

## REITERATION USED ON DESCRIPTIVE TEXT OF THE TENTH GRADERS OF SMA N 1 MAGELANG IN THE SCHOOL YEAR OF 2018/2019

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### Abstract

Based on Curriculum 2013, the tenth grade students of senior high school should learn how to write a descriptive text. In composing a descriptive text, they also need to consider the use of reiteration in order to easily write a text by varying the word choice, therefore the researcher focuses on reiteration used in student's descriptive text. There are two objectives of the research. The first objective is to describe the types of reiteration. The second objective is to explain the most dominant type of reiteration in descriptive texts written by tenth graders. This research uses descriptive qualitative approach. The subject of the research is descriptive texts written by X IPA 5 Class of SMA N 1 Magelang in the school year 2018/2019. The data is analyzed by using Tanskanen's Theory (2006). The steps of data analyzing are 1) identifying reiterated items from students' descriptive texts, 2) analyzing the categories of reiteration, 3) classifying the types of reiteration and summing up the total of reiteration, 4) calculating the percentage of reiteration, and 5) concluding the results. The result of this research shows 311 reiterated items occurred in 15 descriptive texts that have been analyzed. It presents all of reiteration types exist in the students' descriptive text. Simple repetition becomes the most dominant type of reiteration that occurs 88 times spread to all of descriptive texts. The considerable factor is because simple repetition is the most straightforward reiteration type.

**Keyword - writing, cohesion, and reiteration**

### Introduction

As one of English linguistics performances, writing is important to be learned by the students at senior high school since they should learn how to produce the language (Haines, 2007). Writing refers to the mental work in investing ideas, thoughts, and feelings, presenting them, arranging them in the form of statements, developing them into paragraphs to make clearer for the reader. As writing skill need to be mastered, students have to be able to write sentences for becoming into paragraphs in order to express what they feel and think. Moreover, writing skill is more complicated than other skills in English. It deals not only with grammar and vocabulary, but also conceptual and judgment elements. The language improvement of students writing can be measured by the developing of morphemes, words, and sentence in students writing.

There is no doubt that writing is really difficult to master. Writing skill for senior high school is highly complex since the students need to pay attention to lower level skills of spelling, word choice, and punctuation as well as higher level skills of planning, organizing, and translating ideas into readable text. The writer found that tenth grade students' writing skills in SMA N 1 Magelang is not as expected. It could be seen from the results of the previous test given by the English teacher, the observation held, and the interview with the teacher. It is rather disappointing that the students' writing skill can be said as in the low level. The students' low writing ability can be seen from the following aspects: the process of generating ideas, the vocabulary mastery, the text organization and grammatical features.



Based on Curriculum 2013, there are five genres in writing skill that is procedure text, narrative text, descriptive text, recount text, and report text. In the application, students are expected to understand the purpose of writing the text, the language features of the text, and the generic structures of the text. Descriptive text becomes mainly to be learned because of its implementation which deals with the context of real life. Haines (2007) illustrates how a descriptive text shares an experience of sensory details that can create a vivid image of something in everyday life. By writing a descriptive text, therefore, students will obviously know the description of something and may also understand the use of it. The aim of descriptive text is to show an image of something by which the writer is going to describe it in a clear way.

The writer discovered some difficulties in tenth grade students of SMA N I Magelang to explore their writing skill especially descriptive text. The students' low ability in writing is indicated by the problem in writing process. The first problem comes from the students as they lack of ideas. Students tend to be unconfident in generating ideas and hard to create the concept. They actually do not know what to write and how to start in composing the sentences and paragraphs. The second problem is the students lack of vocabulary. They have difficulties in writing because they have limited vocabulary. Most of them also directly translate from Bahasa to English word by word without considering the context. The other problem comes up because the students lack of grammar. They still do not pay attention to the correct tenses that should be used. It is clearly resulting wrong word usage and unnatural English.

In composing a descriptive text, the students also need to consider the use of language features in order to make the students easily write a text, but they do not appropriately apply it in their writing. The writer found the students have trouble in writing descriptive text relate to "noun" and "adjective" as the frequent used word classes as part of the descriptive text's language features. Most of the students write words repeatedly and do not try to vary the words that cause the descriptive text becomes uninteresting to be read. The repetition of words in a text brings in the theory of reiteration.

There has been recent emphasis that reiteration is considerable to be determined as the repetition of identical lexical item or different lexical item that is systematically related to the others that are observable at the surface of the text. In order to achieve the maximum quality of text representation, reiteration comes up with various types, that are simple repetition, complex repetition, substitution, equivalence, contrast, generalisation, specification, and co-specification (Tanskanen, 2006). The different function of those types can help the students to vary the words used in writing descriptive text instead of only repeating the same words in many times.

Tanskanen (2006) categorizes reiteration into 8 types, those are :

a. Simple repetition

As repetition is the most straightforward of reiteration's types, its simplest form is in the form of simple repetition. Simple repetition emerges in the condition of repeated identical form. It can be totally the same or differentiate simply in grammatical form, such as plural-singular, present-past, subject pronoun-possessive pronoun, etc. Simple repetition is usually appeared intra-sententially, which means it potentially refers to the same reference, or commonly known as co-referential. But, there is also possibility for simple repetition happens inter-sententially.

b. Complex repetition



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Complex repetition involves a larger customization. There are two possibilities in discovering complex repetition of words. The first possibility is when identical items serve different grammatical function, such as verb-noun, noun-adjective, and adjective-verb. The second one is complex repetition that exists not identically, but shares the same lexical morpheme. Those two conditions show that complex repetition is not necessary to become co-referential because the different class of words may refer to different entity.

c. Substitution (SU)

Substitution is a pronoun repetition. The most frequently used substitution is how a pronoun substitutes some lexical morphemes, or in other words a pronoun, such as I, you, we, they, she, he, or it, substitute a noun or noun phrase. The other forms of substitution is rarely used, such as the words one, do, and so.

d. Generalisation (G)

Generalisation refers to a name of more general thing. The concept of generalisation manage the relation between a particular thing to the other one that is more general. It means the repeated item is more general and related to the specific one.

e. Specification (SP)

Specification is the opposite of generalisation. The specification relation of words occur when there is a lexical item that specifies another lexical item. To put things differently, specification means the relation between an item and a more specific item. In short, specification requires the general-specific relationship among two lexical items.

f. Co-specification (C-SP)

Co-specification occurs in two conditions, 1) generalizing more than one specific things to the same general thing, commonly called as co-hyponymy, and 2) reiterating a general thing into some particular items, well known as co-meronymy.

g. Equivalence (E)

Equivalence gives benefit to the relation of different lexical items that are seen from the same perspectives. The concept of equivalence is adopted from the concept of synonymy.

h. Contrast (CT)

The last subcategory of reiteration is well known as antonymy or opposition. Basically, it refers to the relation of meaning in contrast between one lexical item and the another lexical item. Similar to equivalence, the concept of contrast needs to combine the lexical-semantic relation and discourse-specific approach in order to have the proper meaning correlation of lexical items.

This study is aimed to analyse reiteration's types that are used in descriptive texts written by tenth graders of SMA N 1 Magelang in the school year of 2018/2019. Therefore, the writer put forward the following research questions:

1. What kind of reiteration that are used on tenth grade students' descriptive texts of SMA N 1 Magelang in the school year of 2018/2019?
2. What reiteration that is dominantly used on tenth grade students' descriptive texts of SMA N 1 Magelang in the school year of 2018/2019?



## Methodology

The appropriate type of this research is qualitative since the purpose is more descriptive than predictive. Qualitative research illustrates back and forth work by establishing the patterns, categories, and themes until they are comprehensively built (Creswell, 2009).

The subject of this research are 15 descriptive texts written by students from X IPA 5 class of SMA N 1 Magelang in the school year of 2018/2019. The unit of analysis in this research is words and phrases that represent reiteration in descriptive texts written by tenth graders of SMA N 1 Magelang in the school year of 2018/2019.

The writer uses documentation as the technique of collecting data. The purpose of documentation in doing a qualitative research is to enable the writer to obtain the language and words of participant which, in this case, is the students of X IPA 5. The steps of data analyzing are :

- 1) Identifying reiterated items from students' descriptive texts.
- 2) Analyzing the categories of reiteration based on Tanskanen's theory (2006).
- 3) Coding each reiterated item which involves the number of the text that is presented as "T" and followed by the code of reiteration type.
- 4) Classifying the types of reiteration in each text and summing up the total of reiteration relations of 15 texts.
- 5) Calculating the percentage of the use reiteration in the students' descriptive text.
- 6) Concluding the results by presenting the occurrence of reiteration categories used in the students descriptive texts and the finding of the most dominant one.

## Finding(s) and Discussion

After being analyse the reiteration's types that are used in descriptive texts written by tenth graders of SMA N 1 Magelang in the school year of 2018/2019, the data were classified into following table.

**Table 1. The Result of Data Analysis**

Text	Type of Reiteration								SUM	%
	SR	CR	SU	E	G	SP	C-SP	CT		
1	6	10	0	2	3	2	3	0	26	8
2	4	2	3	3	4	0	0	0	16	5
3	9	6	3	1	2	3	1	2	27	9
4	12	5	7	2	5	1	1	2	35	11
5	9	1	5	3	2	0	0	1	21	7
6	3	2	3	3	3	0	1	0	15	5
7	9	0	3	4	1	2	1	1	21	7
8	7	1	1	4	0	3	2	2	20	6
9	6	2	2	2	1	0	1	2	16	5
10	4	1	5	3	4	0	0	2	19	6
11	5	1	6	3	1	1	1	2	20	6
12	4	2	5	2	3	6	2	2	26	8
13	4	2	2	4	3	0	1	0	16	5
14	2	2	3	0	3	0	4	0	14	5
15	4	1	2	5	2	0	3	2	19	6
<b>TOTAL</b>	<b>88</b>	<b>38</b>	<b>50</b>	<b>41</b>	<b>37</b>	<b>18</b>	<b>21</b>	<b>18</b>	<b>311</b>	
<b>%</b>	<b>28</b>	<b>12</b>	<b>16</b>	<b>13</b>	<b>12</b>	<b>6</b>	<b>7</b>	<b>6</b>		



## The Type of Reiteration

### *Simple Repetition (SR)*

Simple repetition is a repetition of identical form which can totally the same or different simply in grammatical form. There are 88 simple repetition ties or 28% of the total reiteration items emerged. The example of simple repetition ties in the students' descriptive texts is:

T1/SR1: "Way Kambas National Park is a national park for elephant protection... Way Kambas National Park was established in 1989."

Data T1/SR1 provides simple repetition that emerges in the form of noun phrase. The phrase Way Kambas National Park in the third sentence is the repetition of the phrase Way Kambas National Park in the first sentence. It shows that data T1/SR1 fulfills the condition of simple repetition where identical lexical item is repeated totally the same.

### *Complex Repetition (CR)*

Complex repetition occurs when identical items serve different grammatical function or different items share the same lexical morpheme. The writer found 38 complex repetition or 12% of the total reiteration items. The example of complex repetition ties in the students' descriptive text is :

T1/CR1 "Way Kambas National Park is a national park for elephant protection."

Data T1/CR1 provides complex repetition tie as national park refers to Way Kambas National Park. It fulfills the condition where two un-identical lexical items share the same lexical morpheme, which in this case is morpheme park.

### *Substitution (SU)*

Substitution is a pronoun repetition. The other forms of substitution is rarely used, such as the words 'one', 'do', and 'so'. The result of data analysis presents 16% or 50 substitution of the total 311 reiterated items. The example of substitution ties in the students' descriptive text is:

T2/SU1 "Borobudur Temple is the biggest temple of the world. It is located in Magelang Regency of Central Java, Indonesia."

Data T2/SU1 presents substitution tie in which pronoun It is used to substitutes the phrase Borobudur Temple in the previous sentence. This data belongs as inter-sentential substitution.

### *Generalisation (G)*

The concept of generalization manage the relation between a specific thing to the other one that is more general. There are 37 generalization ties or 12% of the total 311 reiteration ties in the students' descriptive text. The example of generalization ties in the students' descriptive texts is :

T1/G1 "The park is located in Labuhan Ratu Sub District, East Lampung, Indonesia."

Generalization in data T1/G1 occurs two times within the same sentence. The first is the phrase East Lampung that generalizes the phrase Labuhan Ratu Sub District, then the phrase East Lampung is generalized by the word Indonesia.



*Specification (SP)*

Specification means the relation between an item and a more specific item. The writer found 18 specification or 6% of the total reiteration. The example specification in the students' descriptive text is :

T1/SP1 "The park has an area of about 1.300 square kilometers. Some areas in this national park are jungle."

From data T1/SP1, it can be concluded that jungle is the part of the park, so it is more specific. Thus, this data provides general-specific relationship or specification tie between the word jungle and the phrase the park.

*Co-specification (C-SP)*

Co-specification occurs when general item is accompanied by more than one specific items. The result presents 7% of co-specification or 21 of the total 311 reiterated items. The example of co-specification in the students' descriptive text is :

T1/C-SP1 "In this national park there are also animals that are almost extinct. These animals include Sumatran Rhinos, Sumatran Elephant, Sumatran Tiger, Mentok Rimba, and Buaya Sepit."

Data T1/C-SP1 is co-specification because a general item is followed by some particular items as animals generalizes Sumatran Rhinos, Sumatran Elephant, Sumatran Tiger, Mentok Rimba, and Buaya Sepit.

*Equivalence (E)*

Equivalence requires two different lexical items that have the same meaning or value. The percentage of equivalence is 13% or 41 equivalence ties of the total 311 reiteration. The example of equivalence ties in the students' descriptive texts is :

T2/E1 "The design of Borobudur Temple symbolized the conception of universe in Buddhist Culture."

Data T2/E1 shows the phrase The design and the conception are not co-referential, but they have equivalent meaning if they are seen from the same perspective.

*Contrast (CT)*

Contrast refers to the relation of meaning in contrast between one lexical item and the another lexical item. The writer found 18 specification or 6% of the total reiteration. The example of contrast in the students' descriptive text is :

T4/CT1 "Borobudur is visited by more and more tourists, both domestic and foreign tourists."

Data T4/CT1 is classified as contrast because the word domestic has the opposite meaning with the word foreign.



## The Most Dominant Type of Reiteration

Taking everything into consideration, the most dominant reiteration type in the students' descriptive text written by the tenth graders of SMA N 1 Magelang in the school year of 2018/2019 is simple repetition. In line with the concept as the simplest form of reiteration, simple repetition can dominate among all of reiteration categories because it is the most straightforward form of reiteration.

As opposed to the above explanation, writing needs to reach the maximum quality of text representation by achieving cohesion. Cohesion is the flow of sentences and paragraphs or connecting ideas within a text. It occurs by attaching cohesive devices. One key of cohesive devices is repetition. However, it is important not to give repetition too much in a text. Therefore, composing sentences or paragraphs is needed a variety that refers to the term of reiteration. The types of reiteration is used to vary the word choice. By applying the types of reiteration in writing, the text will be more understandable and easier to follow.

## Conclusion(s)

The researcher concludes that the English teacher of SMA El-Shadai Magelang used the functions of code switching in teaching English. The researcher analyzed the data with three functions of code switching using Mattson and Burrenhult (1999) theory. Based on the data, the researcher found that there are three functions occurred in the research. Those functions are topic switch, affective function, and repetitive function. The percentages of the functions are 6% for the topic switch, 18% for affective function, and 76% for repetitive function.

From that percentages above can be conclude that the dominant functions of code switching used by the teacher in SMA El-Shadai Magelang is repetitive function. The teacher used repetitive function to make students understand with what the teacher said and clarified her instructions.

Suggestions due to the finding of the research as explained above as presented as follows. For English Teachers, there are many students who just learn English from the English teacher. Therefore, code switching could become one of the effective methods for teaching to enhance students' comprehension of the English language. However, the teachers also should also pay attention to the students' level understanding in each class. For future researchers, the researcher suggests the future researchers to hold a research which compares the code switching that is used by the teacher in elementary school and the teacher in junior high school. It could be analyzed as the topic since the teachers teach in different level of students in learning English.



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