CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews found theories related to the topic of study. The reviewed literature covers definition of genre, communicative, generic structure, language features, genre that found in the eleventh grade of the Era Pustaka Utama, teaching and learning of Genre.

A. The Definition of Curriculum

Curriculum is defined as all the experiences provided by the institution or agency which are designed to foster student learning. Meanwhile curriculum development is an essentially practical activity to improve the quality of language teaching through the use of systematic planning, development, and review practices in all aspects of a language program. Besides, the process of curriculum development covers determining learners' need, developing aims or objectives for program to address those needs, determining an appropriate syllabus, course structure, teaching methods, materials, and evaluation of the language program. Meanwhile, Richard (2001: 132) states ''The aim of curriculum is to provide a clear definition of the purposes of a program, to provide guideline for teacher, learners, and materials writes. To help provide a focus for instruction, to describe important and reliable changes In learning''.

Curriculum development is a more comprehensive process than syllabus design. And syllabus design is one aspect of curriculum development. Syllabus is a specification of the content of a course of instruction and lists what will be taught and tested.

The Characteristics of Syllabus Design

1. The basic unit of language is vocabulary and grammar.

2. Learners everywhere have the same needs

3. Learners' need is identified exclusively in terms of language needs.

4. The process of learning a language is largely determined by the text book.

5. The context of teaching is English as a foreign language.

It is widely known that KTSP curriculum has been used to almost all schools. Because, it is states of KTSP English curriculum that language is a means of communication. And the function of this curriculum is to develop student's ability in four basic skills; Listening, Speaking, Reading and Writing skills. Besides, every language skill has different competence standard and basic competence.

B. The Definition of Genre

''Genre is a French term derived from the Latin genus, generis, meaning 'type','sort',or''kind''.(http://academic.brooklyn.cuny.edu/english/melani/cs6/genre. htm). The term 'genre ' has been around for a long time. It has been theorized from a range of perspectives, including literacy education, linguistic, and writing. The term used to be related to the category of literacy composition, such as music, novel,

movie, poems, etc. In linguistic, this term is given much attention lately. In linguistic, the term 'genre' is defined in considersble ways. In this writing, the term 'genre' is defined as discourse classification on the basis of its communicative purposes. Related to the definition of genre, Martin in Swales (1990: 41) states that :

> Genre is how things get done, when language is used to accomplish them. They range from literacy to far from literary form: poems, narratives, expositions, lectures, seminars, recipes, manuals, appointment making, service encounters, new broadcast and so on. The term genre is used here to embrace each of the linguistically realized activity types which comprise so much of our culture.

In other words, genre is language used to accomplish some purposes, in which there are some stages that must be done to accomplish the purpose, and it is realized within a culture. Meanwhile, theoretically genre accounts for meaning being determined by the language system and structure of texts. So it is possible to identify or to determine the social elements in the structure and grammar of the individual text. Genre are classified according to their social purpose and identified according to the stages. They move through to attain their purpose. Purpose is the roused here as culture category. For example, shopping would be seen as having a universal purpose, but the stages required to achieve that purpose could be conceivable different, depending on the culture context.Besides, genre criteria in the generic structure consider whether the writing successfully uses the appropriate genre for the task. For example if the task requires an argument but the writing is narrative, it indicates that there is an inadequate understanding of the appropriate genre.

C. The Types of Genre.

The following table represents the definition of Genre according to Knapp (2005)

GENRES
Social process that

DESCRIBE	EXPLAIN	INSTRUCT	ARGUE	NARRATE
Through the process of ordering things into commonsense or technical frameworks of meaning	Through the process of sequencing phenomena in temporal and/or casual relationship	Through the process of logically sequencing action or behaviors	Through the process of expanding a preposition to persuade readers to accept a point of view	Through the process of sequencing people and event in time and space
Personal description	Explanations of how	Procedures	Essays	Personal recount
Commence descriptions	Explanations of why	Instructions	Expositions	Historical recounts
Technical description	Elaboration	Manuals	Discussions	Stories
Information reports	Illustration	Recipes	Debates	Foray tales
Scientific report	Account	Directions	Interpretations	Myths
	Explanation		Evaluations	Fables
Science experiments letters	review news stories	travelogues articles	commentaries webn pages	Interviews

MULTI GENERIC PRDUCT

1. Teaching genre as process, rather than product. It can be used to all text types written. For example, the generic features (structure and grammar) of the genre of describing. Teacher allows students to build and

develop what the students know.

2. From teaching grammar and structure of the genre, the writer will realize the generic purpose of the text. Thus, teaching grammar is a basic part to teach genre. In other words, the shift from'' genre as product'' to ''genre as process'' help avoid teaching grammar to replicating formula on written text.

3. Different level is also different difficulties of genre text. Students are often expected to produce texts that contain more than one genre. For example, what do we call a text that first describe something, then explains how it work and finally argues for its use ?it does not matter if all of it has multi generic text, but rather that we know what the text is doing. In other words teacher has to teach students the generic and grammatical resources required to produce both simple and complex texts.

2.3.1 Definition of The Genre Description.

The genreof describing is one of the fundamental functions of any language system. Describing is include of experiences, observations, future references and allows us to know them either objectively or subjectively depending on the learning area.

Students describe when they are :

1. Talking or writing about a picture.
2. Writing about a character or place in a story
3. Reporting on animals.

2.3.2. Language Features of Describing

1. When describing things from a technical or factual point of view, the present tense is predominantly used; for example,

   Has, eats, sings, lays, swim

2. Although present tense may be used in literacy descriptions, it is past tense that tends to dominate; for example,

   Enjoyed, was, seemed, sparkled.

3. Relational verbs are used when classifying and describing appearance/ qualities and part/ functions of phenomena (is, are, has, have); for example,

   My favorite toy **is** a teddy bear because it **is** cuddly and friendly. It **is** my fiend too.

4. Action verbs are used when describing behaviors/ uses; for example,

   An ant has three body parts.

   Some ants have wings.

   The queen ant **lays** the eggs.

   Ants **live** in colonies.

5. In literary and commonsense descriptions, action verbs are

   used metaphorically to create effect; for example.

   Mia **bubbled** with enthusiasm, Declan **smashed** the record.

6. Mental verbs are used when describing feelings in literary descriptions; for example,

   She **felt** unhappy, he **liked** dancing.

7. Adjective are used to add extra information to nouns and may be

technical, everyday or literary, depending on the text; for example,

Possums are **nocturnal**   technical

It is **grey** and **brown**   everyday

Her appearance was **majestic**   literacy

8. Adjective can be used on their own, as above, or as part of a noun group, as below;

Turtles are covered with a **hard, box-like** shell.   Technical

He has a **cool** hairstyle.   Everyday

His **luminous, dark** coat gave him an **eerie** quality.   Literary

9. Adverbs are used to add extra information to verbs to provide more detailed description; for example,

Turtles swim **slowly**.

She was **always**hassling her mother.

He could think **clearly.**

10. Adverbial phrase are used in descriptions to add more information about the manner, place or time; for example,

Walruses have hair **on their lips**   place

The students only worked diligently **just before exams**   time

11. Literary description use a range of devices to create effects such as similes, metaphor, personification and alliteration; for example,

The wind whistled through the trees and Harry found it difficult to sleep (personification)

12. Sentences and paragraph are thematically linked to the topic of

description; for example,

The moon is a lump of rock that goes around the earth

It is grey and brown

It is bumpy and has crates

13. Personal and literary descriptions generally deal with individual things; for example,

My favorite toy, my house.

14. Technical descriptions generally deal with classes of things, rather than individual things, for example,

Snails, Turtles, Volcanoes

2.3.3. Structure of Description

The ordering process work in several ways are first, it generally names the thing, then it classifies it and then it deals with its attributes, behaviors, function and so on.

a. Classification

Classification is same with technically determined categories. It can be technical or commonsense, depending on the context within which the topic or phenomenon is being described.

b. Personal and Commonsense Description.

Personal descriptions are not usually as formal in their organization as technical description.

c. Literacy Description

Literacy Description is one of the characters from the novels, movie and etc. when characters are introduced in a novel, writers tend to provide a classification, followed by a description of the character's appearance and personality.

d. Animal Report

Animal Reports are somewhere in between personal descriptions and scientific reports and are an excellent way of teaching, in concrete terns, ways of formally dealing with aspects of description such as appearance, behavior and habitat.

a. Information Report

Description in information reports is formalized. And the description stages is often divided into paragraphs which focus on specific aspects of the phenomenon being described. For example, appearance, parts, function, behaviors, habitat.

2.4 The Genre of Explaining.

The Genre of explaining is a main language function for understanding the world and how it operates. The process of explaining is used to logically sequence the way that we and our environment phsically function. As well asunderstanding and interpreting why cultural and intellectual idea and concept prevail. For example;

No you can't go on the road, Darling, because there's a lot of cars using travel very fast and they cannot see little children and if they hit you they could hurt you very badly.

The parents in this case is offering the child more than a bald instruction. The instruction no you cannot go on the road, Darling is followed with a quite complex causal explanation that incorporate five action verb- using, travel, see, hit, hurt.

2.4.1 Language Features of Explaining

1. Explanations are often about particular process involving classes of things,which means that the nouns are general rather than specific. For example: cars, cities, schools

2. Explanation that deal with specific things such as particular events or concepts, on the other hand, can be in the present, past or future tense. For example,

   This **is** my plan for a house. It **will** be a two-story house so you **will** see the view.

3. Process or verbs are used in explanations where one process or verb is linked to another process or verb in such a way that a logical sequence is produced. In the example below, the verb (italic) are sequenced temporally and causally.

   When the fuel *burns* it *expands* with great force. The exhaust from the burning fuel, however, *can only escape* through the exhaust nozzle at the tail of the rocket. This creates a thrust which *forces* the rocket forward.

4. In commonsense and technical explanations action verbs are mainly

used, for example, ***burns, expands, forces,*** whereas in interpretative explanations mental verbs maybe used, for example, ***suggest, reflect.***

5. Explanation generally require connectives- words that join the verbs together so that they logically indicate sequences that are temporal- *when, then, first, after this.* Or casual, for example, *because, so.*

6. While more a feature of some forms of instructing and arguing, explanations will sometimes make use of modality. For example,

   Workers use bulldozers or picks and shovels to clear recent rubbish from the site. When they reach levels where relics **might** be found the work is much slower.

7. Pronominal reference is also an important feature of explanations. The use of pronouns helps to maintain the thematic cohesion of the text. The type of pronouns used are either personal pronouns, in **bold** or demonstrative, **<u>underline.</u>**

   When the earth orbits around the sun **it** is titled on an axis. Because of **<u>this</u>** the Earth is in different positions during the year.

2.4.2. The Structure of Explaining

Explaining deals with the process involved in understanding and making explicit the how and/or why of particular phenomena, events and concepts.

a. Description

The first thing most explanations do is to classify and describe the phenomena, events and concepts. The reader of an explanation generally needs to know what it is about to be explained.

b. Explanatory Sequence

Explanatory Sequence are made up of the process/verbs arranged in a logical order that tell how, why and, as we have seen, often how and why combined.

For example,

This picture **is** my new truck It **has** red wheels and a man driving.	**description**
First it has to **go** at the top of the slide And when you **push** the button it **goes** down and around	**Explanatory sequence.**

2.5. The Genre of Instructing.

The genre of instruction is about experience of the world. Such as to bake a cake, program a VCR, or find a way to a new and unfamiliar destination. Instructing involves much more than simple or procedural texts. While the purpose of instructing is to tell someone what to do or how to do it. For example a recipe for a cup of coffee and a pamphlet encouraging house-holders to be environmentally aware are clearly both about doing something, but the function of each text is quite different. The recipe is sequential and makes use of imperative. It is like, mix a spoon of coffee and two spoon of sugar, then pour a hot water.

The pamphlet may not be sequential. Furthermore, it is unlikely, since it presents an environmental alternative to householders, that it would be written as a set of command. It is like, oil and water don't mix. It is not a good idea to pour oil down the drain. Why not collect kitchen oils and store in a container ?.

Clearly, we don't always get people to follow instructions by issuing orders. Consequently, some instructional texts make use of the language of persuasion. Hence, instructing is same as arguing.

2.5.1 Language Features of Instruction.

1. The notion of address is a key feature of instructing. The addressee may be referred to either directly or indirectly; for example,

Sentences	Direct address
Judith, put the rubbish in the bin.	Addressee specified by name (more characteristic of spoken instructions)
You, put the rubbish in the bin	Use of second person pronoun.

2. Action verbs are used in instructions to represent the processes involved in completing a task; for example,

   Cross Smith Street and turn right.

   Walk to the next cross street.

3. Verbs are in the simple present tense to create a sense of timelessness. They are also stated as imperatives.

4. Adverbs are often used to qualify verbs and to provide extra

information about how a task should be completed ; for example,

Walk *quickly* across the road.

Slowly, add the remaining ingredients.

5. Temporal connectives are used in procedural instructions to ensure
    processes are placed in the correct order of time; for example,

    First melt the butter, *then* add the flour.

6. Conditional connectives are used to provide a premise upon which a
    command or statement is based; for example,

    If you get stuck in a traffic jam that is not moving, turn the engine
    off.

7. Modality is used in instructions to lessen or heighten the degree of
    obligation in completing a task; for example,

    You *should* save your document before closing.

2.5.2. The Structure of Instructions.

Procedural Instructions such as recipes and directions are
concerned with telling someone how to do something. For this reason,
the structure of procedural texts are;

a. Goal

    Procedural texts generally begin with the goal of the task, which is
    usually stated as a heading

b. A set of ingredients or the materials

    It required to complete the task will often be presented in the order
    use some instructions.

c. Sequence of steps

A sequence of steps specifying how the goal is to be achieved .

2.6. The Genre of Arguing.

The genre of arguing is an important and influental language proces, essential for dealing with many aspects of school knowledge and effective social participation. It is a process that involves reasoning, evaluation and persuasion.

In the past the skill of writing an effectives argument was generally taught in the later years of school when the most common form of written argument, the essay, tends to dominate school writing. Furthermore, the genre of arguing is a fundamental language process for teaching/learning in the learning areas in the infants and primary years. Each time a child is asked to:

1. Give an opinion of a story

2. Write about a topical issue

3. Give reason for a viewpoint.

For a secondary level, they do know how to express their opinion and to give reasons for a particular point of view. The aim of it is to tap into this proficiency in spoken arguments so that students can apply these skills to the written forms of genre.

2.6.1 The Language Features of Arguing.

1. Mental verbs are used when expressing opinions; for example,

I **like** Boyfriend

We **believe** teachers shouldn't stop children from eating junk food.

2. Connectives are used in arguing to maintain logical relations and to link points.

   a. Temporal connectives are often used to order prepositions in the preview or at other stages in a more complex argument

      for example,

      There are a number of reasons why smoking shouldn't be allowedin restaurants. ***Firstly,*** many people can suffer from passivesmoking and ***secondly*** it can aggravate asthma.

   b. Causal conditional connectives are used to link points in the arguments; for example,

      They die ***because*** the oil stops them from breathing.

   c. Comparative connectives are used to introduce counterpoints; for example ,

      However, others think we should have junk food.

   d. Connectives can also exemplify and show results and are generally used in concluding statements to finalize arguments; for example,

      Consequently, smoking shouldn't be allowed in restaurant.

   e. Movement from personal to impersonal voice.

      a. The personal voice is used to indicate a subjective opinion such as through the first person pronoun ***I***, or through the use of the second person pronoun ***you***; for example,

I think we should change our flag.

b. The impersonal voice is used to indicate an objectives

opinion, such as through the use of absolute statements or

modalised statements; for example,

Packaging *is* essential in preserving and transporting products, it

could be argued that……………..

f. Modality is used in arguing to position the writer and reader. It

can be expressed in a number of ways; for example, through:

You *should* put rubbish in the bin.	Modal auxiliaries
I *think* children should go to school.	Mental verb
It *will* make your class room look clean	Temporal axillaries

g. Nominalization are used in argument to allow the writer to

summarize information and deal with abstract issues. The

process of nominalization can also have the effect of removing

agency. For example,

Junk food can make people sick. /junk food can cause **sickness**

2.6.2   Structure of Argument

a. Thesis

A statement or an opinion that is discussion in logical way and presented with evidence in order to prove that is true

b. Argument

This stage consist of a 'point and elaboration' sequence.

c. Reiteration/Conclusion

This last stage restates the position more forcefully I the light of the argument presented.

2.7 The Genre of Narrating

The Genre of Narrating is one of the most commonly read though least understood of all the genres. The purposes of a narratives text is to tell a story as a means of making sense of the events and happenings in the world. It can be both entertaining and informing.

2.7.1. Language Features of Narrating.

1. When sequencing people and events in time and space, narrating typically uses :

   a. Action Verb

   One day the man and his son *went collecting*fire-word. They *saw*a golden tree. They **went** slowly over to the tree. When they *got* closer to the tree they hearda voice *coming*from the tree.

   b. Temporal Connectives; for example,

   We *then* looked at some games and equipment.

After lunch we walked up to the *Sydney Morning Herald* and saw how they make papers. *After* that we caught the train back to Marrickville.

2. Recounts and stories are typically written in the past tense unless quoting direct speech; for example,

    They **were** poor because their pig ate them out of house and home and he ***didn't share*** with the other animals. His name *was* Bob. 'You ***should go*** on a diet' *said* Clarabelle.

3. In action sequences, mainly action verbs (bold) are used, while in reflections/evaluations, mental verbs (italicized) predominate.

    For example,

    Bells **were ringing**, sirens **screeching** and people **were running** everywhere. Maria ***didn't know*** what to **do** next. She ***thought*** about her mother and ***wondered*** what was in her head.

4. Narratives often use action verbs metaphorically to create effective images; for example,

    It was a terrible argument. Words were ***flying*** everywhere.

5. Narratives often use rhythm and repetition to create particular effects; for example,

    Riding. The boy went ***riding*** across the wintery moor, far away from the strife of his unhappy home.

6. Play with sentence structure is another common feature of narratives. Often sentences comprising one word or a short phrase are used to

create poignant effects; for example,

Rose slowly opened the old wooden door. **_Dark._** There was nothing

but black

2.7.2 Structure of Narrative

a. Orietation

Orientation is the type of aims or interest that a person or an organization has the act of directing your aims towards a particular things.

b. Complication

The complication stage of simple narratives need not be a single problem or complexity. This stage can also include reflection on the problem and possible solutions.

c. Solution

Solution is a way of solving problems.

d. Resolution

Resolution is the act of solving problem.

2.8 Genre that found in the eleventh grade of the Era PustakaUtama

1. Report

Social Function:
To describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment
Generic Structure:
    1. General Classification: tells what the phenomenon under discussion is
    2. Description   : tells what the phenomenon under discussion is like in
                            terms ofParts (and their function), Qualities, Habits/
                            behavior or 'uses' if non-natural
   Language Features
   a.   Use of simple present tense
   b.   Use behavioral verbs, for example: breathe, feed on
   c.   Use relating Verb, for example: is, are, has.
         Focus on general participants, for example: birds (not a particular bird)
   d.   Use of technical term. Nouns which are often used in report text are characteristic, features, types, uses, function, and etc
   e.   The language of report text is usually neutral. There is no expression of opinion and reference to the readers. Therefore do not use ''I'' or You.

2. Narrative Text

Purpose
- To amuse or entertain the reader with actual/imaginative experiences .
Text Organization
- Orientation
- Complication
- Resolution
Language Features
- Focus on specific participants.
- Focus on specifi time
- The use of adjective
- The use of Pronoun
- The use of time conjunction
-The use of direct and indirect.
- The use of relational and mental processes

3. Analytical Exposition

> **Definition**
> kind of text that presents one side of an issue in a form of arguments.
> **Purpose**
> to persuade the listeners or readers that something is the case.
> **Text Organization:**
> **Thesis**
>   this stage usually includes a 'preview of arguments.' It introduces topics and indicates the writer's position.
> **Arguments**
> this stage consist of a 'point and elaboration' sequence.
> **Reiteration/Conclusion**
> this last stages restates the position more forcefully I the light of the argument presented.
> *Language Features:*
>   a. Focus on generic human or non-human participants.
>   b. Use of simple present tense.
>   c. Reasoning through causal conjunction or nominalization (in addition, furthermore, firstly, thirdly, finally)
>   d. Relational processes, like to be (is, am, are), has / have.

2.9 Teaching and Learning of Genre

To make teaching and learning of genre successful. Teachers have to do

1. Teachers have to move their students from concrete to abstract knowledge. To start it, teacher has to teach with the familiar topic. It makes student more abstract understanding.

There are some outlines to make students understand briefly

   a. Minibeasts : students could first observe and describe the appearance and behavior of ant and other insect, and assign commence name to what they look like and what they do before considering technical term and the use of more sophisticated language.

   b. Fairytales : student could read and be read fairy from different culture to provide a context for examining traditional narrative

structure.

c. Discovering the oats : students could conduct their own archaeological dig in a sand box and explain what they did before thinking about layers of civilization in a actual site

d. Technology- papermaking : students could make their own paper before writing a set instruction or possibly and explanation, on how to make paper and then compare this process with commercial papermaking.

This movement from concrete to abstract doesn't only relate to conceptual understanding, but also to the language used to process these understanding.

2. Interactive practice

It is suitable for writing skill. As we know that to practice and develop an understanding writing skill is not only focus in grammatical and structure knowledge of the text but also spelling , punctuation, and syntax. So for the lower students skill, they can improve their creativity and critical capacities in the production of the text.

3. Concentrated treatment knowledge and skills

Students do not only learn through interactive practice they learn through sustained application to set task. To able to do it, teacher need to give concentrated treatment to knowledge and skills in their teaching of units of work, devoting time and attention to content knowledge and language.

4. Explicit and systematic instruction

The notion of 'explicitness' is especially important in teaching writing as there are many different faces to the writing process and they can be overlooked. Each need to be singled out for examination with a class and then applied within the context of the unit of work that student are studying .while the term' systematic' requires that the treatment of each of these aspects of genre and grammar is staged appropriately . the examination of one particular concept needs to relate and build upon another, resulting an accumulation of knowledge and skills that enables more effective application.

Those term means that teacher is not only a facilitator of learning, but also as one whose instructional techniques are central learning.

5. Diagnostic Assessment

Teacher uses assessment to know how far the students' skill and knowledge ability.

There are many kinds of assessment with many being misunderstood and poorly applied , especially in writing assessment for diagnostic purpose

1. Formative assessment

2. It covers a range of everyday teaching practice such as observation and questioning.

3. Photocopied worksheet with exercises and activities, enable teacher gater valuable formative assessment data

4. Diagnostic assessment

    When setting a summative assessment like a writing task is important to use generic structure, grammatical features that formed the instructional content of the unit of work.