

TEENAGER'S GENRE SCHEMATICS STRUCTURES

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ABSTRAK:

Kemampuan menulis seseorang dapat dilihat dari analisis struktur atau bagian tulisannya. Tujuan dari analisis ini adalah untuk mengetahui jenis karangan yang dominan ditulis oleh 200 siswa lanjutan pertama di kecamatan Air Batu. Dan juga untuk mengetahui kemampuan siswa lanjutan pertama di Air Batu dalam menulis karangan yang diketahui dengan menganalisis struktur skematik dari setiap karangan mereka. Analisis ini menggunakan teori Sistemik Fungsional Linguistik yang diperkenalkan oleh Halliday dan menggunakan metode analisis yang digunakan J.R. Martin dan Silvana Sinar. Dari hasil analisis ditemukan bahwa jenis genre yang paling dominan dalam 200 karangan siswa lanjutan pertama di Air Batu adalah genre kisah yaitu 84 teks (42%), diikuti genre narasi 52 teks (26%), genre deskripsi 26 teks (13%), genre prosedur 16 teks (8%), genre eksposisi 15 teks (7.5%), genre penjelasan 4 teks (2%), dan terakhir genre laporan 3 teks (1.5%).

KATA KUNCI : struktur skematik, sistem fungsional linguistik

The function of knowing the type of genre and its schematic structures in analyzing a text is to know whether the writer can interpret his idea systematically in written form or not, and make us more understand what the writer's purpose in writing a text, thus can help us to analyze the text easily with combining the context of situation, and ideology. According to Martin (1985), all of text, in all languages, have types of genre and have the schematic structures, so these texts can be analyzed to know what the writers want to say to their readers, and what their messages to the readers. It's means that we can analyze all the text in any form and any genres and we can analyze their schematic structures to know their meant. The texts are not only the texts produced by adults but also produced by children. The research to analyze the children writing focus on genre and schematic structures has done by Martin (1984) and Sinar (1992,1998). Martin that worked together

with Rothery analyze pre school students' writing in Sydney, Australia, while Sinar did her research to primary students in Medan Sunggal, Indonesia. They concluded that whether pre-school students or primary school students can organize their idea in writing form, although sometimes they can't organized their ideas systematically that found in their schematic structures.

Because of that, it is need to do a research abot teenagers' genre and its schematics strutures. And the reason is I'm very interested in this subject and I want to know whether Martin theory can be applied to first junior high school students in terms of theory about genre and their schematic structures.

1.1. Problems

In this analysis there are some questions that need the answers, they are:

- a. What are the types of genre and schematic structures in two hundred compositions of junior high school in Air Batu?

- b. What are the dominant genres and schematic structures in two hundred compositions of junior high school in Air Batu?
- c. What are the dominant genres and schematic structures of boys and girls in four junior high schools in Air Batu?

1.2. Objectives of the analysis and its significant

- a. To identify the types of genre and each schematic structures of junior high school students written discourse in Air Batu.
- b. To identify the dominant genre type and each schematic structure of junior high school students in Air Batu.
- c. To identify which types of genre and schematic structures are dominant among boys and girls in Air Batu.
- d. To show the statistical result of the dominant types and schematic structures.

Beside that, there are some significances that are expected upon the completing of this thesis and those are as follows:

- a. The readers will get an adequate knowledge about the teenagers' genre writing
- b. The readers will have sufficient information about the junior high school students' genre schematic structures.

1.3. The Scope of the Analysis

This analysis focuses on type of genre and its schematic structures. In other words, this analysis only analyze the kinds of genre and the schematic structures of teenagers' compositions. The analysis of the data based on Martin's theory about genre and schematic structure.

2. On Genre Studies

Cultural context or genre is defined

by Martin as a stage, goal oriented social process achieved primarily through language. In other words, genres are the people ways in producing meaning in the stage to achieve their purposes. Genres are defined as social processes because members of a given culture have learned to use them in an interactive social setting.

Different genres are shaped and organized in different ways, the organization and structural differences are expressions of purposes and meaning differences. Genres are designed to inform, to entertain, to argue a point, to discuss the differences of point of view, to consult, to explain something, and to achieve another goals. Genres evolve over time as the original purposes they are established to achieve, to develop, and to change like culture. Genre can be divided into two genres, spoken and written genre, and both of them have the structures which are called schematic structure whereas the structures of the text are not the same and have variations where each genre has a different schematic structures to another genre.

2.1 Types of Genre

Different genres are designed by different purposes of writing. Whether to recount an event, to describe something, and to suggest someone, based on its purposes, genres are divided into narrative, recount, descriptive, report, procedural, expository, and explanation genre whereas, based on the story or the content of the text, genre can be divided into two genres, those are factual genre, such as expository, descriptive, procedural, discussion, and explanation, and non-factual genre, such as narrative and recount genre. In this thesis, the analysis of genre is based on the purposes of writing.

2.1.1 Narrative and Its Schematic Structures

The purposes of narrative text are to recount event. It is not only the real events but also to recount the imaginary ones. Narrative text is organized by time sequences, such as one day, last year, while, later, and so on. Narrative texts are not always recounting the writer's personal experience. A writer may write the events which occur around him, what the writer has seen and event fiction stories. Narrative text will be clear to understand by knowing the elements which constitute the text.

Texts begin with orientations which introduce participants and says something about where and when. Then complication; a sequence of action leading up crisis. Next resolution which solves the problems, and sometimes coda is added, the conclusion of the story. Sometimes, there are abstracts; words, sentences, about whole the story and evaluation; the narrators' attitude towards the complication in the text.

Example:

Abstract : Last night my mother came home from the market

Orientation : While she on the way, there was a dead body lying on the road.

Complication : and there was so many people around the dead body and there was a motorcycle not so far from the dead body. My mother didn't turn down from her car,

because she knew that was an accident and someone had been a victim.

Evaluation : No one had ideas to help the guy, perhaps he hadn't dead yet, and that was true, suddenly the guy screamed and asked for help.

Resolution : My mother drove him to the hospital soon, and he called the police.

Coda : Since that time, my mother never allowed me to drive my

motorcycle alone.

This text tells about an accident on the road, we can catch the story from its narration.

2.1.2 Recount and Its Schematic Structures

Recount text is a text telling a series of events. The writers tell about their own experiences, what they do, what they think, and how they feel about something. Recount text is quite similar to a narrative text; the differences are in the event and the experiences.

Callaghan and Rothery (1988:53) cites that the function of recount genre is to retell events for the purpose of informing or entertaining. Events are usually arranged in temporal sequences. The language features in recount genre are past form, and focus on individual participants, focus on a temporal sequence of events and use of material process.

There are orientation is the introduction of the text, where the writers write about the whole of the text but only an introduction. The writer introduces the place where the events happened, and time as the framework in writing events, events, and re-orientation is like an orientation, but it is the last of the text, and conclusion of the writer about the text itself. It can be a writer's judgments about the text. It is a conclusion of orientation and events.

Example:

Orientation : "Yesterday at my school we had International Day. We had performances, food stalls, displays, raffle, ticket draw and some of us were dressed in costumes.

Events : We started our day off with performances but the one like best was the one from fourth grade. It was about games. The performance was I called labamba.

Straight after our performance we had our lunch. There were food stalls; they came from Australia, asian,

Arabic, and Greece.

Everyone had a job. These people were from sixth grade. I did my job after I had lunch. My job was to sell International Day Books

We had display in the hall. These displays were good but I didn't get to see them. The display came from a lot of countries.

There was also a trash and treasure stall where they sell toys. The school got these things by asking the children to bring them in.

After lunch we had a raffle ticket draw. I didn't win anything but a lot of people did.

Re-Orientation: Although I didn't win anything, International Day was still fun." (Callaghan & Rothery, 1988:541)

In this text, the writer tells about a series of events such performances, food stalls, display, and the writer tells the story based on what happened to her.

2.1.3 Descriptive and Its Schematic Structures

Descriptive genre is a text which has a purpose to describe human, place, or things. The writer presents the description as like as possible in order to the hearer or reader can see what the writer sees or what the writer feels. In this case, the writer brings the reader to the situation where the writer is. Descriptive genre tries to describe the world around human being and focuses on how something happen, and the characteristics of human or things. Martin (1985) said that descriptive genre can be generative or specific as we can refer to texts which focus on particular, individuals and specify some their characteristics as description. Texts focus on classes of things rather than individuals as in the report.

The element of this genre is abstract and orientation, evaluation. These elements can occur in the same sentence, and can be occurred in the whole text. Abstract is a general

description about the object in this text.

Example:

Abstract, Orientation, and Evaluation:

"The woodpecker is a bird which works. It lives in a tree in which it digs a hole. It does not sit like other birds but rather it fasten itself against the side of the tree with its tail. The woodpecker has a very small body, but nevertheless its body is very strong. The woodpecker eats grubs, larvae, and insect. It sleeps in a hole in a tree. It flies long distances and very high."

(Larson 1984:375)

The text describes about woodpecker lives, about its characteristics, so the reader can imagine and see the woodpecker.

2.1.4 Report and Its Schematic Structures

Report genre is a factual text to report the analysis results, the view results, with certain results. It can be about whole phenomenon in the world, natural phenomena, social conditions, etc. In other words, report genre consists of illustration about general things based on the facts and empirical experiences of the writer. It focuses on generic participant, groups or things, using simple present form, and there are no temporal sequences. The function of report genre is to report facts and focuses on the characteristic of things and beings.

It has general classification and description as its schematic structures. General classification are the situation, condition, characteristics the things. Description about things as clear as possible based on the writer experiences. The writer reports the facts and focuses on characteristics of things or beings.

Example:

General Classification : The bat is a nocturnal animal. It lives in the dark. There are long nosed

bats and mouse eared bats, also lettuce winged bats.

Description : Bats hunt at night. They sleep in the day and are very shy. (Martin 1985:71)

In that text, the writer describes bats in general, although the writer also mentions some kind of bats. The writer describes how the bats live and how bats get their food. The writer also uses his empirical experiences when he says the bats are very shy.

2.1.5 Procedural and Its Schematic Structures

The purpose of the procedural text is to prescribe or to describe how something is accomplished through a sequence of action or step. This text focuses on generalized human agents and usually uses simple present, and uses temporal conjunctive relations. Procedural text generally talks about how something is done. The people, places, and things are general; you refer to people in general, not to the reader. The actions are also in general, so the verbs are timeless, referring not to what someone did, or is done, or will do, but to what they do in general (Martin 1985). The characteristic of procedural genre are generic participants and has steps. This text focus on how something happened.

The dominant element in procedural text is step. Steps can be occurred from beginning until the ending of the text, steps can be said as abstracts. Steps can be seen from their characteristics, such as first, second, next, then, last, etc. Another element schematic structures of procedural text is general statement, is an introduction statement of procedure text. It is consist of the explanation about the goal of writing that topic. The writer describe the topic in general about what his goal in writing.

Example:

General Statement :

"To Make Stained Glass Figures

Steps:

First you take a piece of cardboard and one piece of chalk. Then you draw something on the cardboard. Next you cut it out where you want light to go through. Then use a texts to trace around the thing you drew. Stick different colored cello phone paper over the areas that have a hole. When you have finished this, stick it on the window." (Callaghan & Rothery, 1988:66)

In the text above, the writer describes how the process of making Stained Glass Figures by describing each steps of the process. So the procedural text is the process of making something.

2.1.6 Expository Genre and Its Schematic Structures

Expository text is a factual text which put forward point of view, or argument. This text is also called a scientific text. This text consists of logical information related to a theme. This text focuses on generic human and non-human participants, and always use simple present. In other words, expository text is an explanation which is developed based on the writers' analysis using arguments and judgments.

The elements schematic structures of exposition genre are introduction; consist of the introduction, definition, and problem of the topic, exposition; consist of the writer opinion about the topic, observation; the result of the writer's observation based on the writer experiences, and knowledge, argumentation; consist of the writer's arguments toward the topic and it is the writer own ideas, and conclusion suggestion, consist of the writer's judgements about the topic and the writer hopes for the readers.

Example:

Introduction:

"The Phoenicians were one of the great people of the ancient

world. They were great sailors, navigators, and traders

Exposition:

They became famous in history for two achievements. They were among the first to send out explorers and colonies throughout Mediterranean Sea, and even beyond the strait of Gibraltar." (Martin 1985:14)

Observation:

"Olah raga by Fitriani

Bila kita sudah mencapai suatu tahap yang lebih tinggi kita menemukan betapa pentingnya olah raga. Kita bisa berkenalan dengan olah ragawan dari negara lain.

Argumentation:

Kita sebetulnya bukan tidak suka dengan olah raga tapi kita malas melakukannya, padahal kalau kita lakukan pasti menyenangkan. Olah raga adalah sebagian dari hidup kita.

Conclusion and Suggestion:

Olah raga itu sehat, jadi teman-teman yang berbakat di bidang olah raga jangan sia-siakan bakat untuk meraih prestasi."(Sinar 1998:77)

2.1.7 Explanation Genre and Its Schematic Structures

Explanation text is a factual text used to explain the processes involved in the evolution of natural phenomena. Explanations are used to account for why things are as they are. Explanations are more about processes than things. It focuses on generic, non-human participants, and use simple present, temporal and casual conjunctive relations. This text consists of a general statement and the sequences of explanation of why and how something occurred. This sequence continues to final state of being or thing is produced.

Example:

General Statement :

"There are three possible reasons why desert remain dry. These are high mountain barriers, cold ocean currents, and high pressure systems. (Callaghan & Rothery, 1988:105)

The sequences explanation of why/how something occur

Mountain Barriers

When warm air passes over the ocean, it picks up moisture in the form of water vapor. As this moist air travel over the land, it rises to pass over mountain ranges. When it begins to rise, the air cools and this causes the water vapor to condense into droplets which fall as rain. When the air reaches the other side of the mountain barrier, it has lost all its moisture and so the other side of mountain remains dry.

Cold Ocean Currents

Air passing over cold ocean currents is cooled and therefore is unable to pick up and hold much moisture. When this cold air reaches the warm desert, any moisture in the air is evaporated and so close not falls as rain and so the desert remains dry.

High Pressure Systems

In a high pressure system, the air is dry and moving downwards. As the system moves over the land it draws in moisture from the land surface. Consequently the moisture does not fall as rain and so the desert remains dry."

(Callaghan & Rothery, 1988:105)

That text is an explanation about desert remains dry process. The writer used sequences explanations of why and how the desert remains dry. So explanation text is the text to explain something toward steps about why and

how something occurred. Explanations are not concern on the things but on the process. Procedural texts are not consisting of steps like as procedural text, but using the sequences explanations.

3. METHODOLOGY

3.1 Source of Data

The source data in this analysis are junior high students from four schools in Air Batu, those schools are SLTPN 1 Air Batu, SLTPN 3 Air Batu, SLTP Swasta YAPENDAK Air Batu, and Mts AL-FAJAR. The reasons choosing those schools because students in those schools almost have the same social and economical background. the students come from low and middle class. So all junior high schools in Air Batu are represented by taking the data in those schools.

3.2 Population and Sampling

Population in this thesis are the third years junior high schools students with ages between 13-15 years old. The third class students were chosen because they have learned some types of writing such as narrative, descriptive, argumentative, and expository genre. They also learned how to present the ideas systematically in writing composition. Since the students will not have any difficulties in writing any types compositions, students have free choice to decide their types of writing and their topics.

There are two hundred students as the objects in this research from four schools, fifty students each school, and they are twenty-five boys and twenty-five girls. The teachers have authority to choose them at random.

3.3 Instruments

This research uses an instrument to help the writer in processing the data collected. The instrument, is an

explanation about the genre, its types, and the elements of genre. In this instrument, the writer explains about genre definition, type of genre, such as narrative, recount, descriptive, procedural, report, expository, and explanation, and their schematic structures include the example of each genre. This instrument is also consists of tips of making a good composition. This instrument is based on Martin's books and other linguists.

3.4 Procedures

In collecting the data, the writer spent ninety minutes in one school, it depended on the master of those schools, it can finish in two days or only a day. This time was divided into two sessions, the first forty-five minutes was for explaining the material. The writer helped students with explanations and give some examples for each type of genre. The writer told some topics to brainstorm the students, and gave chances to students to ask questions related to the materials. This explanations had purpose to help students in writing the compositions and as the students references in their writing. And the last forty-five minutes for writing session. The writer had to limit the writing session only forty-five minutes because the writer wants to know the students ability in deciding the topics and building their ideas in writing form only in forty-minutes. The students had freedom to choose their topic, title and their genre, the teacher only helps them in the process of writing.

3.5 The Data Analysis

In analyzing the data, the writer used the theoretical frameworks of Martin and Rothery's model (1981), Labov's (1966), and Sinar's model (1998) such as follows:

- a. First of all the data were classified based on their genre, grouping each text into its genre, for example; narrative text into

narrative genre, descriptive text into descriptive genre, etc.

- b. After having classified, the writer analysed all the texts' schematic structures. To ease the analysis of the schematic structures of the texts, the writer used some symbols for each element of genre. They are:

^ : abstract
 < : orientation
 > : complication - : evaluation
 ~ : resolution {} : coda
 * : re-orientation
 @: events
 + : introduction
 = : exposition
 # : observation
 x: conclusion and suggestion
 \$: argumentation
 () : general classification
 ? : description
 ! : step
 \ : general statement
 % : the sequence explanation of how and why something occur.

- a. The next step was the statistical data using Popham's model. In this step, the writer accounted the amount of each type and found the percentage for each mentioned type. from Popham (1967:15);

$$\% = \frac{x}{\sum x} \times 100 \%$$

note: x : the numbers of data analysis

$\sum x$: the total numbers of all data analysis

The purpose was to know the most and less dominant genre found in the junior high school students' writing.

- b. Then, the data had been divided into two groups; the boy's and girl's writing. The purpose was to know

the dominant genre in their writing and to compare their genre and schematic structure by using statistical data.

- c. Randomly, twenty compositions were selected as the representatives of the types of genre. These compositions are the translated texts.
 d. Lastly, the analysis, the discussion, the conclusions and the suggestions were made.

4. ANALYSIS OF GENRE AND ITS SCHEMATIC STRUCTURES

Since the writer has been discussing about discourse in general and schematic structures particularly, and the purposes of the writer in this analysis is to analyze genre and schematic structures of junior high school students in Air Batu, the writer found seven types of genre from 200 texts, there are 84 recount texts, 52 narrative texts, 26 descriptive texts, 16 procedural texts, 15 expository texts, 4 explanation texts, and 3 report texts. The texts are written in bahasa Indonesia, but in this research, the writer makes their translation form in English, actually, the writer analyzed Indonesian texts.

4.1 Narrative Genre and Its Schematic Structures

The writer takes five analyzed narrative texts to be presented in this research. The texts written by Kolman 'Memancing', Usnun Ramadhani 'Asal Mula Danau Toba', and Husni Safitri 'Sejarah Sepak Bola', are the pure narrative texts, there are abstract, orientation, complication, resolution, evaluation, and coda element. While the texts are written by Heri Kurniawan 'Pergi ke Pasar' and Andri Lesmana 'Pengemis' did not consist of abstract, and coda element. Moreover in the text 'Pengemis', the writer found that Andri often repeat the same sentences in his texts, it shows that he can not arrange his ideas systematically, and this problems are

always happen in student writing in Air Batu.

Text 1 Memancing by Kolman (14 years old)

< Di desa kami ada sebuah sungai yang cukup besar (There is quite big river in our village)

^< Sungai ini sering digunakan untuk memancing pada waktu liburan tepatnya hari Minggu (The river is often used for fishing during holidays especially on Sundays)

<> Saya bersama teman-teman bermaksud untuk memancing di sungai ini (My friends and I intent to fish in the river)

< Sebelum memancing kami harus berpamitan kepada orang tua (Before fishing, we have to get a permission from our parents)

< Dan sebelum memancing, pertama-tama kami menyediakan alat-alat untuk memancing, seperti benang, fiber timah, mata kail dan umpan (And before fishing, firstly we prepared the fishing gears, such as a fishing thread, zinc fiber, point of fishing rod, and baits)

< Kami mencari umpan tidak disekitar rumah tetapi dipinggiran sungai yang cacingnya gemuk-gemuk (We look for the baits not around the house, but along the river bank that has fat worms)

<> Setelah peralatannya sudah selesai disediakan, kami satu persatu memasang umpannya di mata kail dan memasukkan kedalam air sungai (After that, we put the baits on the point of fishing, and throw it into the river)

<> Kami mencari air yang tenang karena apabila di air yang arusnya deras maka kail tidak akan tenggelam (We look the quite water because if it is in a big stream, the point would not be sink into the water)

_> Setelah menunggu beberapa lama tiba-tiba mata pancing saya dimakan oleh seekor ikan yang cukup besar (After waiting for some time, suddenly my fishing rod was caught by a big fish)

_> Pancing itu tidak saya tarik begitu saja, saya biarkan pancing itu biar ikannya lemas (I did not pull the fishing rod as such, I let the fish be fainted)

> Lalu saya tarik ikan itu dengan sekuat tenaga ke darat (Then, I pulled the fish with my whole power to the ground)

> Setelah sampai didarat mata kailnya saya buka dari mulut ikan itu (On the ground, I took out the point from the fish)

~> Lalu saya memasang umpannya kembali dan memasukkannya ke dalam air dan tidak lama kemudian ditarik ikan lagi (Then I put the bait again and throw it into the river, not for long time, the bait was pulled by a fish again)

~{} Begitu selanjutnya sampai kami pulang kerumah dengan membawa ikan yang cukup banyak jumlahnya (That's all till we went back home and carried many fishes)

4.2 Recount Genre and Its Schematic structures

In writing recount genre, some students can present all elements schematic structures of recount genre, such as orientation, events, and re-orientation, and some of them can not present all elements, probably they present orientation and events, without re-orientation element. The texts 'Going for Holiday in Grandma's' by Lilis Sardi, 'Chasing by Dogs' by Marzuki, 'My Experiences' by Kateman, and 'Unpresumed Things' by Julia Nigsih are the example complete recount text, where they are consist of elements orientation, events, and re-orientation. The text 'My Experiences in Pasiran' by Juliana Harahap, and Going for Sight Seeing to the Zoo' by Rika, these both texts consist of orientation, events, abstract, and evaluation, but these texts are not consist re-orientation element. Of course, these both texts are recount texts, because theses texts are dominated by events element. While the text, 'Felt Down from Bike' by M Arif, is

not consist of re-orientation element.

Text 2 Berlibur Kerumah Nenek by Lilis Sardi (14 years old)

< > Minggu kemarin aku sangat sibuk dengan pelajaran sekolah (Last week, I was very busy with school activities)

< > Satu minggu penuh aku mengikuti tes semester II (A week, I had second semester exam)

< > Kini liburan tiba, liburan ini aku berencana mengunjungi kakek dan nenek (Now it was time to holiday, for this holiday, I planned to visit my grandma and grandpa)

< Aku ingin mencari suasana lain (I went there to find a new condition)

> @ Pagi-pagi sekali aku bangun dan langsung mandi (I woke up early in the morning and took a bath directly)

< @ Setelah sarapan aku bersiap-siap untuk berangkat ke rumah nenek (After having breakfast, I was ready to go to grandma's)

@ Kemudian aku diantar ayah kerumah nenek (Then, my father drove to grandma's house)

> < Perjalanan kerumah nenek membutuhkan waktu yang lama (It need a long time to go there)

> Sampai dirumah kakek tidak ada yang ada hanya nenek, kakek sedang bekerja (Having arrived there, I met grandma, while grandpa was working)

@ Pada siang harinya aku dan nenek sedang membuat makan siang (At noon, grandma and I were making our lunch)

> Kebetulan di rumah kakek ada kolam ikan lele (Fortunately, there was catfish pond in my grandpa's house)

> @ Kemudian ikan lele itu kami ambil untuk makan siang (Then we took the catfish for our lunch)

@ Keesokan harinya aku diajarkan oleh kakek bagaimana cara memelihara ikan lele (The next day, my

grandpa taught me how to take care of catfish)

> Tidak terasa dua minggu telah berlalu (Two weeks had gone)

@ > Aku harus pulang untuk mempersiapkan peralatan yang akan dibawa kesekolah (I had to go home to prepare all my schools)

* Liburan kali ini sangat berkesan buatku, selain menyenangkan aku juga dapat mengetahui cara memelihara ikan lele dengan baik (This holiday was really impressed to me, I felt so exciting and I also knew how to take care of catfish well)

4.3 Descriptive Genre and Its Schematic Structures

From the data findings, most of students can present all element schematic structures of descriptive genre, such as abstract, orientation and evaluation. But there are students who can not present the evaluation element in their texts. the texts which are written by Lusi Fitriana and Kurniawati are descriptive genre. the text 'Sekolahku' is the pure descriptive text, where Kurniawati described the characteristics of her school, the location, position, students, and teachers in SLTPN 3 Air Batu, and she write evaluation by saying 'Itulah sekolahku yang sangat aku cintai dan banggakan'. while the text, 'Desa yang Indah' by Lusi, she put evaluation in the previous her text, and she put introduction element by defining what is village. probably, her text is descriptive text, because she described about her village, it location, its people, etc. the last she says something as her evaluation element.

Text 3 Sekolahku by Kurniawati (15 years old)

^ Sekolah SLTPN3 Air Batu terletak didesa Sei Alim Hasak (SLTPN 3 Air Batu is in Sei Alim Hasak)

^ Sekolahnya terletak diperbatasan desa Sei Alim Hasak dengan Sijabut

(This school is on the borders of Sei Alim Hasak and Sijabut)

^ Sekolah kami terbuat dari batu bata, beratap seng, dicat berwarna putih, dan disetiap jendela memakai kaca (Our school is made of concrete brick, congurated iron sheets, white painted, and each window is made of glass)

^ Sekolah saya berfasilitas cukup, terdiri dari 11 ruangan ada ruangan perpustakaan, koperasi, tata usaha, ruang BP, ruang guru, dan selebihnya adalah ruangan untuk siswa (My schoolhasenough facilities, consist of 11rooms, there is a library, a cooperative, an administrative room, counselor room, and teachers' room, and the rests are studying rooms)

^ Di bagian depan sekolah ada teras, ada parkir sepeda, ada bendera, dan tanaman bunga yang indah, lapangan sepak bola, bola voli, dan kantin. (In front of my school, there are porch, a bike park, a flag, a beautiful garden, football and volley ball field, and a cafetaria)

^ Di bagian belakang ada parkir sepeda motor, pagar, tanaman melinjo, dan jalan keluar masuk sekolah (In the back side of my school, there are motorcydce park, fences, melinjo's trees, and the way out and in to this school)

<_ Guru-guru disekolah kami sangat baik dan bijaksana (Our teachers are so good and wise)

<_ Suasana disekolah kami sangat menyenangkan, kualitas yang bermutu tinggi (The atmosphere of our school is so nice, and has a high quality)

^< Udara yang sangat segar apalagi jika mendengarkan kicauan burung gereja yang ada dipohon bunga depan ruang BP (In the morning, the air is so fresh, especially if we listen to birds sound which hang on the tree in front of counselling room)

_ Itulah sekolahku yang sangat aku cintai dan aku banggakan (That's all my beloved school and I am

proud of it)

4.4 Report Genre and Its Schematic Structures

From three students who write report texts, there is only one student who can presents all element schematic structures of this genre, such as general classification, description, evaluation. The text 'Laporan Kunjungan ke Rumah Sakit Rusdi' by Eka Priana G is one of the complete report genre. In his text, Eka explained his experiences during his visitation to Dr. Rusdi Hospital in Medan. He can presents element of this genre.

Text 4 Laporan Kunjungan ke Rumah Sakit Rusdi by Eka Priana G (15 years old)

- 0 Gedung rumah sakit Rusdi berlantai 4, lantai satu dan dua terbuat dari keramik, lantai tiga dan empat tidak (Rusdi hospital has four floors, the first and the second floors are made of ceramics, while the third and the fourth are not)
- 0 Di rumah sakit itu ada ruangan VIP, excutive, economic, laboratory, ICU room, dan ada telepon (In that hospital, there are VIP room, excutive room, economic room, laboratory, ICU room, and There are public phone)
- 0 Pegawai rumah sakit terdiri dari dokter, perawat, pegawai pembersih, satpam, dan tukang masak (The official staff of that hospital are doctors, nurses, cleaning services, security, and the cooks)
- 0 Satpam menjaga rumah sakit, tukang masak memasak makanan pasien (The security wacth over the hospital, the cook are cooking the food for patients)
- ? Para perawat menjaga pasien dengan hati-hati apalagi bagi yang tidak bisa jalan mereka menjalankannya dengan tempat

duduk roda (The nurses looked after the patient carefully, especially for the patients who could not walk, the nurse would make them on the wheel chair)

- ? Pegawai perempuan sangat cantik, tinggi, langsing, putih, rambut panjang. Pegawai lelaki tinggi, rambut belah tengah, tampan, dan dokternya pun sama dengan perawatnya (The women staffes are so beautiful, tall, slim, brighten and white, long hair. men staffes are tall, have balck hair, handsome, and doctors are the same tidy with theirs nurses)
- Bagi para perawat harus menjaga pasien dengan sigap (The nurses have to look after their patients seriously)
- Obat serta biaya harus murah karena bangsa Indonesia sudah krisis ekonomi (The medicine and the fee have to be cheaper because our nation in economical crisis)
- Dokter pun harus betul memeriksa para pasien yang sakit, karena bila dokter ceroboh pasien bisa lebih parah (The doctors have to check the patients accurately because if they don't, the patient will be worst)

4.5 Procedural Genre and Its Schematic Structures

The writer finds that most of students have already used the schematic structures of procedural genre, such as general statement, and steps. The text, 'Belajar Memasak' by Silvi Ariani, is one of the example of procedural text although there are orientation element but actaully, all of the content of this text are steps of how to cook. She presents the general statement element 'kami belajar memasak kue bolu dan membuat minuman es krem', at last she present

the steps how to make bolu cake and ice cream. The text 'Membuat Pisang Goreng' by Herman is also procedural text, he explained how to make fried banana chronologically.

Text 5 Belajar Memasak by Silvi Ariani (15 years old)

- < Pada hari Minggu saya mengajak teman-teman saya untuk belajar memasak bersama (I asked my friends to learn cooking together on Sunday)
- < \ Kami belajar memasak kue bolu dan membuat minuman es krem (We learned to make bolu cake and made ice cream)
- \ Saya dan teman-teman menyediakan bahan-bahannya antara lain tepung terigu, telur, pengembang, gula, dan bahan lainnya (My friends and I prepared the ingredients, such as wheat flour, eggs, baking soda, sugar, etc)
- ! Adapun bahan untuk membuat minuman adalah kolang-kaling, gula, santan, dan es batu (To make ice cream, we need kolang-kaling, sugar, coconut milk, and ice)
- < Saya dan teman-teman membuatnya dengan bekerja sama (My friends and I worked together to make it)
- < ! Ada yang mengelola makanannya, mengukus, mengambil tempat untuk makanan, dan lain-lain (Some of us meke the cake, steam it, take a place for the cake, and etc)
- ! Cara membuat bolu adalah masukkan telur 4 butir lalu dikocok hingga memutih (The ways to make bolu cake are mixture four eggs till it is going to be white)
- ! Lalu masukkan gula putih secukupnya bersama dengan sari gula atau pengembang

(Then put enough sugar with sugar essence, and add baking soda)

- ! Masukkan tepung roti lalu dikocok sampai merata (Put the wheat flour then mixed it equally)
- ! Setelah semuanya siap lalu dikukus dengan kukusan yang telah disiapkan (Then it will be steamed in the prepared steaming places)
- ! Setelah matang lalu dihidangkan (After it is done, then it could be served up)
- \! Cara membuat esnya adalah masukkan santan segelas yang sudah matang (The ways of making ice cream is put the ripe coconut milk in to a glass)
- ! Lalu campur dengan gula merah yang sudah dicairkan (Then, put the liquid brown sugar into it)
- ! Masukkan kolang-kaling yang sudah direndam dengan sari gula, campurkan es batu lalu dihidangkan (Then, put kolang-kaling that had been soaked with sugar essence, mix the ice, and served up)
- Setelah semua siap, semua kami pun makan bersama dengan hasil yang memuaskan (After it is all done, we ate together happily, and we feel satisfy with the result of our lesson)

4.6 Exposition Genre and Its Schematic Structures

The writer finds that exposition texts of junior high students in Air Batu can not be said as the pure expository text, because almost all of students can not present all element schematic structures of expository genre in their texts. The text, 'Sampah Pasar' by Sri Kartini Suci can be said as the expository texts, but actually it can not be said as the pure expository text, because, actually she wanted to write expository text, especially about market waste,

actually, most of her explanations talk about flies. Furthermore, she include element of narrative text in her text, such as; orientation 'belum lama ini aku pernah minum syrup di pasar itu', resolution element; I could feel my stomach ache, and evaluation element, such as : Since that time, I will not drink something in the market'. At last, Sri did not make her conclusion as clear as possible. She just wrote that rubbish can also be useful for us. This sentence is also argumentative element, so this text can categorized as expository text.

Text 6 Sampah Pasar by Sri Kartini Suci (15 years old)

- + Suatu hari ketika aku pergi ke pasar yang letaknya sekitar sembilan kilometer dari desaku, aku melihat sampah berserakan dimana-mana (One day, when I went to the market which is located nine kilometers from my village, I saw there are so many rubbish everywhere)
- + Di sana-sini banyak lalat beterbangan (There were flies everywhere)
- + Dan tak jarang pula lalat-lalat itu hinggap disayuran, makanan, minuman, ikan basah, dan dagangan lainnya yang ada disekitar pasar tersebut (Some flies come to the vegetables, food and drink, fresh fish, and others on the market)
- = Selain membawa kotoran yang ada dikaki dan badannya, lalat-lalat tersebut juga membawa penyakit yang ada di sampah itu (The flies not only carry the feces in their body, but also carry diseases from the rubbish)
- # Oleh karena itu, setiap makanan yang sudah dihindangi lalat akan mengandung penyakit (Because of that, all foods that flies on it will cause diseases)
- < # Belum lama ini aku pernah minum

syrup yang dijual dipinggir pasar itu, dan setelah kuminum perutku terasa sakit (Few days ago, I had ever drunk syrup on the side road of the market, and I felt my stomach ache)

- Padahal sebelumnya aku sudah makan (In fact, I had breakfast before)
- ~ Sejak saat itu, aku tidak ingin minum dipinggir jalan lagi (Since that time, I will never drink on the market again)
- < #Ketika aku berjalan dipinggir pasar itu, tercium bau busuk dimana-mana (When I were walking in the market, I could smell something spoiled enywhere)
- < #Hidungku seperti ditusuk-tusuk dan pemandangan yang kulihat saat itu sangat menjijikkan (I saw something disgusting there, and my nose smell something very bad)
- \$ Walaupun sampah itu kotor, tetapi sampah itu juga berguna untuk dijadikan kompos (Although the rubbish is dirty, but the rubbish are also useful to make compost)
- < \$ Suatu ketika aku pernah melihat mobil pengangkut sampah yang sampahnya akan ditumpuk disuatu tempat (One day, I had ever saw rubbish car which take the rubbish and trown away in a certain places)
- \$ Lama-kelamaan sampah itu akan membusuk dan bercampur dengan tanah, maka sampah itu dapat dijadikan pupuk (The rubbish will be rotten and mixed with the soil and it will be compost)
- \$ XDengan demikian, sampah juga dapat menguntungkan bagi kita (Thus, rubbish can also be useful for us)

4.7 Explanation Genre and Its Schematic Structures

In this genre, students have been used all elements schematic structures of explanation genre, such as general statement, and sequences explanation of why and how something occurs. In the text 'Mengapa Gunung Meletus' by Danu, is one of explanation genre. Danu explained the reason why and how volcano can be eruption.

Text 7 Mengapa Gunung Meletus by Danu (15 years old)

- \ Gunung meletus terjadi karena proses pemanasan didalam perut bumi (The volcano eruption is caused by heat process in the eart core)
- % Seluruh dalam perut bumi memanans karena ada lava yang terpendam selama ratusan tahun bahkan ribuan tahun (All the things in the earth core getting hot because there are lava which have been burried for hundred years even thousand years)
- % Dari permukaan gunung terdapat tanda-tanda atau gejala-gejala seperti timbulnya cela-cela atau lubang-lubang keluarnya asap (From the mountain surface, when it will erupt, there are signs, such as smokes comes up from the rifts or holes)
- % Kemudian dilokasi setempat diselubungi oleh awan tebal karena dari asap yang timbul dari gunung tersebut (Then, there are a large cloud on the location, it comes from the smoke that produced by the volcano)
- % Dan setelah itu, apabila didalam perut gunung proses pemanasannya semakin tinggi, maka akhirnya lama-kelamaan gunung itu akan meletus (And, if the heat process in volcano core getting high, so, finally, it will be erupted)
- % Yang pertama kali terjadi, lava akan keluar mengalir mengikuti

dataran yang lebih rendah (The first thing is the lava come up and flow up to the low land)

- % Lava tersebut sangat panas sehingga dapat menimbulkan awan debu, dan tanaman yang ada disekitarnya akan mati, bahkan semua makhluk hidup tidak dapat tinggal dilokasi setempat (The lava is too hot, so it can cause dusty cloud, and the plants on that location will be going to die, even whole creatures can not live there)

4.8 Statistical Description of Data

After grouping the data into each type of genre, then the writer make a statistical data to know the distribution and the percentage of students who write those genre. The writer uses a table to show the dominat genre of junior high school students in Air Batu, as follows

schematic structures in another genre, although some of the students, have already known and presented all the elements schematic structures of these genre. The writer should underlined that the students' writing are not systematically yet in presenting their ideas. The following table shows how many students who can and who can not present all elements schematic structures each genre. Symbol C_{ss} for complete schematic structures, means students who can present all elements each genre, and NC_{ss} for not complete schematic structures, means students who can not present all elements of each genre, although, only one schematic structure missed. This table is used to know the quality of students in writing a certain genre, if more than a half of students who write that genre can present all element schematic structures of that genre, it can be said that students

Table 1. The Genre Distribution of Junior High School Students Writing in Air Batu

| NO | TYPES OF GENRE | NUMBER OF STUDENTS | PERCENTAGE (%) |
|-------|----------------|--------------------|----------------|
| 1 | RECOUNT | 84 | 42 |
| 2 | NARRATIVE | 52 | 26 |
| 3 | DESCRIPTIVE | 26 | 13 |
| 4 | PROCEDURAL | 16 | 8 |
| 5 | EXPOSITORY | 15 | 7.5 |
| 6 | EXPLANATION | 4 | 2 |
| 7 | REPORT | 3 | 1.5 |
| TOTAL | | 200 | 100 |

Table 1.

In analyzing the schematic structures of these texts, the writer finds that there are students who can not present all elements schematic structures of these genres, even they make mistakes, by including another

in Air Batu have already know about that genre, and they can write that genre well. The distribution of students who can and can not present all element schematic structures of genre can be seen in the following table:

Table 2. The Schematic Structures Distribution in Each Genre of Junior High School Students in Air Batu.

| NO | TYPE OF GENRE | NUMBER OF STUDENTS | | PERCENTAGE (%) | |
|-------|---------------|--------------------|------------------|-----------------|------------------|
| | | C _{ss} | NC _{ss} | C _{ss} | NC _{ss} |
| 1 | RECOUNT | 37 | 47 | 18.5 | 23.5 |
| 2 | NARRATIVE | 14 | 38 | 7 | 19 |
| 3 | DESCRIPTIVE | 18 | 8 | 9 | 4 |
| 4 | PROCEDURAL | 14 | 2 | 7 | 1 |
| 5 | EXPOSITORY | 6 | 9 | 3 | 4.5 |
| 6 | EXPLANATION | 3 | 1 | 1.5 | 0.5 |
| 7 | REPORT | 1 | 2 | 0.5 | 1 |
| TOTAL | | 93 | 107 | 46.5 | 53.5 |

5. THE COMPARISON OF STUDENTS' WRITING

5.1 The Comparison in Types of Genre

In order to describe the data completely, and to know the comparison of boys and girls' writing, the writer tabulates the data in the table. This table shows the genre comparison between boys and girls' writing and shows what the dominant genre of boys and girls. This comparison can be seen on the table below:

5.2 The Comparison in Schematic Structures

schematic structures of each genre means that the genre consist of all element of that schematic structures, example, if the genre is recount genre, it means the text consist of orientation, events, and re-orientation, while no complete schematic structures of each genre means that there is one or two of the schematic structures of that genre are not exist in the text, example, the text is recount, in the text there is no re-orientation element in that text. Of course their writing unsystematically yet in designing ideas, but the element schematic structures have exist in their writing. The comparison table is shown

Table 3. The Genre Comparison Between Boys and Girls' Writing

| N O | TYPE OF GENRE | NUMBER OF STUDENT | | PERCENTAGE (%) | |
|--------|---------------|-------------------|-------|----------------|-------|
| | | BOYS | GIRLS | BOYS | GIRLS |
| 1 | RECOUNT | 46 | 38 | 23 | 19 |
| 2 | NARRATIVE | 27 | 25 | 13.5 | 12.5 |
| 3 | DESCRIPTIVE | 7 | 19 | 3.5 | 9.5 |
| 4 | PROCEDURAL | 10 | 6 | 5 | 3 |
| 5 | EXPOSITORY | 5 | 10 | 2.5 | 5 |

To know the comparison between boys and girls' writing in the stage of schematic structure, the writer uses the table. This table shows the comparison of element schematic structures between boys and girls. This comparison concern in complete (C) or not complete (NC) of schematic structures that wrote by boys and girls. The complete

as follows:

6. CONCLUSIONS AND SUGGESTIONS

6.1 Conclusions

After analyzing junior high school students' texts in Air Batu, the writer finds some conclusions dealing with their genre schematic structures. These following conclusions are based on the

Table 4. The Schematic Structures comparison between boys and girls' writing

| NO | TYPE OF GENRE | NUMBER OF STUDENT | | | | PERCENTAGE (%) | | | |
|-------|---------------|-------------------|----|-------|----|----------------|-------|-------|-------|
| | | BOYS | | GIRLS | | BOYS | | GIRLS | |
| | | C | NC | C | NC | C | NC | C | NC |
| 1 | NARRATIVE | 4 | 23 | 10 | 15 | 13.79 | 86.21 | 40 | 60 |
| 2 | RECOUNT | 22 | 24 | 15 | 23 | 47.83 | 52.17 | 39.47 | 60.53 |
| 3 | DESCRIPTIVE | 5 | 2 | 13 | 6 | 71.43 | 28.57 | 68.42 | 31.58 |
| 4 | REPORT | 1 | 2 | - | - | 33.33 | 66.67 | - | - |
| 5 | PROCEDURAL | 10 | - | 4 | 2 | 100 | - | 66.67 | 33.33 |
| 6 | EXPOSITORY | 1 | 4 | 5 | 5 | 20 | 80 | 50 | 50 |
| 7 | EXPLANATION | 2 | - | 1 | 1 | 100 | - | 50 | 50 |
| TOTAL | | 45 | 55 | 48 | 52 | | | | |

data which are found by the writer.

Firstly, from 200 students' texts which are analyzed in this research, the writer finds seven types of genre; those are narrative, recount, descriptive, report, procedural, expository, and explanation genre. The distribution can be seen in table 1. There are 84 (42%) recount texts, 52 (26%) narrative texts, 26 (13%) descriptive texts, 16 (8%) procedural texts, 15 (7.5%) expository texts, 4 (2%) explanation texts, and 3 (1.5%) report texts. This distribution shows us that the dominant genre among junior high school students in Air Batu is recount genre, followed by narrative genre, then descriptive genre, procedural genre, expository genre, explanation genre, and the last is report genre. In other words, junior high school students in Air Batu are more interested in writing narrative genre which are narrative, and recount texts (136 texts) than factual genre which are descriptive, report, expository, explanation, and procedural genre (64 texts).

Then, in the schematic structures stage, the writer finds that junior high school students in Air Batu have different ways in presenting the elements schematic structures in any genre. Some students have already presented all elements schematic structures of any genre, but the others have no present one or two elements of those genres, and there are students who present the elements of any genre to another genre, as the effect of missed conception about that genre. Thus, of course, their ideas are not arranging systematically yet.

From 84 recount texts which are analyzed, there are 37 texts have orientation, events, re-orientation element in the content of the texts, while 47 texts consist of orientation, events element without re-orientation element. Indicates, that junior high students in Air Batu have known how to write recount genre; because they have presented the elements of recount genre in their writing.

From 52 narrative texts, there are 14 texts which have abstract, orientation, complication, resolution, evaluation, coda element in their content of the texts, while 38 texts have no coda in their texts, and there are 6 texts did not have any abstract in the texts. It means that junior high students in Air Batu have problems in writing narrative, and there are few students who can write narrative well, the others are under standard of writing.

From 26 descriptive texts, there are 18 texts which have abstract, orientation, evaluation and these texts are dominated by abstract element. Beside that there are 8 texts which have no evaluation element in their texts. It means that junior high students in Air Batu have known and they can write descriptive text well.

In procedural genre, there are 16 texts, and 14 texts of 16 procedural texts, consist of general statements, and steps element, while there 2 texts which are not consist of general statement element. It indicates that junior high students in Air Batu have known how to make a good procedural text.

In 15 expository texts, there are 6 texts consist of all elements of this genre, such as introduction, exposition, observation, argumentation, conclusion, and suggestion, while 9 texts have no any observation, or argumentation, even conclusion and suggestion. It means that junior high students in Air Batu should learned more about writing expository genre because most of them can not present all element schematic structures of this genre.

From 4 explanation texts, there are 3 texts consist of general statement, sequence explanation element, and another one has no general statement element. It shows that probably students in Air Batu can write this genre but maybe the chance to write this genre is very rare in the class.

From 3 report texts, there is 1 text consist of general statements,

description, evaluation element, while two others can not present the evaluation element. It shows that students in Air Batu have problems in writing report texts.

In the comparisons of boys and girls' writing, the writer finds some conclusions, those are: both of boys and girls are more interested in writing narrative genre than factual genre. There are 73 (36.5%) boys and 63 (31.5%) girls who write narrative and recount genre, while there are 27(13.5%) boys and 37(18.5) girls who write factual genre (descriptive, report, procedural, expository, and explanation). In other words the dominant genre among boys and girls are narrative genre, which are narrative and recount genre. Boy's writing are dominated by recount (46 texts), followed by narrative (27 texts), procedural (10 texts), descriptive (7 texts), expository (5 texts), report (3 texts), and explanation genre (2 texts). While girls writing are dominated by recount (38 texts), followed by narrative (25 texts), descriptive (19 texts), expository (10 texts), procedural (6 texts), explanation (2 texts), and report genre without any texts.

Boys are more interested in writing recount genre (46 boys), narrative genre (27 boys), procedural genre (10 boys), and report genre (3 boys) than girls in writing recount genre (38 girls), narrative genre (25 girls), procedural genre (6 girls), and there is no girl write report genre, otherwise, girls are more interested in writing descriptive genre (19 girls), and expository genre (10 girls) than boys in writing descriptive genre (7 boys), and expository genre (5 boys). But boys and girls have the same interests in writing explanation genre, there are two girls and two boys who write this genre.

Beside those comparisons, in the schematic structures comparison, the writer finds some conclusions dealing with the schematic structures of boys and girls genre writing. These schematic

structures as standard of quality on boys and girls writing genre. Student will be said as a good writer if that student could present all elements schematic structures a certain genre, if that student could not present those schematic structures, that student will not be said as a good writer. The conclusions are boys are more understood in writing recount, descriptive, report, procedural, and explanation genre than girls. And girls are more understood in writing narrative, and expository genre than boys. This comparison can be seen in table 4.

At last, the writer also finds that junior high school students in Air batu have a big problem in arranging ideas. They always make mistakes in focussing on the topics. Most of them are not writing focus on the topics.

6.2 Suggestions

In writing genre, junior high school students in Air Batu are more interested in writing narrative genre than factual genre; especially they are more interested in writing recount and narrative genre than write report and explanation genre. It indicates that students more familiar in both genre than others, while they are not familiar in writing report and explanation genre as uninterested texts for students. Actually, it is a problem, nowadays, the most important writing in our life is factual writing. So, if the students have problems in these factual writings, maybe students will be failed in their writing. Teachers have the most influences to their students, so teacher should encourage their students' abilities in writing factual genre. It can be solved by giving more attention in writing factual genre in their writing syllabus, and giving more chances for students to write these factual genres.

In fact, the student problems are not only in writing genre, but also in grammatical process, there so many mistakes in structures, punctuations, and

dictions. Some students write the same ideas more than once or they can not arrange their ideas systematically, and repeat the same words, especially in conjunction cases. Beside that, their dictions are influenced by their mother language and tribes' language. It indicates that their structure abilities are still far from satisfied, and they should have got extra practices in structures, and writing.

explained the effect or describe about that topic, so this texts is descriptive text, not procedural text. This error is said as correlation errors, where between the title and the topic is not correlated with the body of the text. It happens because students still have problem in deciding their field. Teacher should work hard to explain more about field of the text. Teachers can give students exercises or homework to make a compositions as often as possible to improve and to make students familiar in writing any genre.

At last, junior high school students in these four schools particularly, and in Air Batu generally, should improve their writing skills.

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