

# CHAPTER I

## INTRODUCTION

### 1.1 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)

Language always takes place in a context. It means that it is used based on the situation where it occurs. In other words, it can be said that language comes in life only when functioning in some environment. It can not be in isolation but always in relation to some backgrounds of person, actions and events from which the things, which are said, derive their meanings. So, it occurs and functions in 'context of situation'.

Situation also affects the expression of meanings in written language. In formal speaking, Different languages are being used in speaking in daily conversation to family or friends. The situation does not only affect the choice of words but also the grammar that is used.

The meaning of a language is given through its function in its environment. It means that a language has its meaning if it useful in its environment. The role of environment or situation to give meaning for language is very important.

Analogously to the spoken language previously described, different written languages form has different purposes, for example, newspaper language is different from, novel one. The use of language in newspaper is usually clear, brief, and concise while that novel is usually long and artful. The result of the function and the purpose in written language are determinative to the form of the language. This concept is called genre of a text.

Genre is defined as text-type that results from using language (written or spoken) to accomplish something. Accordingly, genre is associated with particular purposes, stages (distinctive beginnings, middles, and ends), and linguistic features. Most people appreciate the fact that narrative (stories) and Procedure (a set of instruction for doing something), for example, differ in purpose and in the way they begin, develop and end. It is the observation that the significance of characteristic linguistic features is unfortunately least understood.

In an English-speaking community, there are 12 genres in writing and each genre has certain purpose and certain stages (schematic structures) and certain linguistic features, namely: (1) Spoof, (2) Recount, (3), Report, (4) Exposition, (5) News Item, (6) Anecdote, (7) Narrative, (8) Procedure, (9) Description, (10) Explanation, (11) Discussion, and (12) Review.

It is complex to recognized written language. The complexity lies on the lexical density that is how the information is put in a clause form (Scott, 1989). In brief, written clause is simpler in grammatical than in lexical density. Another thing that should be considered in a written language is how to express the message to the reader clearly; from either the structure of the sentence or

meaning. In written language, the message receiver cannot ask the writer directly if there's something unclear to him.

In Indonesia, writing is taught to the students starting from the Primary up to the University level. They are introduced to the writing ability in formal learning process, such as writing in Indonesia or English. It is expected the first semester of university students are able to communicate in English with at least 2,500 words by mastering the four integrated language skills; reading, listening, speaking and writing. In writing skill, the students are expected to be able to write a summary of a text by using acceptable grammar, a short paragraph, a formal or in formal letter and the answer of some questions of a text by using their own sentences. They are not expected to write a text in certain genre. In university level, especially for forth semester English Department students, Language and Arts Faculty of State University of Medan, they have learnt writing essay, genre, narrative, chronological order and cause and effect. Based on the background of the study, it is obvious the genres are very important in writing. A certain genre has certain stages (schematic structures) and certain linguistic features.

This study is an attempt to analyze the University students' ability in writing essay that is connected with the theory of genre and schematic structure of its genre in their writing and also what linguistics realization occur in their writing. It addresses the university students' ability in creating written text with the assumption that students' ability will give influence to the development of their writing ability later. Therefore, the study addresses of the students' achievement in written genres with their own schematic or generic structures. In

addition, as genre is coded in linguistic, the linguistic realizations are also the concern of the present study.

## **1.2 Problems of the Study**

The problems in this study are formulated as follows:

1. What types of genre are produced by the university students in English Department in State University of Medan?
2. What is the dominant type of genre produced by the students?
3. How are the genres in their essays realized in linguistic forms?

## **1.3 The Objective of the Study**

The objectives of the study are to investigate the type of written genres by students of English Department, Language and Arts Faculty, of State University of Medan. In addition, it describes the dominant of genre and elaborates a linguistic realization of each genre written by the students.

## **1.4 The Scope of the Study**

Genres are developed for the purpose of language teaching and learning tend to be more idealized, abstract descriptions of recognizable text structures that used to achieve general social purposes in a culture.

Due to above reasons, this study is to investigate the types of genres in the essays produced by the students and the dominant types of genres made by them. It also explores the schematics structures found in the text written by them.

Further, the linguistic realizations of genres are analyzed. The university students' ability in realizing written genres, schematics structures, and their linguistic realization are focused in the study.

### 1.5 The Significance of the Study

The approach based on systemic functional linguistics is just one. In the area of English for special purposes, Swales (1990) defining genre as being classes of discourse with the same primary social function, communicative goals and intended audiences, has made major contribution in the use of genre as a tool for analyzing and teaching the spoken and written language required of nonnative speakers in academic and professional settings.

A study on written genre is very interesting and useful because it is one of the aspects of the language used. In this case, the findings of this study are expected to be useful theoretically and practically.

1. Theoretically, the readers can enlarge their knowledge on theories of systemic functional linguistics in order to get some information on types of genres for building understanding about how language choices vary according to the purposes.
2. Practically, the readers and writer realize that knowledge of text types (spoken or written) and their relationship to social practices is critical.

The findings of the present study are expected to be useful as an input first, for all English teachers who are in charge of the teaching-learning process of 'writing' in the university level. It is hoped that the result of

the study will contribute a reference to plan a better teaching-learning program in 'writing', so that the teachers can guide the students in writing the schematic structures of certain genres. Second, for English learners, it is expected as a reference to improve their ability and skill in writing essays/text for the certain stages of purposes.

3. For another researcher who interested in the use of genre as a tool for analyzing spoken and written language of nonnative speakers in academic and professional settings.



