

CHAPTER I INTRODUCTION

1.1 The Background of the Study

A language is a medium to tell, share and discuss ideas and information (Herbert and Eve, 1977: 9). It means that a person uses the language to interact with another person. The person interacts with another person to fulfill his need of his life as a human being. The person can use the language in verbal and also written form. On the other hand, the language can be oral and in a symbol. He uses the language to give and ask information in his life. Language is a way of communicating ideas and feeling (Zeki Hamawand, 2011: 1). The person uses the language to make social relationship. He can use the language to communicate, to send whatever are in his mind. He can also get other opinions, ideas and also information from another person. Every person intertwines. Therefore, a tool of human's communication is a language. Then it makes the language becomes a great topic in the life. The language is generally realized in written form, namely in a text.

The text is a systemic connection between a social environment and also grammar of a language (Halliday, 1989: 11). Therefore, a text has meaning system. The meaning can be gotten from social environment and also functional organization. It means that social environment has function toward the nature of the particular text. It means that the text does not only include grammar, but also brings social functional. It can be said that social environment holds a big function in the nature of the text itself. It means the meaning of the text influenced by context of situation. The context of situation consists of three features, namely; field, tenor and mode (Halliday, 1989: 12). Field is thing occurring, the social case which is holding part. Tenor is thing or person getting the case. While Mode is language item used. There are five text types namely genre of describing

(descriptive text), genre of explaining (explanation text), genre of instructing (instruction text), genre of arguing (argumentative text), and genre of narrating (narrative text) (Peter, 2005: 97-220). Descriptive text is a text type which talks and writes about thing, spot, a character and even an animal. Explanation text is a text type that aims at understanding world and how it acts. Instruction text is a text that tells someone what to act or how to act. Argumentative text is a text that gives an opinion of a case, writes about an issue, or gives reasons for a point of view. Narrative text is a text type which tells an event. There are fifteen text types for academic study, namely recount text, narrative text, spoof text, anecdote text, descriptive text, report text, explanation text, procedure text, hortatory exposition text, analytical exposition text, discussion text, news item text, commentary text, critical review text and book review text (Dirgayasa, 2018: 1-208). Recount text is a text type that recounts experiences in the past time. Narrative text is a text which tells real experiences in detail. Spoof text is a text which tells an amusing event occurred in the past time. Anecdote text is a text which tells an unordinary course and give a point what participants learn from the incident. Descriptive text is a text type which depicts thing, human and an idea. Report text is a text type that tells natural or non- natural case or social case. Explanation text is a text type which explains a process of something natural or social phenomenon. Procedure text is a text type which describes ways of thing is achieved in a series of stages. Hortatory exposition text is a text type which presents logical arguments of a particular point of view. Analytical exposition text is a text type that presents logical arguments of a certain view. Discussion text is a text type that discusses a case. News item text is a text type which tells life events in a news form. Commentary text is a text which explains process involving evaluation of a socio cultural phenomenon. Critical review text is a text type

which criticizes an article. Book review text is a text which describes or evaluates a book.

Students who do not know the characteristics of each type of text will find difficult to understand the main rules of how to use the types of texts. Each of the type of text is decided by the goal of the text itself. Different goals has different ways of how the text is shown. It means that each type of text has different structure and also different linguistic item. The reason is to express and show the text based on its goal. Without knowing the types of texts especially in textbooks, the students will get misunderstanding between the author and the reader. In this case, teaching holds great function to make students really understand the types of texts.

To introduce the types of texts, the students are given textbooks in teaching learning process. By knowing the types of texts in the textbooks, it will produce an effective activity to respect the text means. In this research will be conducted a research of text types used in textbooks. There are four textbooks used namely textbook English 1, textbook English 2, textbook English 3 and textbook English 4 (Minda, 2020). The textbook English 1 is used for level 1-4. The textbook English 2 is used for level 4-7. The textbook English 3 is used for level 8-10. The textbook English 4 is used for level 11-14. The textbooks are used by the first grade students namely for the first and the second- semester students during learning English. And the textbooks are also used for all faculties, namely for law faculty, education faculty, economy faculty and also lecturer faculty. The textbooks are divided into four, and each of the textbook has different types of texts. The following shows the types of texts as the preliminary data based on theory of Dirgayasa (2018: 1- 208), it can be seen in the table below.

Table 1.1 Preliminary Data

Textbooks	Text Types
Textbook English 1	Descriptive, Recount, Narrative, Report
Textbook English 2	Recount, Report, Descriptive
Textbook English 3	Descriptive
Textbook English 4	Descriptive

From Table 1.1, it is shown that the textbooks consist of four textbooks, the textbook English 1 uses four text types namely descriptive text, recount text, narrative text and report text. The textbook English 2 uses three text types such as recount text, report text, and descriptive text. The textbook English 3 uses one text type namely descriptive text. The textbook English 4 also uses one text type namely descriptive text. The four textbooks uses the text types based on the language that the students have to cover. Each textbook may use the same text types. It aims to remind the students previous knowledge.

Based on the preliminary data, it is shown that there is a gap found in the school. The students use textbooks which apply simple text types as academic degree students should cover higher text types level. As Minda (2021) said that KKM that the university students have to reach for English lesson is 70. Fact, the students still study about descriptive text, recount text, narrative text and report text which the students have studied in senior high school. Moreover, the students also still study grammar starting from beginner, pre-elementary, elementary and until pre intermediate. It can be shown that the students study grammar starting from the basic until to the highest. The grammar is very basic for the students who are in academic degree. Thus, it is found that there is

something different in the textbooks of the school compared with other schools' textbooks.

There are many previous studies about genre or text types. One of them is showed that in the Indonesian and English textbooks in primary school. Its result showed that there were more explanation genre in Indonesian textbook, while both of the textbooks frequently used factual genre or more specifically the genre of reckon (Putu, 2016: 614). Another study analyzed tackling text types through grammar. Its result showed that grammar could help the students in analyzing explanation text and argumentative text, especially the analysis focusing on information management across noun phrases for the explanation text, and on verb taking and modality for the argumentative text (Elizabeth, 2017: 331). Another previous study also told that the effect of text types on reading comprehension performance. Its result showed that students cover and apply better on narrative text compared to expository text in reading comprehension (Rasha, 2016: 320). It means that narrative text is easier to be understood rather than expository text in understanding reading a text. It could be shown from the students' understanding in reading activity. It is caused by sequences of story expressed by the writer success making the reader interested in reading. The other study also analyzed the effect of types of texts, length of text and trouble of text in reminding vocabulary by adding information. Its result showed that short texts were deemed long, easy with deemed difficult, and explaining with response toward the type could help the learners understand addition vocabularies (Mojtaba, 2016: 91). Based on the four previous studies, they all have weakness. There is no study conducted yet about education consideration in textbooks, even though some previous studies investigate about types of texts in textbooks such as Putu (2016: 614) in texbooks, but she investigated primary school textbooks.

In this research, the researcher focuses on text types used in textbooks, especially textbooks in academic degree. The research will be a different research from the previous studies because there is no study yet about analyzing textbooks in academic degree. Most research conduct about types of texts in primary school textbooks, tackling types of texts through grammar, the effect of types of texts on reading comprehension performance, or the effect of types of texts, length of text and trouble of text in reminding vocabulary by adding information. It is different because it is how to analyze text types in the textbooks for academic degree, the textbooks has different text types even though they are English textbooks and used in the same institution. Many students assume that the students use the same text types in teaching learning process. It makes them misunderstanding when they face with another text type. The fact, the text types are divided into fifteen text types and each of them has different goal and characteristic and it has been written in the background above. It is important to conduct a research about text types used in the textbooks to clarify and to inform that the textbooks use different text types, to prevent misunderstanding between author and reader. This research is also to maintain the various text types in textbooks for academic degree, most students do not know the text types because over repetition language. They mostly use the same text type like descriptive text. It makes the text types are endangered thus it is believed that this research will be one of the research and reference to inform the text types in the textbooks is important. Also the study is conducted because the researcher is a lecturer and teaches English in that institution. It makes her has many experiences about text types in the textbooks. Then the students who study the textbooks, they know and understand the different text types in the textbooks.

1.2 The Problems of the Study

The research analyzes text types used in the textbooks of State Islamic School. On the other hand, the study is meant to investigate text types. Therefore, the problems of the study are stated as the following:

1. What text types are used in the textbooks of State Islamic School?
2. How are the text types realized in the textbooks?
3. Why are the text types realized in the way they are?

1.3 The Objectives of the Study

This study stands on three problems of the study above. Therefore, the objectives of the study are:

1. to analyze text types used in the textbooks of State Islamic School,
2. to evaluate how the texts are realized in the textbooks, and
3. to reason for the various text types are realized.

1.4 The Scope of the Study

This study focuses on text types used in the textbooks of the first grade of State Islamic School. On the other hand, the study is limited to text types used in the textbooks. Hence, the scope of the study is nearly focused on text types in the textbooks of the first grade of State Islamic School. In this case, there are four textbooks will be analyzed. The first book is called as English 1. The English 1 is used for level 1-4. The second book is called as English 2. The English 2 is used for level 4-7. The third book is called as English 3. The English 3 is used for level 8-10. The fourth book is called as English 4. The English 4 is used for level 11-14. The textbooks are used by the students every day during the lesson. The textbooks are used for the first grade students of State Islamic School, namely for the first and the second- semester students. And the textbooks are also used for all the students' subjects. In that institute includes some faculties, such

as law faculty, education faculty, economy faculty and also lecturer faculty. Thus, all the first grade students in the school use the four textbooks.

1.5 The Significances of the Study

Theoretically, findings of the study are hoped to bestow sort of relevances as the following:

- (1) to be references for educators especially for teachers and lecturers who work in linguistic subject.
- (2) to be references for developing theory especially in linguistic field.

Practically, findings of the study are desiderated to offer sort of relevances as the following:

- (1) to be consideration for educators in planning and doing teaching learning process.
- (2) to be consideration for educators in choosing and using textbooks.

