

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

Human beings use language in their lives for many purposes. In order to achieve the purposes, the use of language is adjusted to the context in which it is being used. The context of language used will influence the appropriate language choice (Butt., et al, 1995: 10).

The use of a language is normally associated with the language form which means that the purpose is realized through the form of the language use. For example, the language used by ministers in a talk show on television is different from the language used by clowns. The aim of interviewing the ministers is to inform something to the audience while the clowns use language to entertain the audience. Another example is in party campaign. The language used by the party has the purpose to persuade people to support the party. Thus, the language user will adjust the language form to its context in which the language is being used.

Analogously to the spoken language previously described, different written language form has different purposes. The result of the function and the purpose in written language are determinative to the form of the language. This concept, according to Eggins, (1994:26) is called as a genre.

Genre has been included in some tests of English test, such as in the State Examination (Ujian Nasional: UN) and the State University Entrance Test (Seleksi Penerimaan Mahasiswa Baru: SPMB). Four years ago, in 2004, reading

texts were found both in UN and in SPMB. Beside reading text, structure and listening are also included in that test. But beginning in 2005 until now, the test only concerns in listening and reading comprehension (in UN) while in SPMB the test concerns mostly in reading comprehension.

Nowadays, the Senior High School's Curriculum has been concentrated on the use of genre. According to the 2007/2008 The Competency Standard for Senior High School (Depdiknas, 2007:2) students are to be able to comprehend short functional text, dialogue and monologue text in form of narrative, recount, news item, descriptive, report, exposition, explanation and discussion. They are not hoped to write a text in a certain genre (except in their practice test), but they are expected to be able to comprehend some sort of texts and answer some questions related to the text. However, it is important for the students to master genres, besides language proficiency, because they will be able to understand a reading text by mastering them.

This implies that English teaching is oriented to the mastery of semantic element rather than structural one. This emphasis has a consequence on the selection of new university student. The State University Entrance Test is obviously should be related to the teaching of English at the Senior High School level. It is of relevance and beneficial implication if the final test of the Senior High School, which is called the State Examination (Ujian Nasional: UN), is compared with The State University Entrance Test (Seleksi Penerimaan Mahasiswa Baru: SPMB).

Based on the background of the study, it is obvious that genres are very important in reading. A certain genre has certain stages (schematic structure) as

a process to make certain purpose in a text. Despite the fact that Senior High School students are taught reading such as how to understand or comprehend a text, they still find difficulties when they are asked to answer some questions based on a text.

This study is attempted to analyze the reading text found in UN and SPMB that is connected with the theory of genre and the schematic structures of each genre in the reading text and also what linguistic realizations occur in the reading text. It is also attempted to compare both of the tests. It addresses to UN and SPMB because in this level of test will prove the achievement of Senior High School students in understanding genres and English in common. Based on the reasons, so this thesis will study deeply about "Genre in tests of UN and SPMB".

## 1.2 The Research Problems

The problems in this study are formulated as the following:

1. What types of genres are administered in the *UN* and *SPMB* in the last three years?
2. What is the dominant type of genre used in the *UN* and *SPMB*?
3. How are the Genre's occurrences in the *UN* and *SPMB*?

## 1.3 The Objectives of the Study

In relation to the problems, the objectives of the study are:

1. to describe types of genre in the UN and SPMB
2. to find the dominant genre used at the testing, and
3. to describe how the genre's occurrences in the UN and SPMB

#### 1.4 The Scope of the Study

Reading is conducted by many purposes and by readers with different background. Among those purposes, reading is used in learning English. English is a foreign language in Indonesia, but it plays an important role in today's time. Therefore, it is a challenge for today's young generation to be able to master English, especially reading.

The study is limited only the reading text mentioned in the Senior High School's curriculum. Not all texts are discussed in this study, there are 8 (eight) kinds of texts out of 12 (twelve) academic writings. They are narrative, recount, news item, descriptive, report, exposition, explanation and discussion.

#### 1.5 The Significance of the Study

The findings of the present study are expected to be useful for

1. English teachers, as a contribution to plan a better teaching learning program in 'reading' so that teachers can guide the students to identify and comprehend the schematic structures of certain genres.
2. English learners, as a reference to improve their ability and skill in facing the reading text and in turn that they are able to answer the questions about genres available in UN and SPMB.
3. the linguists and those who are learning English, as an input for the linguistic development that the teaching should be more oriented to the semantic rather than structural elements.