THE ANALYSIS OF TEXT TO TEXT FROM READING COMPREHENSION MADE BY JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

This study is designed to analyze descriptive texts of junior high school. This research was conducted using discourse analysis method. By means of the researcher giving a descriptive text, then students are asked to read the text, then students are asked to write with their own language. The researchers analyzed the results of the student's writing on the language features and generic structure of the descriptive text. This study reveals the problems of students in writing descriptive text again in their own language. Where students have difficulty in the process of rewriting what they have read before, starting from word structure, grammar, and vocabulary. The findings of this study are to improve the data in the basic material of writing descriptive texts, especially in the fields of language and education.

Keywords: descriptive text, generic structure, language features.

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INTRODUCTION

Education which focuses on language skills has proved that it also improves one's comprehension and expressive skills. This type of education mainly consists of listening and other skills such as speaking, reading, writing and visual literacy. Among these skills, listening and reading improve comprehension skills while speaking and writing help students develop a sense of self-expression. In this way, students are not only expected to assess what they read but also to interpret information presented visually. Students also need to develop literacy skills as well as critical reading skills.

English is the language of global terms that need to be developed in Indonesia. Due to the ability to speak English, people have been able to obtain and provide information that was very important to develop oneself and the environment. In learning the English language, there are four skills that should be taught to students. They are speaking, listening, reading and writing. Lamy and Klarskov (2011) in Bhatti, (2013) suggest that reading is the most important skill for children in secondary school. This study focus on reading, cause the researcher need the students comprehension when they read a reading passage. According to Habibullah (2012) the determination of choosing texts should be based on who the students are. Reading involves selecting relevant information to build a coherent representation of the meaning of the text.

For this opportunity research, the researcher analyzed the rewritten text from reading passages made by Junior High School students. For this research, the researcher used descriptive text that took from Bright an English Course for Junior High School Students. The researcher will be analyzing the generic structure with the components of identification and description, and also language features that divided with some qualifications from subject, to be, pronoun, verb that written by students.

Discourse occurs when the language is used functionally, in a written and verbal setting, in a purposeful, useful and functional way. Discourse includes not only the content of a message but also the way in which it is expressed, which and how elements are chosen and brought together for a specific reason, in what context, for which aim and target group, in which direction it is intended to effect audience, and what kind of atmosphere is created by benefiting from which opportunities of language. Each reading is at the same time is a writing activity and so, there is always something to say on text, as long as writing process exists; in other words, writing requires reading afterwards (Agger, 2014).

In this study, the researcher use discourse analysis Gee (2011) stated that Discourse analysis is the study of language-in-use, because in here the researcher observe/analyzed the result of student task of reading passages that write by the students after they read a some reading passages given by the researcher. There are twelve genres of text, those are descriptive, recount, narrative, procedure, explanation, discussion, news item, information report, anecdote, For the

reading passages the researcher use descriptice text, because this teaching materials is related to the curriculum in K-13 for junior high school students.

In this research, the researcher use descriptive text that are suitable with the condition of the students that they have study before, descriptive text is about describing the object in detail, thing, person, place. According Corbett (1983) in (Shanti & Koto, 2016), descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste, and smell of things or objects. Because in the descriptive text there is a paragraph which tells and describe person, animal, or things. It means in the descriptive text there are many use personal pronouns and change the noun or noun phrase that seems unnecessary to be used repeatedly. So, the researchers would like to analyze the use of personal pronouns by students in descriptive text.

The researchers have an interest to search out students result in writing a descriptive text supported its generic structure and language features. Why, because the students still have any mistakes or lack to mastery generic sturucture and the language features. The generic structure is organized or stages in creating the descriptive text so as to own a decent structure. There are two components of generic structure in descriptive writing : identification and description. Identification here was to identify the phenomenon that was described in the text, and description was to describe the qualities, characteristics, condition, and part of an object in detail. The language features of the descriptive text is consists of subject, verb, to be and pronoun.

Based on the previous study, (Paltridge, 2012) Discourse analysis also are interested by how human beings prepare what they are saying withinside the feel of what they normally say first, and what they are saying subsequent and so forth in a communique or in a bit of writing. This is some thing that varies throughout cultures and is never the equal throughout languages. There are, thus, specific matters we are saying and specific approaches of ordering what we are saying mainly spoken and written conditions and mainly languages and cultures. Discourse analysis can analyze the reading skill in the area of text. The researcher will be developing this research because have some consideration those are from the result of student task when they comprehend what they read in the passage that has given from the researcher. In the previous study, there were several researchers who analyzed the text. Namely, there are researchers who analyze the relationship between discourse, text, and textuality from the perspective of general reference and self-reference. Here it is assumed that in natural communication the interlocutor's intentional cognitive processes are also analyzed along with the text / speech and the context; the analysis here focuses on direct communication but also on the perception of the written text.

In this study, the researcher made a different observation as described in the previous study above, the researcher conducted a study with students, namely by analyzing the results of student task through reading comprehension by rewriting what they had read and the researcher analyzing it according to the

text. This needs to be done because our students have an influence, namely they write back what they understand and read, besides that they are also affected by their culture, from their everyday language, namely Indonesian language, so that they can put their vocabulary and grammar in their daily lives are written in an authentic way in written form. So that in this study it can be concluded that there is a gap between text, namely that text has a link between discourse and textuality. Texts were analyzed using generic structure and language features.

Effective language learning/teaching requires students to be involved in the actual/social context to apply their knowledge and skills to achieve successful communication which is the ultimate goal of language learning. This proves that there is a gap in the application of discourse analysis for language learning. To reach this goal, the following question was proposed :

RQ 1. How are the generic structures in the descriptive text written by Junior High School Students?

RQ 2. How are the language features in the descriptive text written by Junior High School Students?

Based on the research question, the following research objectives was formulated :

RO 1. The study is to analyze the result of students task reading passages based on the type of reading text given by the researcher.

1. Reading Comprehension

English reading is quite an important language skill for learners and has been widely recognized. So, there is no doubt that reading is an important content of English Teaching. How to do it better and improve the savvy of students are the topics English teachers are discussing all the time. Reading is included in a receptive skill where the students have to understand the meaning of the text Mohib Ullah & Fatema, (2013). This skill somehow seems less active than other productive skills. However, having a well-spoken language will be meaningless if the students have difficulties in understanding the text. The students have to be given an appropriate material of reading to achieve reading's purposes. Therefore, the material given should cover the skills required for reading.

Successful reading comprehension and written composition are two ultimate goals of literacy acquisition and instruction. For a child to achieve these two skills, a complex set of skills is needed including oral language skills Berninger & Abbott, (2010). According to Reza Ahmadi et al., (2013) reading comprehension plays an important role in the process of learning a foreign or second language and it must be accentuated in different parts of the process. Generally, the debility of the EFL learners to efficaciously read the written texts may be ascribes to an assortment of reasons. Factors like unique elements within the written text, absence of enough familiarity with the content and the

schemata of the target language text, incapability of EFL language learners' in comprehending the texts.

2. Text

Success in comprehending a text has also been associated with having background knowledge and being familiar with the topic of a text. Background knowledge here is related with argumentation from Littelwood (1984) stated that the second language learner is likely to feel that everything he learns is different from his mother tongue, whereas in fact there are many ways in which his mother-tongue knowledge can be directly transferred. This phenomenon of course happening in the situation of students' social action, because they have use first and second language acquisition by not forgetting their own mother tongue.

Phrases and words are an important component in the existence of a sentence in the text. The existence of words and phrases as a complement to a sentence which consists of subject, object, predicate and description of place, time and others. According to Silver and Lwin (2013) stated that when we speak or write, we use words and combine them to form sentences. However, a sentence is not formed by simply stringing individual words one after another into a line. Instead, words are combined to form larger structural units called phrases, and then phrases are used as constituents for sentence construction.

The reading procedure is one in wherein a reader constructs his or her own meaning while reading. Existing knowledge, organized as schemas, impacts the construction of these meanings or, in other words, comprehension. According to Martin (1992) English Text is an introduction to discourse analysis within the framework of systemic functional linguistics. Its aim is to provide a comprehensive set of discourse analyses which can be used to relate any English text to the context in which it is used.

3. Descriptive Text

In writing descriptive we should pay attention in the components of descriptive text, there are identification and description, and also language features should pay attention in subject, to be, pronoun, adjective, noun and verb. Glencoe (2005) stated that good descriptive writing depends on the effective use of details for elaboration and the organization of those details into meaningful patterns. One natural way of organizing descriptive writing is to arrange details in spatial order—that is, left to right, front to back, near to far, clockwise, or counterclockwise. According to Kane, (2000) description is about sensory experience—how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception.

Whatever sense it appeals to, descriptive writing is of two broad kinds: objective and subjective. In objective description the writer sets aside those aspects of the perception unique to himself and concentrates on describing the

percept (that is, what is perceived) in itself. In subjective (also called impressionistic) description a writer projects his or her feelings into the percept. Objective description says, "This is how the thing is"; subjective, "This is how the thing seems to one particular consciousness."

The researcher chooses descriptive text because it describes a piece of a person, place, thing, or idea using concrete and also vivid details. Furthermore, descriptive text is to describe what we see. According to Dorothy & Lisa, (2003) a descriptive paragraph explains how someone or something looks or feels, a process paragraph explains how something done. A description is a drawing in words. And according to Oshima Ann Hogue et al., (2007) a description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of things in space. As you read the model paragraph, notice how the description moves from the bottom of the stairway to the top. Also notice how the description of the woman moves from far away to near.

The aim of description is to help the readers "see" the objects, persons, and sensations which are presented. the part of descriptive paragraph was divided in to three parts, they are:

a. Social Function

Describe the characteristics and conditions of the object person, thing, place, or animal) by using adjective and attribute.

b. Generic structure

It was divided into two part they are: a) identification, was to identify the phenomenon that was described, and b) description, was to describe the qualities, characteristics, condition, and part of an object in detail.

c. Grammatical feature

In description paragraph, it uses present tense as normally.

(Emilia and Christie, 2013)

METHOD

In this research, the researcher uses discourse analysis, because the basic knowledge of discourse analysis includes the definition of discourse and discourse analysis, as well as the main content of discourse analysis. According to (Samadikhah & Shahrokhi, 2015) in a critical discourse perspective, the language is supposed to be a vehicle to uncover hidden assumptions or ideology of the user. Further, social and linguistic aspects can be integrated by using CDA (Critical Discourse Analysis). Based on the above analysis, it can be seen that discourse is a logical structure, which can be used to achieve the communicative purpose of the whole language.

Discourse analysis as a heterogeneous field has also formed a backdrop to research in teaching language skills McCarthy, (1992). Among the language skills, language practitioners have generally focused on reading and writing skills. Additionally, discourse analysis is also useful in the teaching process, where the teacher's role as a facilitator for the students while in the class can develop their

teaching process by looking further at the language used inside and outside the classroom, such as students" online and informal interactions Hamuddin et al., (2019). Based on his secondary research on the application of discourse analysis in EFL reading skill, Ivanov, (2009) claimed that discourse analysis made a ìparadigm shiftî in teaching reading skills in that it first changed the focus from:

a. Linguistic study of text to study of language in use,
b. Bottom-up/top-down approach to interactive approach, and
c. Prior knowledge-oriented approach to awareness-oriented approach.

In this study, researchers focused or selected participants based on (people focused) where each individual of them was a study group that had studied material about descriptive text. The students here are the ones who have comprehensive information about the problems raised by the researcher. In this study, students play an important role in providing a detailed description of how they describe what they read with their own understanding which they will put in writing.

There are 3 study groups/class, the researcher chooses one group/class of them and the researcher decides to choose 5 of the 1 selected class. In this study, researchers took 5 students randomly, they were in a junior high school, which was undergoing learning at home.

In this study, researcher asked five students to read a reading passage. After they read the reading passage, the researcher asks students to understand what is in the reading passage, from grammar, language features, vocabulary, etc. After that the researchers asked students to write back/rewrite after they identify the meaning of the reading passage using their own language. After that, students collect their work to the researcher for analysis. With this the researcher will analyze the text of the student according to the method used.

For this opportunity research, the researcher analyzed the rewritten text from reading passages made by Junior High School students. For this research, the researcher used descriptive text that took from Bright an English Course for Junior High School Students. In the following, the researcher presented the descriptive text used in this study:

Text 1

My New Backpack

I have a new backpack. Its color is soft green. I always take it when I go to school. It is made of strong fabric.

There are some parts in my backpack. The first part is the pocket. I put my money and my library card in the pocket. The second part is the main part. I put my books and pencil case in this part. The third part is a small pocket at the left side of the backpack. I keep a bottle of water in this pocket.

Text 2

My Grandma

There are five people in my family. There are my father and mother, my sister, my grandma, and me.

Grandma is old, about eighty years of age. She is not very tall, about one hundred and fifty-five centimeters. She is slim because she does not like to eat a lot. Her hair is white and her triangular face is wrinkled, but her eyes always twinkle when they look at you. When I am near her, I can smell a light scent of jasmine,

Grandma is lovely person. She is nice to me and my sister. She never yells at us. She moves slowly because she has to be careful when walking. She does not talk a lot. She is a quiet person. However, she always tells us interesting stories before we go to bed.

And for the analyzed the reading passages, researcher used text related to generic structure, language features, the style of their own language. In this study, researcher sought and obtained

Data by taking a reading text in a student book in which there were several readings about descriptive text. Researchers chose 2 texts with the theme My New Backpack and My Grandma.

In this study, the researcher will explain how data analysis is obtained to analyze the result of student tasks:

1. First, here the researcher presents a reading passage taken from the book Bright an English Course for Junior High School Students which has been selected by the researcher which consists of two texts, under the title My New Backpack and My Grandma.
2. Second, here students will be asked to interpret/read and observe the text given by the researcher with their respective understanding with a duration of 5 to 15 minutes.
3. Third, when finished, the researcher took the reading text sheet and the students were asked by the researcher to write and explain again with their own language what they understood.
4. After getting the results of student task, the researcher will be analyzed by means of text, the researcher analyzed whether the results of the student's text are in accordance with the generic structure, language features, and maybe there are new things that appear outside of the text analysis

After analyzing the results of students' task, the researcher will find an overview of the results of the analysis. Text analysis which consists of a generic structure, is it in accordance with the generic which consists of identification and description in the descriptive text. And for language features, the researcher also observe with what the students write, about pronoun, verb, subject, and to be.

FINDING AND DISCUSSION

From these data, it was obtained five students' writing that had done as requested by the researcher. This shows that students have done what they learned and understood in reading passages with the descriptive text type. Descriptive text has characteristics, namely the existence of an identification and

description structure, each of which has an important role in the structure of descriptive text. In the results of this study, the researcher presented two of the five students' writings that the researchers analyzed in accordance with the research objectives.

Here the following data had been analyzed by researcher described the results of the analysis of the students' writing into generic structure:
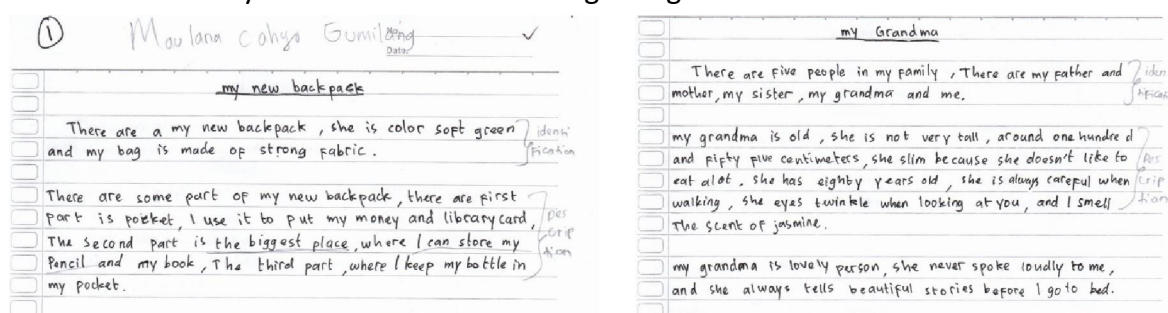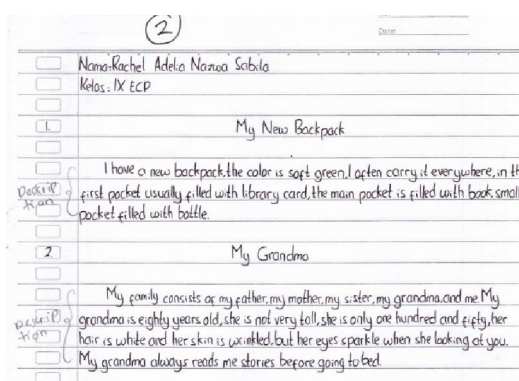

Picture 1. The first result of student task

Based on the data, this is the first student that had finish his writing by his own language. In here, his writing is on two text are complete with it's component of generic structure, that is identification that identified what the text described about, and also the description that explained about what are the object detail from that text. He can made descriptive writing by his own language that suitable with the generic structure of descriptive text.

In the structure of the descriptive writing, the structure had been completed. It had identification and description. All had been completed depend on the arrangement of the structure of descriptive writing.

Here the second data from student's descriptive writing is the following data had been analyzed by researcher described the results of the analysis of the students' writing into generic structure :

Picture 2. The second result of student task

Based on the data above, this is the second student that had finish his writing by his own language, In here, his writing is on two text are not completed

with it's component of generic structure, in this result of her writing only there is description that explained about what are the object detail from that text. In this result there isn't identification that related of generic structure of descriptive text, this student directly explained what she remember after she got the point of reading passage. The researcher also found some ungrammatical sentences in the student's writing, but researcher has explained in this researcher before this section above. While, in the structure of the descriptive writing, the structure had not completed. It had only description.

In here the researcher only presented two the result of student task, because this is as differentiation to represented of each other result. The result of student task in the first students showed that, the student had completed their written text, because there are structure of descriptive text identification and description, this result was represented of criteria in the structure of descriptive text. And for the second student, in her result was showed that, she only directly wrote the description of each theme, so in here there isn't identification in the first paragraph, it was showed that not suitable with the generic structure of descriptive text, uncompleted.

And for the third, fourth and fifth students result, the researcher had found same phenomenon with the result of the first student, all of the generic structure is completed support by the identification and description in each descriptive text. This showe that the criteria of descriptive text should be completed each part.

In other section, the researcher had divided the language features into participant, adjective, tenses, conjunctions, verb and noun. This is suitable with the result of the student's writing by their own language. Participant in here is how the students show what actually the person who write, they write by themselves or students involve the role of first person, second person etc. Adjective is described or limit the words that they modify. Tenses in here used simple present tense explained expresses habit or repeated actions (the action that happen every day, every week, etc) this is also used to expressed facts that are always/generally true. Conjunctions are words that connected the word in a sentence into paragraph. And then, noun is a part of speech that had the function of designating nouns, whether humans, animals or things, verb is used to indicate the action of the subject.

Here the following data had been analyzed by researcher described the results of the analysis of the students' writing into language features :

Table 1. The results of students task in language features

Std.	Title	Language Features					
		Parti.	Adjec.	Tenses	Conj.	Verb	Noun
First student	My New Backpack	My	Soft Strong Biggest	Present	-	Made Use Put Store Keep	Backpack Bag Fabric Pocket Money Lib. Card Pencil Book Bottle
	My Grandma	My/ Writer	Old Tall Slim Lovely Loudly Beautiful	Present	When And	Tall Like Eat Careful Walk Look Smell Spoke Tell Go	Grandma People Family Jasmine Bed
Second Student	My New Backpack	I	New Soft Small	Present	-	Carry Fill	Backpack Pocket Library card Book Bottle
	My Grandma	My/ Writer	Old Tall	Present	When	Look Read Going	Grandma Family Hair Eyes Bed
Third Student	My New Backpack	I	New Soft Strong Small	Present	-	Made Bring Go Put Keep	Backpack Fabric School Money Library card Book Pencil case Bottle

	Title	Subject	Adjectives	Tense	Conjunction	Verbs	Nouns
	My Grandma	My/ Writer	Old Tall Slim Wrinkled Lovely Quiet Slow	Present	And When	Eat Smell Snap Talk Walk Tell Interest Go	Grandma Jasmine Family Face Bed
Fourth Student	My New Backpack	I	New Soft Small	Present	-	Bring Used Put	Backpack School Pocket Money Library card Book Pencil case Bottle Grandma House Hair Face Person
Fourth Student	My Grandma	My/ Writer	Old Tall Fast Thin Good Kind	Present	And	Walk Eat Talk	
Fifth student	My New Backpack	I/ Writer	Strong New	Present	-	Take Go Make Storing	Backpack School Fabric Money Library card Book Pencil Bottle

My Grandma	My/ Writer	Old Tall Slim Sparkle Pleasant Kind Calm	Present	And When	See Move Slow Walk Say Tell Interest Go Sleep	Grandma People Family Face Eyes Jasmine

After the researcher analyzed the result of student's writing into language features, the researcher had found similar results between students with one another. In the participant all of students had some using "I" and "My" in two text. For adjective in student's result of their writing that same which what the researcher found in all of the text are "soft, strong, small, new" in first theme, "old, tall, slim, lovely" in the second theme. This proves that the vocabulary is often used by students to make it easier for them to remember what they have read. In this descriptive text, the student's result of writing they almost understand with what the tenses that used in descriptive text, that is Simple Present tense.

In conjunction section, the students result of writing in first theme that is My New Backpack the students didn't use any conjunctions here, but in the second theme, that is My Grandma, most of students used conjunction "and, when". For used verb, the students here had been used many kind of verbs to completed their writing in their descriptive writing, and there are some same vocabulary of verbs here "made, put, keep, go" in the first theme, "look, eat, smell, walk, talk, go, interest" in the second theme. For used noun here, the student's also had some similarities for used in their descriptive writing, such as "backpack, pocket, book, bottle", in first theme, "grandma, people, family, jasmine" in the second theme.

Based on the finding of descriptive writing created by eight grade of Junior High School students, and related to the research problem of this study, the students result here has difference, because in the first student's result is completed component of the generic structure of descriptive text, there are identification, how the students introduce the object as he know, and also description, in here the student describing what are the charateristic the object in detail. And this result show that, the students had more attention to the generic structure of descriptive text in their writing.

And for the second result of the students' descriptive writing is not same with the first student, because in their result of writing descriptive text, there was only description that refers to the charateristic of object in the each text, this proves that she didn't pay atttention with what her study, the students here after read and understanding the text, she directly wrote with what the

sentence/words that she remember, so the result become less properly. There is no the introducing paragraph as identificatin as well in the component of generic structure. So it may be conclude that this students were not well organized because she still has difficulties in generic structure of descriptive writing text.

Based on the finding of the language features that had been analyzed by the researcher, language features is the elements which make one text type different from the others. So many the elements of descriptive text, those are subject/participant, verb, noun, adjective, the tenses that used in the genre of descriptive text, and conjunction. Language features are the attributes that should exist in a text so that readers can tell what type of text they are reading. This statement is suitable and related with what the researcher analyze in the result of student's descriptive writing, because the researcher include about participant, what person and people who describing in the text, using adjective, present tense, the conjunction, verb and also noun that was the researcher delivered before this section.

In a previous study, there was a researcher Siahaan, (2013) who investigated the abilities and difficulties of students at a school in Bandung in writing descriptive texts. The relevance of this research is that the researchers both analyzed the students' ability in writing descriptive texts. Where there are similarities in analyzing the content of a text, it's just that the researchers in this study analyzed descriptive texts that were rewritten by students in text, which included linguistic elements and the structure of descriptive texts. The researcher used the text analysis method with the results of nine student texts with the criteria of low, medium and high achievement students which were analyzed from the schematic structure and linguistic characteristics using a systemic functional linguistic. The results show that middle and upper achieving students have good control over the schematic structure and use linguistic features that match the descriptive text. Low-achieving students are still confused in identifying the schematic structure and still need improvement because of errors in writing the text they write. This study has similarities in terms of the text analyzed, namely the descriptive text in this study.

The difference is in terms of text analysis from schematic structure, linguistic characteristics and using the systemic functional linguistic method, whereas in this study the researcher analyzed generic structure and language features using the discourse analysis method. Here it can be implied that, the results of these two studies are about the errors of students who still do not understand the characteristics of language, generic structure, schematic structure in descriptive text.

In general, all of the type of text such as narrative, recount, argumentative, expository and etc of course it had the component of language namely generic structure and language features. This is very important component when we are read some text and we want to wrote about some of kind of type of reading text. This is why we need components in the language

that are included in the readings that we often read, the language components that we often talk about with various sources are very important to facilitate one's understanding in understanding language.

CONCLUSION AND SUGGESTIONS

In finding the students result of descriptive writing text based on it's generic structure, it answered in the research question (1) How are the generic structures in the descriptive text written by Junior High School students?, (2)**.** How are the language features in the descriptive text written by Junior High School Students? From the data, the research found four the students created descriptive writing text that related with the generic structure of descriptive text, and one student that created descriptive text that incompleted component of generic structure of descriptive text. And based on the data of the result of students task the students still made mistakes in using pronoun, verb, subject, and to be, because they still lack mastery of part of speech in writing descriptive paragraph. It may be conclude that the students here is had more attentions with the component of generic structure of descriptive text. And here the result of students descriptive writing based on the generic structure properly. The researcher conclude that students writing descriptive text are well organized.

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