The Realization of Genre Analysis on Students' Essay: A Classroom Discourse Perspective

Yusuf Hidayat[1] ✉, Ani Herniawati[2]
1,2 Early Childhood Islamic Education Department, STAI Putra Galuh Ciamis, West Java, Indonesia
✉ email: yusufhidayat@staiputragaluh.ac.id

ABSTRACT

Discourse analysis area becomes an essential issue in teaching and learning English in Indonesia. Through applying this approach, the lecturer as the researcher can analyze the students' texts written during their writing course. This study was aimed at reporting the realization of genre analysis on students' essay. Through employing discourse analysis approach, the writers selected 3 essays written by the freshmen from the Early Childhood Education Department, Islamic College of Putra Galuh Ciamis. In analyzing the texts, the writers employed context of culture or as the so-called 'genre analysis' to determine the social function, generic structure, and linguistics feature of the selected essays. In this study, the writer then addressed 3 research questions: (1) How is the social function of the texts realized? (2) How is the generic structure of the texts realized? (3) How is the linguistics feature of the texts realized? The findings of the study revealed that the realization of the social function of the essays is retelling past events for the purpose of informing or entertaining which was shown by the title of the text. The first essay entitled: "*Student's Skill Competition*", the second essay entitled: "*Visiting My Grandmothers' House*", and the third essay entitled: "*Holiday in Pangandaran Beach*". Meanwhile, the realization of the generic structure covered: (a) introduction which tells orientation, (b) sequence of events which tells the events in the order they occurred, and (c) a conclusion which tells re-orientation. Moreover, the realization of the linguistics feature focused on (a) specific participants, (b) the use of past tense, (c) the use of material process and circumstances of time and place. In conclusion, dealing with the social function, generic structure, and the linguistics feature realized on the whole essays, the whole analyzed essays were categorized as recount texts.

Keywords: *genre analysis; students' essay; classroom discourse analysis*

INTRODUCTION

The term 'genre' is well-known in English current curriculum, namely genre-based approach (henceforward GBA). GBA is adapted based on the approach of genre-based or 'text types'. In relation to the term 'genre', theoretically it is derived from new paradigm of language perspective as the so-called systemic functional linguistics (henceforward SFL). Nowadays, genre is applied in across different curriculum areas which are implemented both in junior and senior high schools in Indonesia (Gerot & Wignell, 1994: 226).

In university level, SFL also becomes a controversy discussion carried out by lectures and lectures, lectures and students, and students and students. In SFL, it involves the idea that a language consists of a set of systems at which the speaker or the writer has unlimited choice of ways in creating meanings (Bloor and Bloor, 2004: 3). The systems used in SFL are in the form of grammar which then is developed and well-known as the so-called systemic functional grammar (henceforward SFG). In harmony with Bloor and Bloor's (2004) aforementioned statement, Eggins (1994; 2004) states that SFL is not only a model of grammar, but also contributing the way to represent an approach in analyzing the discourse. In other words, SFL has widely given a very significant influence on discourse analysis.

With regard to SFL, it has detailed a number of ways for managing variation in whole texts, that is, for managing the description of text types (Butt, Fahey, Feez, Spinks, & Yallop, 2000: 215). Dealing with Butt's et al., (2000) statement, SFL has an essential contribution to view texts beyond its social function, generic structure, semantic criteria, and its selections of its words and grammar which is schematized by most texts in English, or in the other hands it is called as text types. In SFL theory, the term 'text types' is familiarized as the so-called 'genre'. Referring to genre, it is used as the tool to analyze 3 texts written by 3 freshmen at university level during the academic year 2021-2022. Those 3 freshmen learn at the Early Childhood Education Department, Islamic College of Putra Galuh Ciamis. Within analyzing the texts, the writer employs 3 components of genre which cover: (1) social function, (2) generic structure, and (3) linguistic feature of the texts. Through employing those components, the writer can identify what kinds of texts are written by freshmen. Then, the results of the analysis can be used to determine which freshmen who have understood in writing the text, and which ones who have not.

To underpin this study, the writers select some previous studies taken from the previous researchers who investigate the similar topic in the area of discourse analysis which is used as the reference. The first previous study is done by Mulatsih (2007). She designs a research entitled "*The Realization of Ideational Meaning in the Students' Recounts.*" The second previous study is conducted by Wattles & Radić-Bojanić (2007). They design a research entitled "*The Analysis of an Online Debate–The Systemic Functional Grammar Approach.*" Then, the last previous study is undertaken by Hidayat (2014). He designs a research entitled "*The ideational meaning realized in the written discourse in online newspaper on Abdul Qodir Jaelani (AQJ).*"

Dealing with the aforementioned previous studies, the first one is similar to the present study because it is based on the classroom discourse at which the object of the data is taken from students' texts. Meanwhile, the second and third previous studies are dissimilar to the present study because the objects of the data are taken from original texts written by debaters and journalists. Even though, the whole previous studies are used as the underpinned theory for the present study. After highlighting the previous studies, the writer in this section also need to delineate the research questions. The proposed research questions are: (1) How is the social function of the texts realized? (2) How is the generic structure of the texts realized? (3) How is the linguistic

feature of the texts realized? To find out the answers of the research questions aforementioned, the writer is going to discuss them in the findings and discussion session of this study.

METHOD

In this section, the writers delineate the parts of method. Those parts cover research design, method of data collection, source of the data, and unit of analysis. In addition method of data analysis is also highlighted.

Research design

In this present study, the writers apply qualitative research methodology because it refers to the quality of relationships, activities, situations, or materials as suggested by Fraenkel, Wallen, & Hyun (2012: 426); Hidayat, Herniawati, & Ihsanda (2022: 75). With regard to the discourse research, it is still part of qualitative methodology, it is because discourse analysis tries to describe the phenomenon occur within the texts whether it is physically appeared such viewed from the functional grammar aspects (its context and metafunctions), or it is non-physically appeared such viewed from Critical Discourse Analysis aspects (how the text is produced as social practice, what the text tells us about happenings, people think and believe, and how the text represents the ideology). In the other hands, discourse research is commonly subjective which is underpinned by the researchers' perspective in viewing the texts which happened in the clause level, and beyond the clause (Hidayat, 2014: 81).

Method of data collection

In collecting the data, the writers selected 3 texts deals with 3 essays written by the freshmen of the Early Childhood Education Department, Islamic College of Putra Galuh Ciamis during the academic year 2021-2022. Afterwards, those texts are analyzed based on its genre analysis which consists of (1) social function, (2) generic structure, and (3) linguistics feature. This analysis is in accordance with how language is viewed based on its functional-semantic tradition and its linguistic consequences (Eggins, 2004: 65).

Source of the data

Concerning on the source of data, the writers selected 3 essays concerning on freshmen's artefacts. The texts were taken based on some criteria: first, the text is in essay form. Second, the length of texts should be at least 3 paragraphs. The third, the text should be the original written by the freshman.

Unit of analysis

Dealing with the unit of analysis, it focuses on the the clause level particularly on its social function, generic structure, and linguistics feature such suggested by Martin & Rose (2007); Butt et al. (2000). Thus, the the texts are analyzed through the use of

genre analysis which focuses on *its social function*, *generic structure*, and *linguistics feature* (Martin & Rose, 2007: 4; Butt et al. 2000: 182-183; Eggins, 2004: 65).

Method of data analysis
In analyzing the data, the writer carries out 4 steps. Those steps cover (1) selecting the texts, (2) analyzing through genre analysis, (3) presenting the data, and (5) drawing the conclusion (Rukmini, 2007: 125-130).

FINDINGS AND DISCUSSION

This section presents the results of data analysis from 3 essays written by 3 freshmen of the Early Childhood Education Department, Islamic College of Putra Galuh Ciamis. As mentioned in the preceding point, the data analysis is done by analyzing genre analysis throughout the texts. The representation of genre analysis which consists of social function, generic structure, and linguistics feature is taken from each text. The detail analysis is discussed as follows:

Genre analysis for essay 1:
The first analysis is done for the first essay. The first essay entitled, "*Student's Skill Competition*". In short, the essay told about a vocational student who joined the students' skill competition beginning from regency level up to national level. Fortunately, at the end of the story, the author told that she was the 1st winner in national level. Thus, it became the unforgettable event for her during her life.

Based on its social function analysis, the first essay can be categorized as recount text because it retells past events dealing with a personal experience. If it refers to the social function of recount which tells that to retell past events for the purpose of informing or entertaining, thus the first essay is categorized as a recount text. Dealing with generic structure analysis, the first essay has 3 paragraphs. Those paragraphs seem consisting of (1) introduction which tells orientation, (2) sequence of events which tells the events in the order they occurred, and (3) a conclusion which tells re-orientation.

Concerning on linguistics feature analysis, the first essay focuses on (1) specific participants, (2) the use of past tense, (3) the use of material process and circumstances of time and place. From those linguistics features, it can be assumed that the first essay is categorized as recount text.

Genre analysis for essay 2:
The second analysis is done for the second essay. The second essay entitled, "*Visiting My Grandmothers' House*". In short, the essay told about her very impressive experience during visiting her grandmothers' house during holiday. Her uncle and his family visited her. Then, she, her family, and her uncle's family decided to visit her two grandmothers all days. She and her extended family talked and enjoyed discussing everything with her grandmothers' family. At the end of the story, after the noon came, she and her extended family went home. Thus, it became the unforgettable event for her during her life.

Based on its social function analysis, the second essay can be categorized as recount text as well because it retells past events dealing with a personal experience. If it refers to the social function, recount retell past events for the purpose of informing or entertaining, thus the second essay is also categorized as a recount text. Dealing with generic structure analysis, the second essay has 3 paragraphs. Those paragraphs also consist of (1) introduction which tells orientation, (2) sequence of events which tells the events in the order they occurred, and (3) a conclusion which tells re-orientation.

Concerning on linguistics feature analysis, the second essay focuses on (1) specific participants, (2) the use of past tense, (3) the use of material process and circumstances of time and place. From those linguistics features, the second essay can be categorized as recount as well.

Genre analysis for essay 3:

The third analysis is done for the second essay. The third essay entitled, "*Holiday in Pangandaran Beach*". In short, the essay told about her fun experience during going holiday to Pangandaran beach with her close friends. She and her close friends, Chika, Iyas, and Elis visited Pangandaran for having fun. There, they rent snorkel, then they visited a small restaurant to buy noodles soup. At the end of the story, after the noon came, she and her close friends went home together. Thus, it became the impressive event for her experience for her life.

Referring to the social function analysis, the third essay can also be categorized as recount because it retells past events dealing with a personal experience, her experience going holiday in Pangandaran beach. Meanwhile, the social function of the text tells the past events for the purpose of informing or entertaining. Hence, the third essay is also categorized as a recount.

In line with the generic structure analysis, the third essay has 3 paragraphs. Those paragraphs consist of (1) introduction which tells orientation, (2) sequence of events which tells the events in the order they occurred, and (3) a conclusion which tells re-orientation. Moreover, in accordance with linguistics feature analysis, the third essay focuses on (1) specific participants, (2) the use of past tense, (3) the use of material process and circumstances of time and place. Hence, referring to the linguistics feature aforementioned, the third text can also be categorized as recount text.

From 3 aforementioned essays, the writer summarizes them in a simple table. The summary is as follows:

The texts summary of genre analysis

Text no.	Genre analysis		
	social function	generic structure	linguistics feature
Text 1	Retelling past events for the purpose of informing or entertaining: "*Student's Skill Competition*".	(1) introduction which tells orientation, (2) sequence of events which tells the events in the order they occurred, and	(1) specific participants, (2) the use of past tense, (3) the use of material process and circumstances of time and place

		(3) a conclusion which tells re-orientation.	
Text 2	Retelling past events for the purpose of informing or entertaining: "*Visiting My Grandmothers' House*".	(1) introduction which tells orientation, (2) sequence of events which tells the events in the order they occurred, and (3) a conclusion which tells re-orientation.	(1) specific participants, (2) the use of past tense, (3) the use of material process and circumstances of time and place
Text 3	Retelling past events for the purpose of informing or entertaining: "*Holiday in Pangandaran Beach*".	(1) introduction which tells orientation, (2) sequence of events which tells the events in the order they occurred, and (3) a conclusion which tells re-orientation.	(1) specific participants, (2) the use of past tense, (3) the use of material process and circumstances of time and place

After reporting the analysis in the findings, the writers then continue to answer the research questions proposed. The research questions are: (1) How is the social function of the texts realized? (2) How is the generic structure of the texts realized? (3) How is the linguistics feature of the texts realized?

To answer the first research question, (1) How is the social function of the texts realized? From the evidences reported in the findings, those show that the social function of the essays is retelling past events for the purpose of informing or entertaining which is shown from the title of the text. The first essay entitled: "*Student's Skill Competition*". Then, the second essay entitled: "*Visiting my grandmothers' house*", and the third essay entitled: "*Holiday in Pangandaran Beach*". To comprehend in detail, please refer to the texts summary of genre analysis in findings.

After answering the first research question, the writers then continue to answer the second research question: (2) How is the generic structure of the texts realized? To answer the second research question, it refers to the evidences of the generic structure written in the findings. The realization of the generic structure shows that the whole essays have 3 paragraphs. Those paragraphs consist of (a) introduction which tells orientation, (b) sequence of events which tells the events in the order they occurred, and (c) a conclusion which tells re-orientation.

Furthermore, after highlighting the second research question, then the writers answer the third research question: (3) How is the linguistics feature of the texts realized? To answer the third research question, it refers to the evidences written in the findings that the realization of the linguistics feature in the whole texts focus on (a) specific participants, (b) the use of past tense, (c) the use of material process and circumstances of time and place. To gain detailed comprehension, please refer to the texts summary of genre analysis in findings.

Dealing with the answers of 3 research questions aforementioned, the results of the present study is similar to the first previous study carried out by Mulatsih (2007)

which focuses on the realization of the ideational meaning realized in students' recount. Besides, it is also similar to the second previous study undertaken by Wattles & Radić-Bojanić (2007) which also focuses on the realization of the register analysis on online debate texts. Meanwhile, the results of the present study is dissimilar to third previous study conducted by Hidayat (2014) which focus on the realization of the ideational meaning on the journalistic texts taken from the online newspaper on *Abdul Qodir Jaelani* (AQJ). Even though, the whole previous studies are basically employed to underpin the present study.

CONCLUSION

Dealing with the findings of the present study, the social function of the essays is retelling past events for the purpose of informing or entertaining which is shown from the title of the essay. The first essay entitled: "*Student's Skill Competition*", the second essay entitled: "*Visiting My Grandmothers' House*", and the third essay entitled: "*Holiday in Pangandaran Beach*". Meanwhile, the realization of the generic structure covers: (a) introduction which tells orientation, (b) sequence of events which tells the events in the order they occurred, and (c) a conclusion which tells re-orientation. Moreover, the realization of the linguistics feature in the whole texts focus on (a) specific participants, (b) the use of past tense, (c) the use of material process and circumstances of time and place. Dealing with the social function, generic structure, and the linguistics feature realized on the whole essays, the whole analyzed essays are categorized as recount texts.

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