

Language Features Found in Essays About Madurese Art

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ABSTRACT

This study aims to examine and explain language features in essays about Madurese arts. The writers uses qualitative descriptive methods to elaborate data. The source of the data in this study is essays by second semester students of English Department at Universitas Trunojoyo Madura which discuss about Madurese art. Meanwhile, the data of this study are characters, sentences, and paragraphs in essays that contain various language features. This study uses Gerot and Wignell (1995) theory of language features in descriptive essays. The result of this study shows that there are five language features that students use in their essays: the use of certain objects, the use of simple present tense, the use of noun and adjective phrases, the use of auxiliary, and the use of linking verb.

Keywords: Academic writing, Descriptive essay, Madurese Art.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis dan menjelaskan tentang Fitur Bahasa dalam karangan essay bertema Kesenian Madura. Penulis menggunakan metode deskriptif kualitatif untuk menguraikan data secara rinci. Sumber data dalam penelitian ini adalah enam esai karangan mahasiswa semester dua Sastra Inggris Universitas Trunojoyo Madura yang membahas tentang Kesenian Madura. Sementara itu, data dalam penelitian ini berupa kata, kalimat, dan paragraf di dalam esai yang berisi berbagai Fitur Bahasa. Penelitian ini memakai teori dari Gerot dan Wignell (1995) yaitu fitur bahasa dalam esai deskriptif. Hasil penelitian menunjukkan terdapat lima fitur bahasa dalam esai deskriptif yang digunakan para mahasiswa dalam esainya yakni penggunaan objek spesifik, penggunaan simple present tense, penggunaan frasa kata benda/kata sifat, penggunaan kata kerja bantu dan kata kerja penghubung.

Kata Kunci: *Penulisan Akademik, Esai Deskriptif, Kesenian Madura.*

BACKGROUND

In essence, humans as social creatures need other people to survive. In order to create harmonious relationships between people, humans need media to communicate. Language is a medium that has a crucial role in the existence of society. Through language, humans can convey and express their thoughts, opinions and even feelings to other people. By using good and correct language, humans can maintain harmonious relationships between fellow humans. Moreover, language is not only spoken but also written. Academic writing is a medium for humans to communicate in the form of sentences/paragraphs.

Academic writing is a crucial element during a student's academic years. Academic writing is essential for presenting students' arguments in a logical order and for arriving at conclusions (Davis & Liss, 2006). Students are required to have adequate writing skills. They must be able to write according to the purpose, context, style, structure and appropriate language features. Nilson (1984) wrote that "writing is a skill that has been developed in scholarly societies to convey knowledge, messages, and written communication is the most difficult because it uses certain rules that are very complex" (p. 134).

Students, who have good writing or script without grammatical and spelling errors, will definitely succeed in any written activities, such as exams, paper 2 research proposals, dissertations and essay,

An essay is a group of paragraphs written about a certain topic and has a transparent main idea (Mahardika et al., 2021). An essay should have at least three paragraphs, but an essay with five paragraphs is a common length for academic writing (Boardman & Frydenberg, 2008). An essay certainly has different structures and characteristics according to its type. There are many types of essays studied at university level such as argumentative essays, expository and descriptive essays. They are written based on their purpose and structure.

According to Dorothy (2005), a descriptive essay is a text that describes a particular object such as a person, thing or place. Descriptive essays contain instructions and explanations that make readers imagine actual objects so that they can feel as if they have seen or felt an experience directly. Descriptive essay writing is a form of written communication that conveys thoughts, ideas, arguments or information about a topic in a systematic, structured and patterned manner. In an essay, the author clearly organizes her thoughts and unites her ideas into a coherent and meaningful literary composition.

Language features in an essay are linguistic elements that the writer uses in an effort to convey messages or thoughts to the reader, thereby influencing how the reader reacts to the writing. In terms of characteristics, each essay tends to have similar characteristics, but there are also significant differences. For example, narrative essays are written chronologically or sequentially, and use the past tense, while descriptive essays must be written using the present tense and can explain an object in detail to the reader. According to the theory of (Gerot & Wignell, 1995), language features in descriptive essays are arranged into five parts. The following table shows the explanation about language features proposed by Gerot & Wignell (1995).

Table 1. Language Features proposed by Gerot & Wignell (1995)

Language Features	Descriptions
Talks about specific object	A descriptive essay must focus on describing an object clearly.
The use of simple present tense	Simple present tense is one of the tenses commonly used in writing descriptive text. This tense describes activities that are usually carried out and is also used to explain general statements about facts or actions.
The use of noun phrase / adjective	Used to describe clearly in the reader's mind and provide more specific information on a particular object. Usually use sensory details.
The use of auxiliary	Auxiliary verbs are verbs that accompany the main verb in forming a sentence. Auxiliary verbs do not have significant meaning independently but their existence supports the main verb in conveying the meaning of a sentence.
The use of linking verb	Linking verb is a word or expression (such as become, turn, get, seem, look, smell) that connect a subject with adjective or noun to describe and identify the subject.

Understanding the language features of descriptive essays has important benefits for writers and readers in various contexts such as work, education, and personal communication. Through Language Features the writer can provide clarity, strength, and appeal to the writing. The writer can highlight the special features and unique characteristics of the objects described. Not only that, the writer can also provide a more vivid, captivating picture, and does not ignore the aesthetic element. What's more, with the right language features, it can create a deeper emotional involvement for the reader so that they are directly connected to the object being explained.

These language features will show and clarify that a descriptive essay has distinctive characteristics. In this case, the writers analyze the descriptive essays about Madurese arts written by 6 students in the second semester of the English Department at Universitas Trunojoyo Madura, Madura who had completed the writing skills course. The writers are interested in observing this phenomenon with the aim of being able to find out and explain whether students' academic writing is in accordance with appropriate language features.

Previous studies related to language features have been carried out by several reseatchers such as Khitami (2023), in her research focused on the textual and syntactical language features analysis of recount text which combined with Chomsky's tree diagram theory. Based on the results of her research, it shows that by the syntactical language features in each type of sentences of generic structure which portrayed in tree diagram evaluated as sufficient range of constructing clause pattern,

agreement, verb form, prepositions, articles, plurals and punctuations as there were occasionally errors in constructing clause pattern, agreement, verb form, plurals and punctuation. Second, Harahap & Amir (2023), The results of their study are as follows. Class X SMA Pertiwi 1 Padang is rated as excellent in its use of exposition text. This is checked based on the completeness and accuracy of the thesis, discussion, and use of repetition. However, there are still some uses of theses, arguments, and repetitions that contradict the theory. Second, students have used the four linguistic characteristics, namely pronouns, nouns, verbs, and conjunctions. Third, (Mukarromah & Suryanto, 2021) the result of the study found that all of the students produce error by total error 92 errors which classified into omission 46 error (50%), 5 error in addition (5,43%), 33 errors in miss-formation (35,86%) and 8 error in miss-ordering (8,69%). The source of the error that made by the students are from interlingual and intra-lingual. However, most of the errors are from the intra-lingual source which total 84 errors and 8 errors from inter-lingual. All of them use written text as the object of analysis. However, they use different types of text. This study tries to analyze language features found in essay to enrich the findings related to the study about language features. Therefore, this study is conducted entitled “Language Features Found in Essays about Madurese Art”.

RESEARCH METHOD

In conducting study, the writers use descriptive qualitative research, which focuses on problems that require researchers to use a systematic system. Source of the data in this study are some essays by second semester students of the English Department at Trunojoyo Madura University which discusses Madurese art. Meanwhile, the data are characters, sentences, and paragraphs in essays that contain various language features. It is based on Gerot and Wignell’s theory (1995) about language features in descriptive essays. The data are obtained by identifying the structure of language features in essays. Apart from that, to understand the language features used in Madurese Art essays, the theory of language features in descriptive essays proposed by Gerot and Wignell (1995) is necessarily used to ensure the language features in essays about Madurese art by second semester English department students.

DISCUSSION

Five Language Features Found in Essays about Madurese Arts

A. The use of specific object

Focusing on a particular object in an essay means that the essay specifically focuses on a particular object, topic, or subject to provide a detailed and in-depth explanation of it. These objects can be anything from physical objects such as places, objects, or people to abstract concepts such as ideas, values, or personal experiences. the writer must choose the objects to be explained carefully and limit the scope so that the focus remains on the most important points. The following example is the first representative of a total of 6 data.

Extract 1

One of the arts is kerapan sapi. Kerapan sapi is a competition which is a hallmark of the Madura community. This tradition does not become extinct, so we can do several ways to preserve Kerapan sapi.

In the text of the essay written by Ririn Fitriyani with the title “There Are Some Ways to Presrve Karaoan Sapi”, she talks about a specific object, namely a typical Madurese tradition called the Sapi Karapan. In her writing, Ririn often repeats the word "Karapan Sapi". Moreover, she explained in detail what Karapan Sapi is. Apart from the fact that there are many Madurese arts, Ririn has succeeded in writing a specific topic in her essay because she only focuses on the Karapan Sapi tradition. In her writing, Ririn describes preserving the local Madurese culture of Karapan Sapi. She explained three tips for maintaining the Karapan Sapi culture. First, by continuing to hold the Karapan Sapi festival at least once a year in August or September. Second, utilizing social media technology to promote the Karapan Sapi to people outside Madura Island or tourists. Ririn Fitriyani realizes the importance of following technological advances and upgrading. With the emergence of the fact that currently social media has been used by all age groups to obtain news and entertainment, it has become one way to promote the cow race. Not only as entertainment but also as a culture that contains noble values in it such as hard work, cooperation and sportsmanship. Not being influenced by western culture and feeling proud of local Indonesian culture is the third way to preserve the Madurese art of Karapan Sapi. As citizens who have an obligation to love cultural diversity and customs, we have a duty to ensure that Indonesian arts, customs and culture are not recognized by other countries.

B. The use of simple present tense

There are 42 data of simple present tense found in essays about Madurese art. In descriptive essays, the simple present tense can be used to explain objects, places or situations in more detail and itemize. However, keep in mind that when used, the simple present tense is intended to describe situations that are constant, recurring, or common. For the representation of the language features, the excerpts are presented below:

Extract 2

Tari Muang Sangkal is one of the most beautiful arts in Madura.

Young Madurese do not know about this art.

We need several methods to preserve this dance.

young people are the successors.

they can learn together.

In the descriptive essay written by Atiqotul Hasanah with the title “There are several methods to preserve the Muang Sangkal Dance”. She has used the simple present tense in her writing which can be proven by several quotes above. In the first sentence "Tari Muang Sangkal is one of the arts in Madura "and “young people are the successors”. is in accordance with the formula for the positive nominal present tense form S + to be (is, am, are) + N/Adj/Adv. The word Tari Muang Sangkal is followed by to be 'is' and 'one of the arts in Madura' as nouns. The words 'young people' are followed by to be 'are' as a plural form followed by the words 'the successors' as a

noun. Use of simple present tense verbal formulas S+ V1+ s/es+ O and S + do/does+ not+ V1+ O is also used in this essay. Proven by the three sample sentences above. “Young Madurese do not know about this art” the word 'young Madurese' as the subject is followed by “do not” then continued by the word “know” as the first verb form and “this art” as the object of the sentence. In the sentence "We need several methods", 'we' as the subject is followed by the word “need” as the first verb form followed by “several methods” as the object of the sentence. The same explanation applies to the sentence "they can learn together”.

C. The use of noun phrase / adjective

Noun phrases and adjective phrases are crucial elements in writing a descriptive essay. The use of noun and adjective phrases functions to help readers understand and imagine objects, people, places, or concepts that have been described by the author. When writing a descriptive essay, you are required to be able to use noun and adjective phrases correctly so that the description will be more live, detailed and engaging. Readers will automatically feel like they are in the location or situation being described.

Extract 3

- *There are 3 wonderful diversity of Madurese art.*
- *it is also to show the beauty of the clothes and ornaments*
- *it becomes very strong*
- *Karapan Sapi, Tok-tok, and Saronen are Madurese arts with amazing diversity.*

In an essay written by Herassati Cahya Pratiwi entitled “Diversity of Madurese Art”, it shows language features in the form of the use of noun phrases and adjective phrases. In the sentence "*There are 3 wonderful diversity of Madurese art*". Wonderful diversity of Maderese art is a combination of several words that form noun phrases. The word wonderful as an adjective and followed by “*diversity of maderese*” as a noun. This explanation also applies to the sentence "*Karapan Sapi, Tok-tok, and Saronen are Madurese arts with amazing diversity*” where the word “amazing” as an adjective is followed by the word “*diversity*” as a noun. In this sentence the author has provided details about what diversity exists in Madura. Herassati provides clear details by mentioning karapan sapi, tok-tok, and saronen. So, as to provide a clear visual picture.

In the sentence "it becomes very strong” the word “very strong” belongs to the adjective. where it refers to a cow that is competing in the tok-tok event. Meanwhile, "very strong" refers to the physical condition of a cow. Long before the tok-tok is held, the cow owner must ensure that the cow is in a fit condition by paying attention to the cow's physical condition, nutritional intake, vitamins and cleanliness. Moreover, "*very strong*" also refers to the force with which the cow's horns push during a competition. If Karapan Sapi pits the speed of a pair of cows, the tok-tok pits the strength of the cows pushing each other with their respective horns.

In sentences ‘it is also to show the beauty of the clothes and ornaments’ kata “*beauty*” is classified as an adjective which provides a sensory explanation which refers to the decoration worn on the cow's head before competing. This decoration is usually referred to as Obet and Ambhin. The obet worn on the cow's horns serves to give a sense of confidence and represents the cow's strength when it is paraded into and

around the racetrack. Meanwhile, ambhin is clothing or accessories worn on the cow's body in various color, but red dominates.

D. The use of auxiliary

Auxiliary verbs are verbs that accompany the main verb in forming a sentence. Auxiliary verbs do not have significant meaning independently but their existence supports the main verb in conveying the meaning of a sentence. Auxiliary verbs have several functions. First, to help sentences that don't have verbs. Second, auxiliary verbs are used to form and negate negative sentences and interrogative sentences. There are two types of auxiliary namely primary auxiliary and modal auxiliary. Below is an auxiliary example of an essay entitled "The Reason of Sumenep Become Storehouse of Cultures and Arts in Madura" by Fitriyah and "Sandur Performing Arts in Madura" by Vina Ismatul Maula.

Extract 4

- *Sumenep can maintain local wisdom*
- *we can keep what our ancestors left behind.*
- *we will lose it*

Extract 5

- *Sandur has existed in Madura since 83 years ago.*
- *Sandur was created*

Extract 4 is classified as auxiliary modals where the words "can" and "will" are followed by the first form of the simple present tense verb. "Sumenep can maintain local wisdom" can is an auxiliary modal that helps the main verb "maintain". The sentence means that residents in the Sumenep area must maintain and maintain their local wisdom culture because Sumenep has many tourist attractions, various arts, and cultures than other cities on the island of Madura.

"We can keep what our ancestors left behind." In this sentence the word "can" is an auxiliary modal that helps the main verb "keep" in the simple present form. The sentence shows the author's hope for readers to always preserve Madurese art, both local residents of Madura city and outside Madura Island.

"We will lose it " in this sentence 'will' is a modal auxiliary which helps the main verb "lose" the first form of the simple present. This sentence has the meaning that the author wants to convey a warning about the importance of preserving Madurese art by quoting one of the quotes coined by a wise man. The word will can also represent the author's prediction of possibilities that could occur in the future regarding Madurese art.

In the sentence "Sandur has existed in Madura since 83 years ago." The word 'has' is a type of primary auxiliary verb that helps the main verb 'existed' in the V3 form. "Sandur was created" the word 'was' is an auxiliary followed by the main verb "created" in the V3 form. So, these two sentences can be interpreted; Sandur has been made and used as a medium for spreading the Islamic religion since before Indonesia's independence. The word 'has' and 'was' can also be represented as the author's attempt to tell history to the reader.

E. The use of linking verb

Linking verbs are verbs that connect a subject with additional information or adjectives that describe the subject itself (Leech & Svartvik, 2003) Linking verbs function as a bridge between the subject and additional information that follows by providing an overview of the subject being explained. Linking verbs are not always followed by an object like action verbs. Instead, they are followed by an adjective, noun, or noun phrase.

Extract 6

- *Madurase was unpleasant*
- *Madurese is an island surrounded by the sea*
- *Madurese also has a nickname*
- *Saronen is perfect for our entertainment*
- *It becomes very strong*

From several verses above, these instances of linking verbs show that no action is expressed by verbs. The copula links the subject with their descriptions. 'Unpleasant' refers to the subject 'Madurese'. This sentence 'was' is a linking verb that connects the words 'Madurese' and 'unpleasant'. With a formula subject followed by linking verbs and continued with the addition of an adjective called a predicate adjective. Here the linking verb explains or displays about certain moods. In the context of the essay, the author explains the existence of negative stereotypes about Madura which are underestimated. Art, traditional food and other aspects are considered less prestigious compared to other regional.

'An island surrounded by the sea' refers to the subject 'Madurese'. In this sentence the author uses the linking verb 'is' to provide identification that is appropriate to the subject being discussed. Where the subject is followed by a linking verb and continued with a noun phrase. The author provides a more detailed explanation about Madura, that its island is surrounded by natural wonders, namely the sea.

'A nickname' refers to the subject of 'Madurese'. In this sentence, the same explanation applies as in the extract from the previous sentence. What differentiates the two sentences is the linking verb 'has' and compliment which is a 'noun'. The author supplies them with the identity about Madura Island, which is nicknamed the salt island because Madura Island is surrounded by sea as a salt producer. It can be concluded that these two sentences are classified as linking verbs predicate nominatives because the complement is in the form of a noun phrase and a noun.

'Perfect for our entertainment' refers to the subject 'Saronen'. The linking verb in this sentence is 'is' by writing a complement in the form of the adjective 'perfect'. In this sentence the author wants to provide details in the form of the author's sensation or admiration for Saronen art. In the sentence 'perfect for our entertainment' there is also a persuasive element that the author tries to convey to readers in promoting how beautiful Saronen art is, which is suitable as an entertainment medium for the readers.

'Very strong' refers to the subject 'it'. In this sentence there is a linking verb 'becomes' which indicates the result/attribute. The subject 'it' represents a cow in the art called tok-tok. The author explains in her essay that the results of good cow care will produce a healthy cow accompanied by strength qualities. so, it is worthy of participating in the Madura tok-tok art competition. Because the form of complement in this sentence is an adjective, it is classified as a linking verb predicate adjective.

CONCLUSION

The aim of this study is to explain language features in essays about Madurese Art written by six students of the English Department of Universitas Trunojoyo Madura. Based on the findings and discussions, it can be concluded that there are five distinctive language features. First, the use of simple present tense, all student's essays have used simple present tense with a total of 39 data in their writing. although several sentences appear that explain the past. Second, talking about specific topic, each descriptive essay that has been analyzed has a focus on describing an object clearly. Third, The use of adjective/noun phrases. In each essay it clearly indicates that there are 26 adjectives which function to provide specific information about a particular object. Usually use sensory details. Fourth, 16 data appear about the use of auxiliary. In a descriptive essay, the auxiliary functions to express an aspect, condition, enrich the sentence structure and provide additional meaning so that each line of sentence in the essay can be understood easily by the reader. Lastly, 46 data appear about the use of linking verbs. Linking verbs or copula function as a bridge between the subject and the complement with an adjective or noun to describe or identify the subject. There are 46 data that emerge after the analysis. From the explanation above, it can be concluded that in the six essays about Madurese Art, the writers find out all aspects of complete language features in each essay. It means that each essay written by second semester English Department students can be categorized as qualified descriptive essays because of the use of complete language features standards. It is hoped that this study becomes a reference for future researchers in conducting research in related fields. The future researchers are expected to be able to conduct research on language features with a wider scope.

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