CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English as a global language has compelled the Indonesian students to master English well for communication. The government, education ministry registered English as a compulsory subject in schools so that all the students have to learn English. It's thought English must be mastered in order to comprehend informational text written in scientific and technology books, products tags, letters, announcements, and so on. Consequently, without mastering English, Indonesians would find difficulties to be in a work force. It is expected that Indonesians are proficiently in four language skills. In order to comprehend the informational text, the better they know genres, the greater they know the context and communicative events and purposes.

Genre in English text is meant to be determinative to the form of language. Genre plays an important role to construct the conceptual meaning of the readers from a text. Therefore the good understanding of genre is considered as a vital to find out what the expected meaning in a text. In education, for instance, students are expected to be familiar with genre and good at identifying and applying it in getting information from a reading text, since the knowledge and skills will be useful for their future jobs or higher education.

In educational era, genre is developed since it has been introduced in the Educational Unit Level Curriculum 2006, it is increasingly applied in the field of English language and learning teaching. It is developed in order to meet the need of students and job market. Genre can be interpreted as a model of discourse such as giving instruction, telling some events, convincing the readers through argument series, telling a story to get the advice or moral value. Students need to have the ability to understand and to achieve reading objectives comprehensively.

The importance of reading comprehension especially in English, at present, the Senior High School English Curriculum has been concentrated on the use of genres. It's stated in the 2007/2008 Competency Standard for Senior High School that students are able to comprehend short functional text, dialogue, and monologue text in the form of narrative, recount, news item, descriptive, report, exposition, explanation, and discussion (Departemen Pendidikan Nasional, 2007: 2). For those reasons, reading comprehension should be taught in Senior High School. Various teaching will support students' motivation in learning.

Teaching refers to work of teachers in transfering knowledge to students. It can be defined as "showing or helping someone to learn, how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. (Brown, 2007: 8). In helping the students to know what the students don't know before, the teachers should be creative. They try to learn teaching methods, approach, strategy, classroom management techniques and many things in order to increase their knowledge. They are able to choose certain methods and techniques to achieve the teaching goals in students' learning. They try to get

more education from the lower to the higher one. Consequently, the teachers of different educational background will teach the materials to the students differently since the teachers can adopt various general pedagogic methods and then very specific didactical recipes, for example, how to explain a triangle or how to teach composition (Graves, 1974). The teacher with teaching English educational background had studied curriculum, lesson planning, teaching methods, strategy, techniques, and educational psychology while the teachers with English Language and Literature educational background do not (Kementerian Pendidikan dan Kebudayaan. (*Kurikulum Fakultas Sastra Universitas Negeri Malang.*). English teachers used genre in the teaching of reading comprehension differently, even though the materials are the same. Indeed, it can be influenced by different educational background; the English teachers with teaching English educational background and English teachers with Language and Literature educational background.

As it is stated in Educational Unit Level Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP), 2006, that the purpose of English subject is taught in senior schools so that the students have competences to communicate in spoken and written language in the level of informational literacy; to improve national competition in global community; to have ability to comprehend kinds of functional texts and monolog, and essay such as procedure, descriptive, recount narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking.

The teacher has an important role in helping them learn and understand the content of a reading text by using genre knowledge. Hurd and Murphy (2005: 79-116) states that although *reading comprehension* is often referred to as 'passive' or receptive skills, in reality it involves complex mental processing in order to make sense of the material to the readers. When the readers read, they do further than merely absorb words. They may well have experienced a situation where they have asked questions in their mind to get something new they did not know, only to work it out they ought to have a chance to repeat in reading it until they do really comprehend what is conveyed. This is because their brain is busy processing what they have read and trying to make sense of it fluently. Fluency is the ability to read text accurately and quickly (Willis, 2008: 47). Actually, they will be very skilled at this in their own language, because they have a vast repertoire in their memory of things people say in certain contexts, and the vocabulary and phrases related to given topics. They also have an intuitive awareness of the way their language works grammatically and structurally, even though theoretically they are not sure the correctness. The readers related the vocabularies, grammar, and try to translate it in their first language to get well comprehending about the text. This means that when they read in their own language, they do not need to read every word, because they are able to make sense of the whole. But since English as EFL for them they do not have any sense of words. So they need to read the text repeatedly in order to get information comprehensively.

Reading comprehension is the ability to construct meaning from a given written text (Lems, 2010: 170). The meaning refers to the contextual meaning of the

text, the conceptual meaning and the relational meaning of the text and the prior knowledge of the reader. The process of reading comprehension is the process of the binding altogether the contextual meaning sent by the writer, the conceptual meaning organized by the reader by mapping their minds with their prior knowledge, and referred to the situation. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct the approximate understanding of the writer's message.

There are thirteen kinds of genre; narrative, report, analytical exposition, procedure, hortatory exposition, discussion, reviews, description, spoof, anecdote, recount, news item, and explanation (Gerot, 1994; Knapp, 2005). However, this study will be focused on *narrative, spoof* and *hortatory exposition* since they are stated in Educational Unit Level Curriculum of Senior High School (KTSP SMA), (2006) for Grade XI of the second semester. They are able to comprehend the meaning of short functional texts and monolog texts; *narrative, spoof* and *hortatory exposition*. It can be done better since genre have particular purposes, particular stages and particular linguistic features. (Memahami makna teks fungsional pendek dan monolog berbentuk *narrative, spoof,* dan *hortatory exposition* dalam konteks kehidupan sehari-hari).

As Gilakjani, (2011) discovers that readers construct the meaning from clues found in a text which is related to the use of background knowledge in understanding the content of the passage. Reading is an interactive process in which readers construct a meaningful representation of text using schemata. All readers carry

different schemata (background information). This is an important concept in EFL teaching and reading tasks are designed to achieve the learners chemata. Both formal schemata and content schemata are necessary for a complete understanding of written texts.

Meanwhile, Bathia, (2009) discusses Genre Analysis can be viewed from two different perspectives: it may be seen as a reflection of the complex realities of the world of institutionalized communication, or it may be seen as a pedagogically effective and convenient tool for the design of language teaching programmes, often situated within simulated contexts of classroom activities. It is also discussed issues related to the nature and use of linguistic description in a genre-based educational enterprise related to social contexts, as it is set in many communication based on curriculum contexts.

Furthermore, this study is focused on discovering the use of genre in the teaching of reading comprehension by teachers with different educational background. They taught in Grade XI and why they taught them the way they did. Since it is one of tremendous phenomena which lead learners to get information from the reading texts effectively by using genre knowledge. Reading comprehension is one of the skills which are tested in National Final Test. The researcher would like to find out how the English teachers use genre; *narrative, spoof and hortatory exposition* text in the teaching of reading comprehension since they are stated in Teaching Unit Level Curriculum for Grade XI in the second semester. He would like to see the differences and similarities. Educational background means that teachers with teaching English educational background and with language and literature

educational background. For those reasons, the writer would like to find out the ways of the English teachers in using genre in the teaching of reading comprehension and their reasons of the way they do in classroom interaction as new phenomena.

1.2 The Problems of the Study

The research problems of the study are formulated as the following:

1. How do the English teachers with teaching English educational background and English teachers with language and literature educational background use genres in the teaching of reading comprehension?

2. Why do they teach them the way they do?

1.3 The Objectives of the Study

The objectives of the study are formulated as follows.

1. To find out the ways of the English teachers with teaching English educational background and English teachers with language and literature educational background use genre in the teaching of reading comprehension

2. To find out the reasons of the way they do

1.4 The Significance of the Study

Theoretically, the researcher hopes that this research contributes the English teachers in EFL classroom. Firstly, it can be used as guidelines for researchers and teachers. Secondly, it can be used as a reference in assisting and facilitating the

teachers. Furthermore, it can be applied for conducting more depth in a study on the use of genre in the teaching of reading comprehension.

Practically, this research results can be applied in classroom interaction in order to motivate the English teachers more active and creative and then apply the use of genre in the teaching of reading comprehension contextually.

1.5 The Scope of the Research

The English teachers investigated are English teachers with teaching English educational background and with language and literature educational background. They are female at the age of thirty to forty. They are teaching English in Grade XI of Senior High School in Tanjungbalai. The kinds of genres which are discussed are *narrative, spoof and hortatory exposition*. It is believed that knowledge of genres would give great impact on the teaching of reading comprehension systematically and help the students read better since it has particular purpose, particular stages, and particular linguistic features.