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Expressions in Writing Text 'My Village is Wonderful' By Students Of Grade X SMK Triatma Jaya Tabanan

Ni Wayan Mekarini

University of Triatma Mulya, Badung, Indonesia

Wayan.mekarini@triatmamulya.ac.id

ABSTRACT

The research aims to increase students' sense of pride of their village by describing how wonderful the village is. Data taken from students at grade X of SMK Triatma Jaya Tabanan piece of writing with the topic 'My village is wonderful'. This topic is chosen based on real situation in the village which is actually an area that has been familiar so far and making it easier to express ideas. The use of hardcopy dictionary is allowed but translation application is prohibited. Researcher followed qualitative approach and observed five aspects including (a) suitability of the theme, (b) connectedness of the theme-rheme, (c) integrity of information, (d) use of cohesive devices, and (e) avoiding excessive repetition. The study found out two conclusions, namely (i) The text my village is wonderful has been produced by most students where each student able to describe their respective villages in line with suggested theme. The suitability of the theme indicates the students focus and attention in following instructions. For the theme rheme connection, it appears that the chosen theme is supported by rheme to elaboration it, even though most sentences are simple with an S-P-(O) structure. The simplicity of the structure displays complete information that is easy for readers to understand. (ii) Second, the use of cohesion and avoiding repetition need more practiced. The cohesion used is very limited to and, also, but and so as a means of adding information, contrastive and cause and effect. The use of repetition is quite prominent, for example 'my village' appears in most subject sentence. Briefly, it can be stated that students have no problem in choosing ideas according to the theme, explaining it with rhemes and stating into complete information. However, the skills of using conjunctions and word variations need more attention.

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1. Introduction

It seems that high school students in the province of Bali are more interested in taking English lessons than other languages. If this assumption is true, then the position of the island of Bali as an international tourist destination is its magnet. The government has targeted the arrival of more than 7 million tourists to Bali as stated by the Minister of Tourism and Creative Economy (Menparekraf) Sandiaga Salahuddin Uno in February 2024. Although there is an issue of Bali being hit by over-tourism, he is optimistic that this number will be achieved. In fact, the report of the Bali Central Statistics Agency (BPS) recorded the number of foreign tourist visits to Bali throughout 2024 as many as 6,333,360 people or an increase of 20.1 percent compared to 2023. This means that the target of 7 million tourists has almost been achieved, which has an impact on various sectors, including the rampant land conversion that cannot be stopped (kompas.com). In an effort to anticipate the flow of tourists visiting Bali, it is appropriate to prepare human resources as

CONTACT Language Assistance ✉ jelpr@balilanguageassistance.com

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prospective workers who are able to fill the job vacancies available in the tourism world. Related to these efforts, SMK Pariwisata Triatma Jaya Tabanan conducted English training for all new students as an initial step to prepare students' skills when they later set foot in the tourism industry. By collaborating with BILCEN (Bali International Language Center) Badung, the training was carried out before active learning in class began while also filling students' free time after completing exams at their previous educational units. The training program ran for 20 meetings plus 4 exams. In the writing test, various expressions used meanwhile students describe the beauty of her/his village which indirectly contain vision to grow and develop better respect for the country's culture rather than being tempted by foreign dollars.

Triatma Jaya Tabanan Vocational School (SMK) located on Jalan By Pass Dr. Ir. Soekarno, Kediri, Tabanan, Dauh Peken, Tabanan District, Bali Province, which holds 5 days learning plus various extracurricular activities. As the training is carried out before the active learning schedule, those students are allowed to wear school uniforms from their previous educational unit.

Figure 1. After Class



2. Literature Review

Describing the natural beauty of the village is certainly not difficult considering the situation has been known and even understood in detail. The topic is related to the trend of developing village potential based on the community towards the "Smart Village" initiated by the government in order to realize regional and community progress in harmony. The terminology smart village refers to the formation of a village that follows the development of the times as seen from the progress of development in line with the progress of society. The government realizes that if development progress does not involve the community, development will become a field of profit for only a handful of people or certain parties. Therefore, Smart Village involves community participation or development driven by the participation of the community who live and settle in the area. In its development, smart villages are also marked by efforts to develop and utilize village potential in line with increasing economic value and improving the quality of life of the community. The government targets smart villages to encourage people to be literate in information and digital literacy as added value, especially in the implementation of village government. The review of smart villages has six elements as indicators, namely smart government, smart people, smart economy, smart living, smart environment, and smart mobility. (<https://dispmd.bulelengkab.go.id/informasi>). Thus, the description of the village is based on the element of smart people towards improving the quality of life and the lives of village communities with their accompanying culture.

In English language teaching, there are ten types of texts taught in high schools, including (1) Narrative text, which is a type of text that contains folk tales or fairy tales or legends with a series of interconnected events; (2) Descriptive text is a text that describes humans, animals, plants, or even inanimate objects specifically and in detail. The structure of this type of text generally consists of identification and is continued with a detailed description; (3) Recount text is a text that tells a narrative of the past, for example a story about a birthday moment at the age of 17 years ago. Here you as the writer will tell the journey and experience when the last Eid moment took place. This text usually consists of 3 stages, namely orientation, events and conclusions; (4) Report Text is a type of text that contains a general description written based on scientific facts, for example reporting

training activities or experiments that have been carried out; (5) News item text is a text that focuses on providing information to readers about an important event. This form of text can be found on various online media portals with a structure consisting of Newsworthy event, Background event and Sources; (6) Explanation text is a text that provides an explanation to the reader about the process of natural phenomena that occur. The reader will find the cause-effect relationship of the natural phenomena explained, starting from the general statement, description and conclusion.; (7) Review text is a type of text used to assess something that is addressed to the reader or related parties. This type of text can be found on websites that have a review column in it. The structure of the review is introduction, evaluation, interpretation, and final evaluation; (8) Analytical exposition text is used to report important events or cases, with the structure of thesis (introduction), arguments (arguments) and reiteration (conclusion); (9) Hortatory exposition text is a text that has similarities with analytical exposition text, but is more persuasive, namely explaining what is allowed or not allowed to be done. The structure of this text consists of a thesis (introduction), arguments and recommendations; and (10) Procedure text is a text that contains a guide to doing something so that readers can complete an activity that requires certain instructions. The structure of this text consists of a goal, materials or equipment and step or method (<https://masoemiversity.ac.id>). So, the descriptive text being studied must display a general description of the village followed by a detailed description so that readers can follow the author's train of thought.

Text is a language that performs tasks. Text is composed of semantic units that are arranged in such a way for a specific purpose. Lexicon is selected and arranged to form a structure that reflects experience, involvement, and message organization. So, a clause not only contains the meaning of each lexicon item, but also accommodates pragmatic interests (Halliday, 1978: 122). It is related to these pragmatic interests that students are tested on their ability to promote the beauty of the village. Text cannot be separated from the text environment or context (Halliday, 1985: 5). Text has a structure or texture, namely a composition that has a relationship between its parts. Here the composition of the sentence is examined for its connectedness to express the unity of meaning. On the other hand, the textual function places the theme at the beginning of the clause to bring out the prominence and is followed by the Rheme as its elaboration. The theme can be done with a pattern of re-iteration (reinforcement), zigzag (balanced development of themes-rhema), and compound. Thus, the descriptive text with the topic My Village is wonderful places expressions about the village as the theme, while the supporting sentences are rhemes for the theme being carried.

3. Methology

The research was conducted at SMK Triatma Jaya Tabanan which began with the signing of a cooperation agreement and further observation. The research was conducted after introducing several examples of descriptive texts. The research data were all descriptive texts produced by grade X students, both from culinary and hospitality interests. As research data, 60 sheets of student handwriting were selected randomly. The research method used in this study is a qualitative descriptive method, namely the researcher compares the problems that occur in the field with the applicable theories, so that conclusions can be drawn. The study took written data by examining the results of students' written exams with the topic 'My Village is wonderful' which must be done independently in order to obtain original results. However, the use of a hard copy dictionary is permitted. The researcher identified several aspects, including (a) Suitability of the theme, (b) Theme-rheme connection, (c) Integrity of information, (d) Use of cohesive devices, and (d) Excessive repetition.

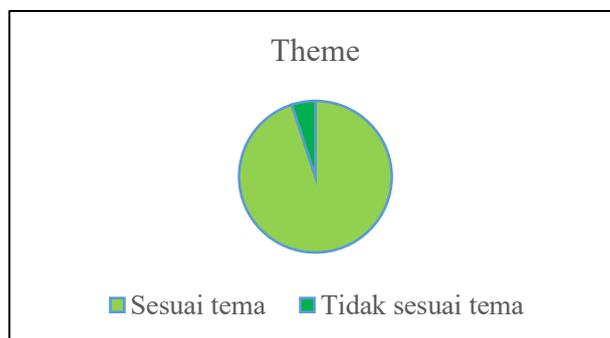
4. Disscussion

The results of students' writing for the writing test are a form of strengthening the students' English writing skills in describing an object or something else that has been previously known. Thus, each string of ideas described is not something abstract or must go through advanced exploration. Descriptive text is a way used to train oneself to express ideas or knowledge that has been into written form. In reality, not every student write with the title 'My Village is wonderful' but some makes variations independently such as (a) I love my village, (b) Born and die in my village, (c) My village, (d) My village is beautiful. The first step in the research is to check the suitability of

the theme and type of text used. With this technique, the ability to convince readers through the integrity of the information presented will be seen. Theoretically, written work must prioritize the clarity of the information presented to the reader accompanied by words variation.

a. Theme Suitability

In theme suitability, it showed that the results obtained were as expected, namely almost all students followed the directed theme. This shows that the instructions given have been read and implemented. Most of them used the titles My Village is wonderful and my wonderful village. Variations of titles that are still acceptable include (a) I love my village, (b) Born and die in my village, (c) My village, and (d) My village is beautiful. However, there were still 3 students (1.09%) who chose slightly deviant titles, such as My House written by 2 students and one female student wrote with the title House wife. In the two writings entitled My house, students talk about their houses starting with the identity of the house in this case the address of the village name along with the name of the street and hamlet, followed by a description of the existing house layout. Meanwhile, the writing entitled house wife has the same structure in terms of identifying both the address and the environment, complete with the daily work of a housewife. This female student describes the daily activities of her mother as a housewife and her own role in helping to carry out some of the daily work. Thus, the suitability of the theme has not been fully achieved because themes with different orientations still appear. However, the types of texts used all use a descriptive text writing structure that begins with identifying what is being described and continues with a detailed description.



b. Theme-Rheme Connectedness

Examination of the relationship between Theme and Rheme shows the presence of element of theme identification and is further supported by the elaboration of the information. Here, there is a harmonious relationship between theme and rheme. This harmony occurs in the same paragraph where the big idea is successfully described into smaller ones with a close connection. However, the theme-rheme connection between paragraphs is still difficult to find. An example of the theme-rheme connection is seen in the following examples.

1. *I live in Pandak Bandung village. My village is not far from school.*
2. *I am from Kediri village in Tabanan regency. It has bus terminal.*
3. *My village is wonderful and beautiful. The name is Braban.*

In example (a) the connection between the place information in the first sentence and the subject in the second sentence is visible. This kind of relationship is a rheme theme relationship that makes it very easy for readers to understand the connection between sentences. This is supported by the close position between the elements so that the bond is easy to understand. In addition, the rheme theme relationship is also shown by the choice of similar lexicons, namely Pandak Bandung Village is referred to as my village. In example (b) the connection is shown by the close positional relationship between the Kediri lexicon and it. The word used to refer is the pronoun it. Compared to the choice of lexicon in example (a), it can be understood that the choice of it is an intervention of knowledge about pronouns in it. Thus, the level of skill that produces sentence (b) is a higher skill than the use of repetition as in the previous sentence. In example sentence (c) what is highlighted is the beauty of the village which is then continued with the name of the village that is considered beautiful. This kind of sentence structure is rarely found because generally the name of the village is written first and then the beauty of the village. Writing that applies this flashback is

quite difficult for most students. Compared to the theme-rheme relationship in examples (a) and (b), the use of writing style as in sentence (c) has used advanced language style. From all the writings examined as research data, no sentences were found that had zero theme-rheme relationship. The rheme themes support each other in every writing produced by students.

c. Information Clarity

Information clarity is complete information about an object being discussed and no information is missing. Based on the aspect of information integrity, not all student writings that are factual are clear or complete. The following example shows information that is doubtful or inappropriate in word choice.

1. *My village is not far away.*
2. *It has a bus terminal.*
3. *My village is wonderful and beautiful.*

In example (a) the distance that is not too far away refers to the distance from a place to the village location. Although the reader can guess that the place maybe from school, the exact location has not been stated explicitly. In this context, the writer is the one who understands the place in question best, which may not be the same as the reader's perception. Therefore, there is missing information here, namely the reference distance from the village. The sentence should be corrected to:

1. *My village is not far away from the town*
2. *My village is a bit far from the school*
3. *My village is far enough from Ngurah Rai Bali airport.*

In example (b) bus terminal appears to be code mixing, namely the Indonesian lexicon 'terminal' is brought into English with the same meaning, even though the equivalent word is already available, namely station. The choice of terminal is thought to direct the reader to the atmosphere of a bustling city transportation terminal. The integrity of the information contained in example (c) is excessive. This means that two words that have parallel meanings are displayed together, making the information excessive. The correction that can be taken is to choose one word to describe the situation in the village. Students prefer short and simple sentences to describe the situation in the village.

d. Cohesive Devices

The writing produced by students is quite economical in the use of cohesive devices in the form of conjunctions. Cohesive devices refer to linguistic devices such as conjunctions, reference words, substitutions (pronouns), and lexical devices such as word repetition, collocation, and lexical groups. To connect between ideas in a sentence is dominated by the conjunctions and 'and', but 'but' and because 'because'. A series of other conjunctions in English have not been found in students' writing such as connecting phrases (transitional phrases) which help to form a connection between ideas in a larger idea logically (Talbot, 2009) as follows.

1. Addition
and;
besides;
in addition;
also;
equally important;
furthermore;
what's more;
similarly;
first;
second (etc);
finally.
2. Comparison and contrast:
but;

- - yet;
 - however;
 - on the one hand;
 - on the other hand;
 - while;
 - compared to;
 - nevertheless;
 - whereas.
 - Example:
 - for example;
 - for instance;
 - as an illustration;
 - take the case of;
 - in this situation.
- 3. Purpose
 - with this in mind;
 - so;
 - since;
 - clearly;
 - for the same reason;
 - that is;
 - indeed.
- 4. Result or conclusion
 - because of this;
 - so;
 - thus;
 - finally;
 - in conclusion;
 - consequently;
 - as a result;
 - summing up.

With the absence of more varied conjunctions, it can be stated that students are just starting to construct sentences using the techniques of adding information, contrast, and cause and effect relationships. The three conjunctions that commonly appear are basic conjunctions to connect ideas. Therefore, it is necessary to introduce the use of other conjunctions to produce more colorful writing.

e. Excessive Repetition

There is a tendency to use excessive repetition or use it more than three times in a row. The noun my village becomes the subject of the sentence in most sentences. This shows that students want to focus on talking about their hometown, but ignore the aesthetic aspects of the writing presented to the reader.

1. My village is Sanggulan. My village is not far from school. My village has many houses complex. My house is near the river.
2. My village is in Tabanan Sambian Pondok. My village is wide with coconut trees. My village have sukun and cocoa in the field. My village is rich with padi.
3. My village is in Tabanan town, Dauh Peken. My village is 1 km from school. My village has big market. My mother sells flowers and canang there.
4. My village is near school. My village is only 200 m from here. I was born in Dauh Peken village.

In every sentence above, most of them use the Subject sentence "My village" which states the orientation to the theme. This is not wrong, but when viewed from the beauty of word variation, the depiction of the subject seems monotonous which leads to loss of interest for the reader. This means that consecutive repetitions must be avoided so that the appeal of the writing is maintained. Corrections that can be proposed are the use of the pronoun it instead of my village or placing the words my village or it in another position, even adding a general subject or introductory subject. Here is an example of a simple modification to maintain the idea as well as the beauty of the expression used.

1. My village is Sanggulan Tabanan. Its location is not far from school. However, there are many houses complex in my village. You will see my house is near the river which runs along the village.
2. My village is in Tabanan Sambian Pondok. Sambian pondok village has wide area with coconut trees. You can see the people plant sukun and cocoa in the field. Some people in my village also plant paddy since the irrigation is running well here.

Based on the modification results above, it can be seen that the sentences are connected smoothly without causing boredom as an impact of excessive use of repetition. The choice of diverse words in the sentence structure produces a cohesive presentation of ideas with wordplay that pleases the reader. This means that a piece of writing that is the pouring out of the author's ideas will succeed in making the reader continue reading it until the end and understand the idea indicating original and captivating writing. So, writing creativity becomes its own satisfaction when ideas are expressed in varied expressions with the help of cohesive tools if needed.

5. Conclusion

The results of the analysis of the writings of grade X students of SMK Triatma Jaya Tabanan with the topic 'My village is wonderful' succeeded in increasing students' pride in their hometown. This is expressed in the writing that describes the real situation in the village which is actually an area that has been familiar so far, making it easier to express ideas. In the expressions expressed in the students' work, the researcher observed five indicators including (a) Suitability of the theme, (b) Connectedness of the theme-rheme, (c) Integrity of information, (d) Use of cohesive devices, and (e) Avoiding excessive repetition. The study produced two conclusions, namely (i) The text my village is wonderful has been produced by most students where each student is able to describe their respective villages according to the suggested theme. Only a small portion, namely 1.09%, chose a different theme such as My House and House-wife. These two themes deviate from the goal of building pride in the village of birth, but still have nuances of ownership and student participation in completing household tasks. Thus, the suitability of the theme indicates the focus and attention of students in following instructions. For the connectedness of the rheme theme, it appears that the chosen theme is supported by rheme as an elaboration of the theme even though some sentences are simple sentences or sentences with an S-P-(O) structure. The simplicity of the structure displays complete information that is easy for readers to understand. (ii) Second, the use of cohesion and avoiding repetition must be practiced more. The cohesion used is very limited to and, also, but and so as a means of adding information, contrast and cause and effect. The use of repetition is quite prominent, even the word my village appears in almost every sentence repeatedly. In short, it can be stated that students have no problems in choosing ideas according to the theme, describing them with rheme and pouring them into complete information. However, the skill of using conjunctions and word variations needs attention more.

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