

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Reading is one of language skills in learning a language. It is a language skill that is really important to be taught to students because it can help them to understand all written text in their school. Most of materials which are taught in school are to read several texts and students are expected to understand and to analyze all reading texts. Students are also expected to be able use it in their daily life. For Indonesian students, the material that they use to learn in classroom is textbook. English Textbook is an important role in teaching learning activity because it provide the subject that students' need. English Textbook usually consists of reading text with some genres of English text, conversation with some expression, listening material, and writing assignment. In reading skill, usually reading materials, it contain the text with many types of genre and its lexicogrammar.

Genre is important as the knowledge of students' comprehending in a text. Genre is also one of the knowledge in curriculum in Inonesia. Curriculum is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the term, Curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are

expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher's Curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course. Curriculum can also be designed as a design plan for learning that requires the purposeful and proactive organization, sequencing, and management of the interactions among the teacher, the students, and the content the knowledge.

The textbook provides some reading text as material that the teacher can use for students. The textbook used for teaching English is usually written by some group of people, such as publisher and educator. According to Gebhard (2009), he stated "materials used in EFL/ESL classrooms are created by four groups of people: publishing companies, government agencies, curriculum development teams at the school level, and classroom teacher." In Indonesia, textbook is written by publishing companies and they sell it at the market to be bought by teacher or student for their learning media. The textbook does not make student to be critical thinkers. It just asks the students to read and answer the question based on the text. The textbooks should provide the students with an activity to analyze the text structure and grammatical features based on the text. It is more meaningful and interesting motivates to deal with the task.

In reading, the students usually get some problems in reading the text. These problems cause the students hardly to comprehend the message of a text.

The problems that are usually found are lack of vocabulary, less motivation to read, and lack of knowledge about genres of text. Based on Klinger (2007) said that to comprehend a text, the reader has to know the meaning of words or vocabulary. The reading text consists of many kinds of words. If the students do not know many words of a text, they will not understand the content of it. As like Geoffrey Broughton (2000), et al stated that in understanding a text, the reader should understand the individual words in the text. Similarly, the students' motivation can also cause a difficulty in reading. Another factor which can cause a difficulty is lack of knowledge about genres of text. Having knowledge about genres of text, it means that the students know about the characteristics of a text such as how the text is organized. It makes students easily understand the text.

Put the features of different genres in reading material will help readers recognize what they read in the School. Based on Curriculum of Junior High School, there are some genres are mentioned here, those are: procedure, descriptive, recount, narrative, and report. Those genres are taught at different level at Junior High School. Students in every level learn only three kinds of genre. For instance, the third grade of Junior High School must learn three genres such as procedure, report, and narrative. Reading and quickly adjust their reading styles. By focusing first on a text's social purpose, students are able to understand why the text unfolds in a particular way, instead of simply 'following the recipe' (Derewianka, 2003).

One of problems that students face in reading is their knowledge about genre of text is less. According to Alderson, he said that the cause which makes a difficulty to comprehend a text is involved to genre of text. Genre provides a text with some characteristics that can facilitate students to process information in a text. By knowing genre of a text, it means that knowing how the text are organized, what grammatical features of a text, the topic of a text, and also what function of text.

Genre in a reading text is meant to be determinative to the form of language. Each genre of text has distinctive characteristic such as social function, text structure, and grammatical features. This characteristic of genre can facilitate the students in comprehending the text. Moreover, Eggins (1994) explains that genre plays an important role to set the purpose of the writer in a text. Therefore, the good understanding of genre and how to use genre in a text is considered vital as to find out what the purpose of the writer in composing the text. In education, for instance, students are expected to be familiar with genre and good at identifying and applying it in a text, since the knowledge and skill will be useful for their future jobs or higher education. According to Pardo (2004), understanding the reader is one important piece of the comprehension puzzle, but features of the text also influence the transaction where comprehension happens. The structure of the text its genre, vocabulary, language, even the specific word choices, works to make each text unique. Some would even argue that it is at the word or microstructure level that meaning begins. How well the text is written, whether it follows the conventions of its genre with text .

Genre in reading text are found in English textbook. In educational context, genre is such way in school curriculum in order to meet the need of students and job market. Genre can be interpreted as a model of discourse that stands on goal of that discourse, such as giving instruction, telling some events or convincing the readers through argument series. Each genre has certain structure characteristic. This characteristic can help the comprehension of reading text (Derewianka, 2003).

There are thirteen academic genres prioritized in Indonesian educational, namely: (1) narrative, (2) recount, (3) descriptive, (4) report, (5) procedure, (6) analytical exposition, (7) hortatory exposition, (8) discussion, (9) explanation, (10) review, (11) anecdote, (12) spoof, (13) news item. For the students of junior high school learn five genres in their school, they are : narrative, recount, descriptive, report, and procedure genre. Based on the syllabus of curriculum in Indonesia, the students are expected to master in five genres that have been put in students' textbook

Due to the problem, there should be an attempt to master and analyze genre in reading texts. In this research, reading text items are proposed as alternative to improve the readers and researcher knowledge, namely genre-approach process which is regarded to describe types of genre in reading texts. The study will analyze the use of genre in reading text to find out the genre based on the characteristic of in textbooks at the eighth grade of Junior High School in

Medan. To ensure this idea, this study conducted with the title of “Genre Used in Reading Material at eighth grade 8 of Junior High School in Medan”.

### **B. The Problems of the Study**

Based on the the background of the study, this study is focus on the analysis of genre or text structure in reading passage and formulates her problem as follows: .

1. What components of text structure are used in English Textbook for grade 8?
2. How are the text structure used across English Textbooks for grade 8 ?

### **C. The Scope of the Study**

The study focuses on the use of genre in reading material of the English reading text of the textbook of Junior High School in Medan. The English reading texts of textbooks is taken from three books, those are the textbooks of 1) When English Rings a Bell, 2) English for Junior High School grade eight, 3) Learning More English 2. The research will examine the use of genre in reading material for grade 8 students of Junior High School in Medan.

### **D. The Objectives of the Study**

From the background of the study the focus of the reseach, this study is aimed

1. to find out the components of text structure that are used in reading passage of Junior High School in Medan and to describe how text structure used across English Textbooks for grade 8.
2. to describe how text structure used across English Textbooks for grade 8.

### **E. The Significance of the Study**

The significant of the study is generally to give great theoretical and practical contribution to researcher. Theoretically, the research findings are expected to provide basis for further researchers of different stages for linguistics development. Practically, conversely, the research finding are expected to significantly contribute to reseacher for future researcher about genre in English reading text the students, teachers' as well as government into some extents, namely :

1. The teacher in choosing a textbooks for students and it can be a guide for teacher to choose the suitable textbook to be used
2. The students of junior high school or university level so that they are able in comprehending the genre in their reading comprehension,
3. Other researcher, as a reference for conducting further research in relation to the use of genre in reading material.