determined by context and, on the other hand, language also affects context. That is why in using their language, the users make choices from the repertoire of possibilities which are available to them in the language system. Under this framework, S F L theory views that the types of language used by its users are influenced by context. However, language users may also create or choose the types of language on the basis of different context.

It can be then, easily understood that in particular setting, the types of language can be varied depended on the choices the users make. Therefore, language and social context is seen as semiotic systems which means that language construes, is construed by, and also reconstrues social context (Martin, 1997:4). The work of Systemic Functional Linguistics is, then, on the basis of descriptive approach to language. It means that, when we want to work under the circumstances of Systemic Functional Linguistics, we analyze samples of authentic language and describe how the speakers or the writers use language for communication (Eggins, 2004:2).

In other words, Systemic Functional Linguistics views language as a resource for social interaction. As a resource for social interaction, language is viewed by Systemic Functionalists as a semantic system and claimed to be studied with reference to meaning. In systemic functional linguistics, genre is viewed as social activity and consequently, the discussion on it refers to different types of texts that enact various types social contexts (Martin and Rose, 2004: 7). As a social activity, genre has two defining characteristics: purpose and structure. Genre is claimed to have purpose in the sense that it is 'how people use language to achieve culturally appropriate goals' (Eggins, 2004:25). In other words, as it is stated by Bathia (2004: 23), genre essentially refers to language use in a conventionalized communicative setting in order to give expression to a specific set of communicative goals of a disciplinary or social institution, which give rise to stable structural forms by imposing constrains on the use of lexico-grammatical as well as discoursal resources.

Almost similarly with Eggins, Martin and Rose (2004: 7) view genre as staged, goal-oriented social process. It is viewed as staged because it usually takes us a few steps to reach our goals; social because there is social relationship among the participants in genre; and goal-oriented because genre is used to get things done. According to Sumekto (2017), the term

"genre" is a simple one that refers to the various kinds of written text. Therefore, we can assign a text to genre on the basis of its certain purpose and certain structure. In other words, both the purpose and the structure of a text have the same proportional and critical contributions to the identification of the genre of a text. This difference of genre assists to emphasize the text's originality on purpose (Durrant & Brenchley, 2019). In other words, different genres will show different ways of language use due to the culturally different purposes. Consequently, texts of different genres will also be texts which are used to achieve different purposes in the culture.

The discussion on context of situation which is proposed by Halliday in the framework of systemic functional theory is always linked with the notion of register which is understood as a functional variety of language (Halliday, 1989: 38). It means that the concept of register is actually a theoretical view of language use on the basis of different situation which is known as context of situation (Eggins and Martin, 1997: 237- 243). The central theory of register is, then, concerned with theorizing the language – context relationship as what dimension of context matters to text and how context gets into text. It can be understood that genre and register have their position relationship as described by Martin (1985) that they are two semiotic systems stacked up against language, where genre is realized by register and register is realized language in the framework of context of culture and context of situation.

In systemic functional linguistics, the context of situation is discussed with reference to the three components of field, tenor and mode. Field concerns with what is happening or kind of action in its social nature, tenor denotes the interactive roles involved in the text production (who is taking part, what is his/ her status or discourse role), and mode refers to the organization of the text or describes the channel in which communication takes place, whether spoken, written or combination of these two. Those three variables of context of situation will always affect us in language choice in order to convey meaning as it is understood that language is essentially a system of meaning potential (Halliday, 1994: 39).

Halliday and Hassan (1989: 26) further explain that field is used to reflect ideational meaning so that we can say that the field is expressed through the ideational function in the semantics; tenor is used to reflect lexico-grammatical features which carry interpersonal meanings so that we can say that tenor is expressed through interpersonal function in the semantics; and mode is reflected in lexico-grammatical features which carry textual meaning so that we can say that mode is expressed through textual function in the semantics.

Semantically then, language is structured to make three kinds of meanings, ideational, interpersonal, and textual (Halliday, 1994: 39). The ideational meaning is concerned with the content or the proposition of the message. It can be grouped into experiential and logical subtypes. According to Eggins (2004: 206), experiential meaning is expressed through the system of transitivity or process type, with the choice of process implicating associated participants roles and configurations. The interpersonal meaning is concerned with the interaction between the speaker/ the writer and addressee which is mainly manifested in the level of clause by mood, modality and evaluation. Textual meaning is related with the organization of text in achieving its cohesion and coherence.

However, those three kinds of meaning should be fused together in linguistic unit because language is a semiotic system: a conventionalized coding system and organized as sets of choices (Eggins, 2004: 3). Since language is thought as a resource for making meaning (Halliday and Matthiesen, 2004: 23), the three variables of context of situation (field, tenor and mode) are linked to the three main functions of language which Halliday states as semantic meta-function (ideational, interpersonal, and textual meaning). Three factors must be

considered when producing a description. It is composed of three components: social function, generic structure, and lexico-grammatical features. The social function of descriptive text is to describe particular people, animals, and other things. The generic structure of a descriptive text is identification and descriptions (Gerot & Wignel, 1994).

## RESEARCH METHOD

The design of the research is descriptive qualitative on the framework of text analysis. The researchers analyzed students' text writing describe the generic structure implemented by the students and explain the consistence of students in implementing the generic structure in their texts. The subjects of this research were the first semester students of the English Class in Psychology Department of the faculty of Psychology, University of Muria Kudus. There were fifteen students participated in this study. The data of this research were the generic structure used by the students in descriptive writing texts. The data source were fifteen students' texts. In collecting the data, the writers assigned students to write texts and collected the students' texts to be used as the data. In addition, in analyzing the data, the writers read students' texts thoroughly, broke down on the basis of sentence to determine the generic structures and described and explained the real generic structure applied by students in their texts.

## RESULTS AND DISCUSSION

The generic structures applied by students in their text writing and the consistence of students on applying generic stucture in their text writing is described in the following table:

Table 1. The Analysis of Students' Descriptive Text

Text	Identification	Description
1	√	√
2	√	√
3	√	√
4	√	√
5	√	√
6	√	√
7	√	√
8	√	√
9	√	√
10	√	√
11	√	√
12	√	√
13	√	√
14	√	√
15	√	√

Table 1 shows that the students applied the pattern of generic structures of the descriptive text. They consist of identification and description. All of the students were consistent in writing descriptive text.

In the sample of fifteen descriptive texts written by the students, it was found that all of the texts used identification generic structure. We can see this from each of their text. The identifications of each student descriptive text are as follow:

*Hello let me introduce my self. My name is Yahya kristanto, just call me Yahya or Tanto. (Text 1)*  
*Let me introduce my self. My name is Wahyu Prasetyaningrum you can call me wahyu or arum. (Text 2)*  
*Hallo my name is Vigo. My full name is vigo ade afariyanto you can call me vigo. (Text 3)*  
*Hi, everyone let me introduce myself my name's Zahra eka pratiwi you can call me Zara. (Text 4)*  
*Hi all, allow me to introduce myself. My full name is Putri Rahayu DKP usually called Putri. (Text 5)*  
*My name is Ervana Damayanti can be called Ervana. (Text 6)*  
*Let me introduce my self. My full name is Tiara Annisya Ni'am you can call me Rara. (Text 7)*  
*My name is Siska Abbidah Kurniasari, you can call me Siska or Kaka. (Text 8)*  
*On this occasion, allow me to make an introduction to who I am. My name is Sherly Septikaningrum. You can call me Sherly or Tika. (Text 9)*  
*My name is Shendy Anjang Sani, my nick name is Shendy. (Text 10)*  
*Introduce my self. My full name is saifun noor hafidz, usually called saifun. (Text 11)*  
*My Name is Reza Irnanda Putra. My Nick name is Reza. (Text 12)*  
*Hello, my name Chrestella Putu Holy Kusuma. (Text 13)*  
*My name is Nurus Sa'adah, you can call me Nurus, (Text 14)*  
*Hello, I will introduce my self, My full name is Nurani Nanda Widyaningrum. You can call me Nanda. (Text 15)*

All of the students wrote the identification by mentioning his/her complete and nick name. There are some students wrote introduction in their identification. The introduction of the identification can be found in the text 1, 2, 3, 4, 5, 7, 9, 11, 13, 15. The students explained the detailed identification of the generic structure from the beginning to the last sentence, but some of them did mistakes in punctuation. They wrote name without capital letter in the beginning. Punctuation is the important element in writing, so the lecturer has to pay attention to the use of punctuation. However, the students had correctly applied identification as the generic structure in their texts.

The second generic structure of descriptive text is description. All of the students' texts used description in their texts. The descriptions of each student descriptive text are as follow:

*I live in Jrahi Village, RT 02 RW 05, Gunungwungkal District, Pati Regency. I am nineteen years old, my hobby is fishing. I graduated from SMA PGRI 03 Tayu graduated in 2021 and then continued my studies at Muria Kudus University majoring in Psychology, I majored in psychology because I want to know and love myself and others. My father name is Suwardi, my mother is Pujiati. both work as farmers. I am the frist and only child i am still single and not working. Strenghts in me honest and weakness I lack discipline about time. My plan after graduation is to start working and have my own business, if there is a chance I also want to continue my next study. Phone number 081239332306. Thank you. (Text 1)*  
*I was born on January 13, 2003. I live at Kabul street RT 02 RW 03 Pecangaan Jepara. I was graduated from SMA N 1 Rembang and now I study in the faculty of psychology of Muria Kudus University. My father's profession is enterpriser. I'm the first child, i have a younger brother. My hobby is sport. Thank you for your attention. See you. (Text 2)*

*Now i am is a student of University muria kudus,and iam 19 years old i live in Perum muria indah.I have one brother and my hobby is play football,badminton and swim. My favourite food and drink is nasi goreng and coffee. That's all about me thank you. (Text 3)*

*I am from Indonesia I live in bulung cangkring village rt.1 rw.10 jekulo,kudus I am eighteen years old,I have one younger sister,my father's name is jamasri and my mother's name is anisah ekowati.i am the eldest child of second siblings.my father is a farmer and my mother is a factory workers I am a student at universitas muria kudus my hobbies are watch movies and play online games,my favorite food is fried rice,snack,noodles and my favorit drink is coffee milk.I want to be a HRd staff in big companies thanks your attention seeyou (Text 4)*

*I live in Indonesia, more precisely in Nalumsari Jepara, I am 19 years old. I have a younger brother and an older brother, yes I am the second of three children. My father's name is Andi Riyanto and my mother's name is Darsiyah, my father works as a businessman and my mother is a housewife. i am a student at muria holy university and i take psychology faculty.*

*Since I was little, I love traveling, therefore I have a hobby of visiting tourist attractions that I have never visited before, my favorite food is fried rice and my favorite drink is coffee. I really want to be a psychologist or become an HRD in one of the leading companies in Indonesia. my life motto is "let life flow like water and just follow the path that God has made in such a way" (Text 5)*

The first until the fifth text stated brief description in the text. The students informed date of birth, address, graduate school, reason in choosing the major and short description of the family. By describing the family, the readers can easily identify description of the generic structure of the descriptive text. In addition, the student expressed the life motto in the fifth text. Life motto becomes the students motivating themselves to be consistent toward the motto. The student of the text one mentioned his phone number in the description because he wanted to show the respect to other people. Those descriptions tend to be important for the students to be described to represent himself.

*I was born in Pati 12 March 2002 I live in the village of Gadudero Poncomulyo, Sukolilo Pati, my hobbies are swimming and lying down, Height 160 and weight 55, From Middle School 2 Mejobo Kudus and Senior High School 1 Jekulo Kudus and then now continuing at the University of Muria Kudus, I have a younger brother who is now in the 3rd grade of junior high school. My mother named Siti suprihatin was born on March 23, 1983 who works as a housewife and is also an entrepreneur, my father named Masridi was born on November 8, 1977 who works as an entrepreneur. (Text 6)*

*I am come from Kudus, exactly Ganesha street number 961 Purwosari, Kudus. I was born on Kudus, 24th October 2003. I am eighteen years old. I study in Muria Kudus University. My major is Psychology. My hobby is watching movie. A category of my favorite movie is horror. I think enough, thank for your attention. (Text 7)*

*I was born in Kudus on 14 November 2002. Where i live in Bacin village, Bae sub-district, Kudus district. And i am the last of three children, and all three are girls. My father and mother work as entrepreneurs.*

*I am a muslimah who wears hijab. I have a height of about 155 cm and weight 57 kg, my hobby is watching movies and playing with friends. I am currently studying at one of the campuses in Kudus, namely Muria Kudus University, first semester majoring in psychology at UMK. In my opinion, i am a friendly and sociable person, but I often forget when i look at things. My goal is to become a successful entrepreneur and successful psychologist. (Text 8)*

*I am the first of one children. I was born in Kudus, September 22<sup>nd</sup> 2003. Currently, I live in Pasuruhan Lor rt 01 rw01 Jati Kudus*

*Talking about hobbies, My hobbies are singing, random dance, reading books like reading novels. I can also understand foreign languages such as English, Korean, Japanese, Mandarin, and Thai. Now I can understand little by little even though it's just vocabulary. I also have dreams of becoming a*

psychologist. I hope my dream can come true.

I have 1 siblings who are still in Junior High School, my father works as a private employee and my mother works as a housewife. I guess that's all I can say about this introduction. Thank you very much for your attention. (Text 9)

I live in the village of Keben, I come from Pati. I am 19 years old and my hobbies are playing futsal and online games. My goal is to become an HRD in a company. I graduated from SMK Tunas Harapan Pati and continued to college at Muria Kudus University majoring in psychology, the reason I entered psychology was to know more about human behavior. My father's name is Bejo Santoso and my mother's is Parsini, I am the second child in my family and my sister is named Dewi. My weakness is that I am shy and lack confidence and my strength is that he is a cool person when he is familiar. (Text 10)

The students of the text six until ten employed the brief description of generic structure. They also informed date of birth, address, graduate school, reason in choosing the major and short description of the family. In addition, hobby was also mentioned in the seventh text. Hobby is considered to be regular activity for enjoyment. The student mentioned the hobby to inform to the readers.

I was born in Jepara, December 17, 2001. I live in the village of mayong lor, rt 02 rw 06 mayong jepara. My current age is 19 years. I am currently studying at Muria Kudus university. I majored in psychology. I was born to a father named Sarian and a mother Sumarti. I have a height of 169 and a weight of 58. I am Muslim since birth, because both my parents and my family are in a Muslim environment. Regarding my personality, I have a friendly and kind nature because I like to help others and hang out with friends. I have a hobby of traveling out of town to refresh my mind and also admire nature. That's all from me, thank you for your attention. (Text 11)

I live in Pakis village, Tambakromo. I come from Pati. I was born in Pati on June 7, 2003 and now I am 18 years old. I am graduated from SMK Tunas Harapan Pati, I graduated in 2021. My hobby is Playing futsal and online games. My goal is to become an HRD in a company. The reason I entered psychology at Muria Kudus University is because I want to learn about human behavior around me, including myself. My father's name is Sugito and my mother is Puji Lestari Handayani. My father works as an entrepreneur and my mother as a housewife. I am the first child of the family and have one younger sister named Nazifa. My weakness is that I am shy and lack self-confidence and my strength is that it is a pleasant person to get to know me better. (Text 12)

I'm 18 Years old, I born at Semarang on March. I live in Kudus, I was 6 years in Kudus. I live with my mother my daddy and my younger brother. I was school at junior school 2 bae and high school 2 bae too. And now I study at Universitas Muria Kudus. I like traveling and watching a movie, I like thriller movie, but if I alone I scared, so if I alone I watching romantic movie. I have long black hair, and black eyes. That's all about me thank you (Text 13)

I live in Dawe Kudus Central Java.

I'm 19 years old, My hobby is swimming, my goal of life Is to be a bussiness woman.

I'm graduate from Banat vocational school in 2020, and at the moment I'm study in Psychology Department in Muria Kudus University. In here I want to learn about mental health.

My father name is Abdul Somad, he is trader and my mother name is Suwarni she is trader too. I have 5 sibling

I work to divide my time to teach reading to children at home.

My strength is I can swim and my weakness is I'm so lazy.

My planning after graduating is work in the office then open a bussines

And the last I have 1 motto "it's ok to rest but don't give up about everything" (Text 14)

I live In Singocandi Village RT2/2. I come from Kudus City. I'm 19 years Old. My hobby is dancing and singing. I graduated from SMK N 1 KUDUS in 2020.

My father's name is Widodo. He is worked as HR in a private company. My mother's name is Sri

*Mulyani. She is a housewife.*

*I am the second of three children, I have an older sister and a younger sister. My older sister works in a company as an admin and my younger sister is in junior high school.*

*I am currently studying at UMK majoring in psychology and working at the Ramayana Dept. Store as a Sales Promotion Girl. I work on weekend and when there is no class.*

*I have a strength point is a communicative person and easy to get along with, but I also have a weakness, I'm not neat at work but I will fix it.*

*The reason I took this psychology study program because I like to interact and socialize with many people with different backgrounds.*

*I hope after graduation from college I want to work in a company and become a leader in it. My motto in life is "Never be afraid to step out of your comfort zone because a life that is not at stake will never win." (Text 15)*

Similar to the description generic structure of the previous texts, the eleventh until fifteenth text showed the detailed description. The description of the text becomes the focus of the study. It plays the necessary part of the descriptive text. The students wrote the description briefly in their texts. Therefore, the students wrote the descriptive text well. The students in the text eleven until fifteen also wrote address, age, family, hobbies, etc in their description. Some of them also mentioned their reasons in choosing their major. In addition, there were some students expressing their future in the description generic structure. In some students' texts, the students wrote graduate school and the plan after graduation.

From the texts above, we found that the descriptions of generic structure produced by the students were still not well organized. The students had problems in punctuation, use of diction and meanings. It is supported by Sartika and Nurdin (2019) the students have problems in the structure.

## CONCLUSION

Based on the findings of the research, it can be concluded that the descriptive texts written by the students had the generic structure of identification and description. Identification contains of introduction of a person will be described. Description contains of description of a person. All of the students employed identification and description well in their texts. So, this research reveals that the students were consistent in applying generic structure in their writing. However, there were some problems relating to punctuation, use of diction and meanings.

## REFERENCES

Bathia, Vijay K. (2004). *World of Written Discourse*. Continuum.

Durrant, P., & Brenchley, M. (2019). Development of vocabulary sophistication across genres in English children's writing. *Reading and writing*, 32(8), 1927- 1953. <https://doi.org/10.1007/s11145-018-9932-8>

Eggs, Suzanne, and J. R. Martin. (1997). Genres and Registers in Discourse. In T. A. Van Dijk (ed). *Discourse as Structure and Process*, London: Sage Publications.

Eggs S. (2004). *An Introduction to Systemic Functional Linguistics*. London: Pinter Publisher.



- Gerot, L., & Wignell, P. (1994). *Making sense of functional grammar: An introductory workbook*. Queensland: Antipodean Educational Enterprises.
- Halliday, M., A., K., and Ruqaiya H. (1989). *Language, Context, and Text: Aspect of Language in a Social- Semiotic Perspective*. Deakin University Press. Halliday, M., A., K. 1994. *An Introduction to Functional Grammar*. London. Edward Arnold.
- Halliday, M., A., K and Christian M. I. M. Matthiessen. (2004) *.An Introduction to Functional Grammar*. Edward Arnold, London, third edition.
- Martin, J., R. (1985). Process and Text: two aspects of semiosis. In J. D. Benson and W.S. Greaves (eds). *Systemic Perspective on Discourse*. Norwood: Ablex.
- Martin, J., R. (1997). Analyzing Genre: Functional Parameters. In F. Christie and J. R. Martin (eds), *Genre and Institutions*. London: Continuum.
- Martin, J., R., and Rose, David. (2004). *Working with Discourse, Meaning Beyond the Clause*. London: Continuum.
- Madjdi, Achmad Hilal. (2010). *English Newspaper Commentaries on the Open Campaign Preceding 2009 Indonesian Legislative Election*. Unpublished Dissertation. Study Program: English Education. Post Graduate Program, Semarang State University.
- McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge: Cambridge University Press.
- Sartika, N., & Nurdin, M. (2019). Student's Ability in Writing Descriptive Text Based on Its Generic Structure at the Tenth Grade Student of Vocational High School. *Professional Journal of English Education*, 2(4), 436. <http://dx.doi.org/10.22460/project.v2i4.p436-441>
- Sumekto, D. R. (2017). The effectiveness of pre-service English teachers' collaborative genre-based writing feedback. *Lingua Cultura*, 11(1), 31-38. <https://doi.org/10.21512/lc.v11i1.1595>