

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents an introduction that contains of background of the study, statement of research problems, objective of the researcher, significance of the research, scope and limitation of the research and definition of key term.

### **A. Background of the Study**

It is widely known, that almost schools in Tulungagung, especially at Senior High Schools level still use KTSP curriculum than K-13. Because in the KTSP curriculum the materials are arranged more appropriately to develop Indonesian student's ability to understand and create spoken and written discourse in four basic skills; Listening, Speaking, Reading and Writing.

To implement this curriculum, the schools have to use a good text book. Practically, all of the Senior High Schools in Tulungagung use different text books that are published by other publishers, such as Intan Pariwara, Era Pustaka, Viva Pakarindo, Exist, etc. As a matter of fact, different publisher publishes different contain of materials. To proof it, we can compare one text book with the other books, for example between Kreatif text book and Prestise English text book.

In the Kreatif text book there is a summary that explains details, but in the Prestise English text book there is no summary. Based on the situation above if we choose text books for our school. Firstly, we should find the best text book for

our students. This way is done in MAN 2 Tulungagung, in which it uses Era Pustaka Utama because this book is believed suitable for the students' need. However, the fact shows that almost of students are still confused to use it, although it is the main source for the students to learn English. Actually this book is interesting to study and it also can motivate students well that contains of genre text that they need to be learned.

In teaching and learning process at MAN Tulungagung<sup>2</sup>, traditional method is still used by the teacher. He only asks students to write the materials and he does not explain them deeply and clearly. It makes the students confused to use the book. Moreover, in reading activity, the task does not explain genre specifically but the questions focus on general classification and tense. Besides, the text book does not make student to be critical thinkers. It just asks the students to read and answer the question based on the text. Besides, the book should provide the students with an activity to analyze the generic structure and language features based on the text. It is more meaningful and interesting motivates to deal with the task.

Knapp and Watkins ( 2005: 17) said that the aim of genre, text and grammar approach is to provide students with the ability to use the codes of writing (the genre and grammar ) effectively and efficiently. Without these codes the process of writing can be frustrating and unproductive process.

Writing skill has some elements, there are genre, text and grammar model of written language proposed in primarily concerned with 'what's going on' in writing. It asks why a particular type of writing works better than another. We

need to understand that technical description have recognizable characteristic that makes the writing process effective and efficient. But in the fact, only task 17 asks students to change active sentences into the passive voice. To do this task the students have to understand 16 tenses. For examples, in simple present tense the students have to use to be + V3, and present continuous, the formula to be + being + V3 is used, if the students use present perfect the formula is have been + V3 and so on. Meanwhile for the task 19, it just asks the students to find direct and indirect. But it does not explain clearly. In fact in direct and indirect sentences, the students have to memorize the formula of 16 tenses, for example in simple present the students have to change the tense into past tense and so on.

Genre has been taught in all senior high schools. One of the classes that has been taught genre is religion class. Almost all students are still confuse to study genre, because they think that it is so difficult and it is not really important for them. Actually all the materials that have been taught by the teachers are important such as expressing pain, relief, satisfaction and dissatisfaction, conditional sentences, poster and genre. Genre is one of the materials that is important for the students. It has been taught starting from elementary school up to university.

practically, elementary schools have been taught about Report text, Recount text, Descriptive text, Procedure text and Narrative text. But the students do not recognize that they are the kinds of genre. For example text about “Going to Wonorejo Dam”, “A Nice Holiday”, “How to Make An Orange Juice”, and “Mousedeer and Tiger”.

Meanwhile, usually in the junior high school and senior high school the genre text has been taught by their teacher, but it is not detail because almost of the questions from the text always ask about the purpose of the text, the generic structure of the text and so on.

Meanwhile in the TOEFL test specially in reading section the text is about a kinds of genre, such as describing, explaining, instructing, arguing, and narrating. Moreover the language features that are used in questions are about it tenses, active and passive voice, direct and indirect, compound complex sentences. Thus, genre is one of the key to get successful in teaching and learning process.

Based on the background explained above the researcher intends to conduct a study about the analysis of generic structure in ‘*Prestise*’ English text book. that is formulated under the title **“Genre Analysis on Written text of Prestise English Text book for Senior High School by Era Pustaka Utama”**.

## **B. Formulating of Researcher Problems.**

Based on the background above, the formulated research problems are:

1. What kind of genres are available in the Prestise English text book for the eleventh year of Senior High School Published by Era Pustaka Utama ?
2. What social function, generic structure and language features are available in the Prestise English Text Book for the eleventh year of Senior High School Published by Era Pustaka Utama?
3. Are genre used in the Prestise English text book for the eleventh year of

Senior High School Published by Era Pustaka Utama suited with the KTSP curriculum ?

### **C. Objectives of the Research**

1. To know the genres are available in the English text book for the eleventh year that published by Era Pustaka Utama.
2. To know the language features, generic structure and language features of texts in the English text book for the eleventh year that published by Era Pustaka Utama.
3. To know whether the genres of the text in the English text book for the eleventh year that published by Era Pustaka Utama are suited with the KTSP curriculum.

### **D. Significance of the Study**

The resultsof the study are expected to have contribution for the following people :

#### **a. Teachers**

The study is expected to provide additional references for the English teachers in applying KTSP Curriculum and in teaching writing skill to their students.

#### **b. Students**

The result of the study can be used for the students to understand the meaning and purpose of genre through the texts that will be analyzed, so that they can develop their knowledge to be better.

#### **c. Textbook Writer**

Meanwhile, for the text book writer, the result of the study can be used as a reference in writing an English textbook based on the recent curriculum, that is suited with the students' needs and suit the demands of the future world.

d. Future Researcher

Finally, for the future researcher, the findings can be used as a reference to conduct study on the same topic of different sources.

### **E. Scope and Limitation**

In this research, the researcher focuses on genre analysis on written text of ‘‘PRESTISE’’ English text book. The study is limited to the eleventh grade of the first semester, especially in the religion class. It is appropriate to analyze the kinds of genre in this text book. They are Report, Narrative, Analytical Exposition.

### **F. Definition of Key term**

To avoid misinterpretation, the researcher gives the definition of the key terms that are used in the research, as follows:

1. Genres are classified according to their social purpose and identified according to the stages they move through to attain their purpose.(Knapp & Watkins 2005:22)
2. Social function is the communicative purpose that influence the formation of genes, such as when we plan to write some text, first we thought would be the purpose of the text, what we write the text for,

for whom the text will be, and what the text is about. (Swales in Nieminen, 2004: 4).

3. KTSP curriculum is curriculum which planned and applied by each member of education unit (Mulyasa, 2007:21)
4. Souce books are best seen as a resource in achieving aims and objectives that have already been set in terms of learners need. (Alan, 1995:7)

