

CHAPTER I

INTRODUCTION

1.1 The Background of the study

There are 4 skills we need to communicate effectively in English. They are: listening, speaking, reading and writing. (Harmer, Jeremy: 2001). One of the most salient skills is reading. Reading is a complex cognitive process. A whole complex system of skills and knowledge, knowledge and activities in visually recognizing individual printed words are useless in and of themselves (Smith, 2004:4).

The fact that reading is one of the English skills leads the National Department of Education (Depdiknas) to insert it as the compulsory curriculum for English lesson for students in formal education school as well as non formal one, also it is tested in the State Examination (Ujian Nasional:UN) both in formal education and non formal education.

Paket C is one of the non formal programs established by National Department of Education (Departemen Pendidikan Nasional: Depdiknas) as an alternative for formal education. The curriculum of Paket C will be adjusted to the formal one. The material of reading also will be part of State Examination (Ujian Nasional:UN) of English in Paket C program. The students of Paket C have to comprehend the entire text and also to understand the ideas and the relationships between ideas conveyed in a text. The text given in the test of State

Examination (Ujian Nasional:UN) Paket C is provided under the term of Genre or the staged, goal oriented and purposeful social activities (Martin, 1992).

As purposeful social activities, it has a structure that is called generic elements, it is text. Besides it specifies various types of reading text, such as: narrative, recount, description, exposition, discussion, procedure, explanation, etc. By learning the generic elements students can become a good controller over different text types (Knapp & Watking, 1994). It meets the standard competency for Paket C (Depdiknas, 2007) that the students of Paket C have to be able to comprehend short functional text, dialogue and monologue.

However, the reading test given in the State Examination of paket C have some difficulties to the students not only formal but also non formal students. They can decode the words, but have not developed sufficient skills to comprehend the underlying, deeper meaning of the sentences, the paragraphs, and the entire text. As an evidence, for example, (Nasution, 2007: 64) stated that senior high school students can read the text without understanding the meaning.

Experiential function is one of the metafunction used under the study of Systemic Functional Linguistics. It represents “what is going in the world” and “who does, what to whom, and where” (Kress, et al, 2001). It constructs meaning of a genre (reading test) in UN Paket C by focussing primarily at processes and participants. Process constitutes the principal focal elements of the clause because the clause is essentially about the action performed by the clause participants (Thompson, 2004). One additional element of this process is circumstance. It is

typically less closely associated with the process and usually not inherent in it. Commonly, the circumstantial elements relate to extent, location, manner, cause, contingency, accompaniment, role, manner and angle. They occur freely in all types of processes.

The study of process, participant and circumstance in genre of reading test will benefit to aid and increase students comprehension of a text. They may more effectively visualize and image of what is happening in the text. By visualizing processes over other may improve and aid their text comprehension. Meanwhile, generic or schematic elements of genre in reading test will benefit to the students so that they become a good controller over different text types. In brief, the students will be familiar to various text types in reading test. Based on these reasons, so this thesis will study deeply about “Experiential and Generic Elements of Paket C Reading Test”.

1.2 The Problems of the study

The problems of the study are formulated as the following:

1. What are the processes and circumstances used in the reading test of UN Paket C?
2. What types of genres are administered in the reading test of UN Paket C?
3. In What context are the experiential and generic elements used in UN paket C?

1.3 The Objectives of the Study

With reference to the problems, the objectives of this study are:

1. To describe the processes and circumstances used in the reading test of UN Paket C.
2. To describe the types of genres are administered in the reading test of UN Paket C.
3. To explain in what context is the experiential and generic elements used in the reading test of UN paket c.

1.4 The Scope of the Study

Systemic functional grammar is one of the language approaches that concern with semantics elements. It deals with the internal elements of language (phonology, morphology, semantics) with the external elements of language context of situation (register) and context of culture (genre). It focuses on the analysis of text through its metafunction. One of them is experiential function that can be applied in analyzing the reading text particularly reading text of state examination of Paket C. Besides the genre through its generic elements are also pivotal to specify various kinds of text that appear in reading text of Paket C.

1.5 The Significance of the Study

The findings of the present study are expected to be useful theoretically and practically.

Theoretically:

1. To add up more horizons in theories of systemic functional linguistics.
2. To enrich the research in the field of text analysis.

Practically:

1. To help the students recognize types of genres in various contexts.
2. To make the students are able to understand texts they are reading.
3. To improve the students ability in facing the reading text of state examination.