LEXICOGRAMMAR AND TEXT STRUCTURE IN DESCRIPTIVE TEXT WRITTEN BY JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

The objectives of this study were the descriptive lexicogrammar and text structure written by Junior High School students. This study was conducted by descriptive qualitative method. The source of the data was the descriptive text written by the students where they describe the pictures of cats and sunflower. The technique of data collection was observation. The technique of data analysis was Interactive Model by Miles and Huberman (2014).The findings show that the students used all the descriptive lexicogrammar, they are Tense, Verbs, Adjectives, Adverbs and Reference. The finding also show that all the students written descriptive text by applying all descriptive text structure components, they are Classification, Appearance, Behaviour, Attribute, and Location. The students of grade 7, 8, and 9 of Junior High School used five components of lexicogrammar on descriptive text, namely, Tense, Verb, Adjectives, Adverbs, and Reference, but, the use of tense has not been used properly up to grade 9 because there is found that there are incorrect subject verb-agreement and incorrect choosing and using lexicogrammar. In term of text sructure, the students used five components of text structure, they are, Classification, Appearance, Behaviour, Attribute, and Location, but, the use of Classification have not yet been used correctly since there is still mistake related to place the classification on the text.

Keywords: Lexicogrammar, Text Structure, Descriptive Text

INTRODUCTION

Language is quintessentially human because we use spoken language everyday face-to face, as a means of communication, and written language allows us to record and hold on to our history across generations (Clark, 2003:1). There are four skills of language, they are,

listening, speaking, reading and writing which are divided into two functions, language input or receptive skills (listening and reading) and language output or productive skills (speaking and writing).

Brown (2001) describes that writing is a process of putting ideas down on paper to transform thouughts into words, to sharpen main ideas, and give structure and coherent organization. While Nattinger et. al. (1997:82) defines that writing is a social event that affected by the social roles and used to communicate. It means writing can be a tool for the writer to express the feeling and idea in written form.

Language are not all cut from the identical pattern, and this makes a difference in acquisition. It can be defined that every human has different language development (Clark, 2003: 3). In this research, this theory is the preliminary theory. It is asssumed that the difference is caused by two factors, they are, the Piaget's theory of cognitive development stages which describe that there is different language development stages which are arranged based on the students' age. Knowing the rules of writing includes being aware of linguistic features and having some understanding of genre also become one of the factors to communicate successfully in writing (Harmer, 2007:30).

METHODOLOGY

This study conducted by applying descriptive qualitative research design. In descriptive qualitative research the data collected will be in form of words rather than numbers. For the purpose of this study, qualitative descriptive research is used to describe and explain the lexicogrammar and text structure of descriptive text written by Junior High School students.

The Data of this research is Junior High School students' descriptive writing where the students put their ideas of describing two kinds of picture, they are the picture of sunflower and cats. The Source of the Data is the students of SMP N 1 Tanjungbalai. The subject are the students of grade 7, 8, and 9. Because of recurrent reason, there are 15 students chosen as the subject; 5 of the students are grade VII students (labeled as subject 1-5), 5 students of grade VIII (labeled as subject 6-10) and 5 students of grade IX (labeled as subject 11-15).

The data needed to answer the first and second research problems are the descriptive texts written by the students in which text structure and lexicogrammar were analyzed. To obtain the data, the observation technique applied. Elicitation technique used to choose the descritptive writing of five students from each grade because there is no treatment in this

research, so the process of choosing the data is naturally done, that is, ignore the background of the students, includes, students proficiency in English. As Nunan and Bailey (2009) state that elicitation technique is all methods used by the researcher to get information directly from informants. The researcher will require students to write description text based on

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In analyzing the data, the Interactive Model of Miles, Huberman and Saldana will be applied. This model consists of three components, they are data condensation, data display, and drawing and verifying conclusions (Miles, Huberman & Saldana, 2014) which consisted of three four steps,namely, data collection, data condensation, data display, and conclusion.

FINDINGS AND DISCUSSIONS

The findings of this research is all the text structure and lexicogrammar items are used by the Junior High School students in SMPN 1 Tanjungbalai.

Five items of text structure, namely, Classification, Appearance, Behaviour, Attribute, and Location are used by the students when they describing the pictures of sunflower and cats. However, the use of Classification, which is the most important and must exist in descriptive text, have not yet been used correctly used up to Grade 9. Most of them still do mistake related to place the classification which should be in the initial position of the text.

All the lexicogrammar items are used by the Junior High School in SMP N 1 Tanjungbalai, they are, Tense, Verbs, Adjectives, Adverbs, and Reference. However, the use of tense has not been used properly up to grade 9. The stuudents still combine the use of tense incorrectly and do mistake in arranging subject verb-agreement. They also do mistake in choosing and using verbs, adjectives, adverbs, and reference.

Related to the findings above, the research problem of this study is answered in the students' descriptive writing, where the students used all the components of lexicogrammar and text structure.

CONCLUSIONS

Based on the research findings and discussion, the conclusions can be drawn as All the components of lexicogrammar, namely, Tense, Verbs, Adjectives, Adverbs, and Reference in descriptive text are all used by the students of grade 7, 8, and 9 of Junior High School in SMP Negeri 1 Tanjungbalai. However, the use of tense has not been used properly up to grade 9. The students still combine the use of tense and it is found that there are incorrect subject verb-agreement and incorrect choosing and using verbs, adjectives, adverbs, and reference. In terms of text structure, it is found that since grade 7 the students have used five components of text structure on descriptive text, namely, Classification, Appearance, Behaviour, Attribute, and Location. The findings show that the use of Classification component, which is the most important and must exist in descriptive text, have not yet been used correctly used up to Grade 9.Most of the students still do mistake related to place the classification mastery.

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