

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents about the finding of genre analysis on *Prestise English Text Book* . It presents the kinds of Genre in *Prestise English Text Book*, the social function of the text, the generic structure and the language features for every genre and the genre of the text in the English text book for the eleventh year that published by Era PustakaUtama suited with KTSP curriculum.

#### A. Findings

The writer would like to find and analysis of the types of genre, the social function, the generic structure, the language features and the genre suited or not with the KTSP Curriculum.

#### 4.1 The Findings on The Kinds of Genre found in the *Prestise English Text Book*.

The data of the study are taken from documentation that the collecting is chosen by reading, selecting, identification, classification, analyzing, deciding and drawing conclusion. From this process can be taken the data as below.

From the process of reading, selecting and identification the texts, the researcher classifies 24 texts genre from Chapter 1 until Chapter 3. In the Chapter

1 there are three texts report. Meanwhile in the Chapter 2 there are nine texts, and in the Chapter 3 there are twelve reading texts.

The kinds of genre that found in the Prestise English Text Book is presented in the following table :

**Table 4.1 The kinds of Genre that found in *Prestise English Text Book***

No	Genre	Page	Total
1.	Report	4, 7, 16, 17, 37, 38, 40, 57, 59	9
2.	Narrative	25, 26, 27, 31, 34, 36, 60, 63	8
3	Analytical Exposition	47, 48, 49, 55, 55, 61, 63	7

From 24 texts above, the researcher just takes eight texts which have close relation with daily life and experience. Thus, there are three kinds of genres found in the *Prestise English Text Book*. They are report, narrative and analytical exposition. Every text has different characteristic based on the purpose, such as a report text does not merely describe about animal, a range of natural but also social phenomena in our environment. It makes student more spirit and gets much knowledge. Meanwhile in narrative text is also not only tells about fable, myth, love story, legend but also fairy tale. Students can know the differences about it well. Otherwise in analytical exposition is also explain the general topic that often students meet and feel.

## **4.2 The Finding on The Social Function, Generic Structure and Language Features Found in The *Prestise English Text Book*.**

There are three kinds of text found in *Prestise English Text Book*. They are report , narrative and analytical exposition.

### **A. Report Text.**

It is widely known that report texts is describing the way things are. A report also refers to a range of natural or a man- made and social phenomena in our environment. It tells the general classification of something. A report also tells us the parts, qualities, habits, behaviors, or the uses.

The social function of report text is elaborated below :

#### **1. The Social Function of Report Text.**

The function of report text is to describe the way things are, with reference to arrange on natural, manmade, and social phenomena in our environment. It can be proof in Task 12 on Page 10 that explains about lion in details. Meanwhile on Page 16 explain a report text based on the social phenomena, this text tells about Dawak Festival in Sarawak.

The social function of report text on Gaway Dayak text is presented on

the table below :

**Table 4.2.1. The social function of Report Text in Gawai Dayak Text.**

Social phenomena in our environment	Gawai Dayak is a festival celebrated in Sarawak. It is both a religious and social occasion. GawaiDayak literally means ‘’ DayakFetival’’. The festival is celebrated on the 1 <sup>st</sup> of June every year.
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## **2. The Generic structure of Report Text**

The generic structures of report text are general classification and description. The *Prestise English text book* only explains the kinds of generic structure, it does not explain the definition of the kinds of generic structure in report text.

**Table 4.2.2 The definition of The Generic Structure of Report Text.**

Generic Structure	The definition
General Classification	It introduces the topic of the report
Identification	It gives the shape/form, parts, behavior, habitat, way of survival

Meanwhile, the data presentation of the generic structure found in Prestise English Text Book found can be seen on table below.

**Table 4.2.3 The Generic Structure in Task 12 on Page 10 that found in *Prestise English Text Book***

Title	Lion
Generic Structure	The example of the kinds of generic structure
General classification	The lion ( <i>Panthera Leo</i> ) is one of four big cats in the <i>Panthera</i> genus, and members of the <i>Felidae</i> family, with some males exceeding 250 kg (550 lb) weight, it is the second largest living cat after the tiger.
Description	<ul style="list-style-type: none"> <li>▪ Lions live for ten to fourteen years in the wild, while in captivity they can live longer than twenty years.</li> <li>▪ Groups of female lions typically hunt together, preying mostly on large ungulates.</li> <li>▪ Lions are apex and keystone predators and its face is one of the most widely recognized animal symbols in human culture.</li> <li>▪ Lions have been kept in menageries since the time of the Roman Empire and have been a key species sought for exhibition in zoos the world over since the late eighteenth century.</li> </ul>

Another text containing the generic structure is presented in the following table.

**Table 4.2.4 The Generic Structure found on questions number 6- 15 Page 16 *Prestise English Text Book***

Title	Gawai Dayak
Generic Structure	The example of the kinds of Generic Structure
General Classification	GawaiDyak is a festival celebrated in Sarawak. It is both Religious and social occasion. GawayDayak literally means ‘Dayak Festival’.
Description	<ul style="list-style-type: none"> <li>▪ The festival is celebrated on the 1 st June every year.</li> <li>▪ On the 31<sup>st</sup> May at midnight spirit welcoming procession (<i>NgaluhPetara</i>) is held.</li> <li>▪ The celebration gets merrier as people</li> </ul>





is not true usually for children. And a folktale is a traditions and stories of a country or community. In other words, myth is a story from ancient times, especially one that was told to explain natural events or to describe the early history of a people. Then legend is a story from ancient times about people and events, which may or may not be true.

### 1. The Social Function of Narrative Text.

The function of narratives is to amuse and entertain its listener with a story that deals with problematic events which lead a crisis and then turns into a resolution or solution to the problem. The fable will be explained on page 26. Under the title the foolish lion and the clever rabbit. Meanwhile, folktale will be explained on 25. Under the title is the legend of Lake Toba. And on page 31 is include of myth that tells about true love.

### 2. The generic structure of narrative text.

The definition of generic structure in narrative text that found in Prestise English Text Book is explained detail and clear. It is still uncompleted if it is compare with other book. Thus, the table below explains what the detail definition is.

**Table 4.2.8. The Generic Structure of Narrative Text**

Generic Structure	Prestise English text book	The correction. It should
Orientation	It is about the opening paragraph where the character are introduced, and the scene where and the scene when the story takes place	Introduce when and where the story happened and orientation also answers who, what or why
Complication	It is about the problem that the participants have	It is introduction of the problem which involves the





Resolution	Soon there was a big earthquake followed by non-stop pouring rain. The whole are got flooded and become Toba Lake. She turned into a fish again and the man became the island of Samosir.
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The generic structure of The Foolish Lion and The Clever Rabbit text is presented on the table below :

**Table 4.2.10 The Generic Structure Found on Task 17 Page 26 *Prestise English Text Book***

Title	The FoolishLion and The Clever Rabbit.
Generic structure	Example
Orientation	Once upon a time there will a cruel lion by the name of Bhatarasuka. In a dense forest. He was very powerful, ferocious and arrogant.
Complication	<ul style="list-style-type: none"> <li>a. One day, as the plan, all the animals of the forest gathered under a big tree, they invite the king lion.</li> <li>b. The have decide to send one animal daily to your den. You can kill and eat it the way you like. He agreed.</li> <li>c. One day animals send a small rabbit to the lion, but with a rabbit's intellegency.he said actually there are another lion who ate six rabbit that should be send by you. I would show you where they lived.</li> <li>d. They went to well</li> </ul>
Resolution	He though it was another lion in the well.he jumped into deep well to kill them.
Reiteration	The jubilant rabbit saved all the animals from the proud lion and they all lived cheerful thereafter.

Meanwhile, the generic structure of True Love text can be seen in the following table.

**Table 4.2.11 The Generic Structure of Narrative Text found on page 31 of *Prestise English Text Book*.**

Title	True love
Generic structure	The example
Orientation	Once upon a time, there was a guy who was very much in love with a girl. The romantic guy folded 1,000 pieces of the Paper cranes as a gift to his girl. He was just a small executive in his company, his future doesn't seem too bright. They were very happy.
Complication	One day the guy break up with his girlfriend because the girl said that she wanted to go to Paris and would not come back. And she also told him that she cannot visualise any future for the both of them, So let's go their own way and then heartbroken.
Resolution	Finally, when he was driving he saw his ex-girlfriend's parents going to cemetery then he got out from his car and followed them. And he saw his precious paper cranes in a bottle placed beside her tomb. Her parents saw him and told that the girl died because of cancer.therefore she had chosen to leave him. .
Reiteration	She had wanted her parents to put his paper cranes beside her, because, if the day comes when fate brings him to her again he can take some of those back with him, the guy just wept.

### 3. The Language Features of the Narrative Text.

The definition of Language Features is explained details in the following table.

**Table 4.2.12 The Language Features of Toba Lake Text that Found on Task 13 *Prestise English Text Book***

Language features	The example
Specific time	once upon a time, one day, few year later
Specific participant	a big golden fish
Adjective	hungry, angry
Pronoun	he, she, it
Time conjunction	When, then
Simple past Past continuous Past perfect	was, did, caught, had, made, got married, lived, became, ran, broke, felt, prayed, left, followed, was living, was fishing, had broken.
linking verb saying verb action verb	was, turned into, ate, damned, started. said, shouted, told. did, caught, ran home, prayed.
Direct Speech Indirect Speech	He shouted, '' you damned daughter of a fish''. She told her daughter to run up the hills because a huge disaster about to come

Meanwhile the language features of The Lion and The Clever Rabbit

Text is presented on the table below :

**Table 4.2.13. The Language Features of Narrative Text Found on Task 17 Page 26 *Prestise English Text Book***

Title	The Lion and The Clever Rabbit
Language Features	The example
Specific time	Once upon a time, One day. That day onwards
Specific participant	Bhatarasuka, a small rabbit
Adjective	Powerful, ferocious, arrogant, hungry, angry, old, wise, happy.
Pronoun	he, she, it, you, They, your Majesty. I
Time conjunction	When, then, once, so,.
Simple past	was, discussed, gathered, invited, got, thanked, replied, started, required, decided, replied, agreed, though, saw, reached, said, drowned, praised, saved, lived, caught, had, made, lived, ate, asked.
Past continuous	Were recollecting, was unwilling, was getting
linking verb saying verb action verb	Lived, discussed invited, got, was, agreed, reached, saw. turned into, ate, damned, said, roared, tell. Kill, did, took, jumped. Eat, devour.
Direct Speech	<ol style="list-style-type: none"> <li>The animal said, "Your Majesty, it is our happiness that we got you as our king".</li> <li>The king replied, "what is the matter?" "why we have gathered here?"</li> <li>One of the animals stood up and said, "Sir, it's natural that you have to kill us for your food". Lion roared, "so what do you want"?</li> <li>The king lion said, "impossible, there can not be another king of this forest. Tell me. Who is he?"</li> <li>The rabbit with folded hands hesitatingly explained, "your majesty, I m not to be blamed for that.</li> </ol>

Another text containing the language features is presented in the following table.

**Table 4.2.14 The Language Features of Narratives on page 31 found in *Prestise English Text Book***

Language features	Example
Specific time	Once upon a time, One day, Until one day, One rainy day,
Specific participant	A guy, Ex-girlfriend's parents.
Adjective	Happy, Heartbroken,
Pronoun	He, She, They, his girlfriend, him
Time conjunction	at that time, finally, while, although
Simple Past Past Continuous Past Perfect	told, agreed, was, were, had, drenched, wanted, rove, saw, Was driving, was walking, had believed, had happened, had chosen
Linking Verb Saying verb Action verb	Was, were, had, saw, regained. Told, asked. Take, wept, go, explain, followed
Direct Speech	a. "He always told himself." I must make it in life!"
Indirect Speech	b. She also told him that she cannot visualize any future for the both of them. c. They explained that she did not leave for France at all. She was stricken ill with cancer. In her heart, she had believed that he will make it somebody, but she did not want her illness to be his obstacle.

This text book only explains generic structure of direct and indirect, it doesn't explain the other. It is widely known that saying verbs are talking in direct speech. The students need more explain about it.

### **C. Analytical Exposition.**

Analytic Exposition is one of argumentative essays. Analytical is different from hortatory exposition. Analytical is to persuade the readers to be concerned with one case. Meanwhile, hortatory exposition is to persuade the readers that something should be or should not be the case. So, the text in *Prestise English text book* is convince the reader that ‘‘ something is the case’’ not’’ to recommend an action’’. Therefore text in Prestise English text book is analytical exposition.

#### **1. The Social Function of Analytical Exposition.**

The language function of Analytical Exposition is to persuade the reader or listener that something is the case. It function also to analyze or explain ‘‘how and why’’. So, sometimes it is called a persuasive text. Analytical exposition is told on Page 47 under the tittle, ‘‘why students shouldn’t bring mobile phone to school’’. Besides, the text on Page 48 tells the power of music in our life. In this text, the writer agrees that music is important in our life with three sentences that supporting the writer’s idea. In addition on Page 55 tells about smoking in restaurant. This text is often met by all of the people. The people also know the effect of smoking such as rude, harmful and dangerous for other people around them.

## 2. The Generic Structure of Analytical Exposition.

The generic structure of analytical exposition is explained in details in the table below.

**Table 4.2.15. The Generic Structure of Analytical Exposition.**

Generic Structure	The description of the kinds of the generic structure
Thesis	It is an announcement of issue concern. This is the author's point of view or an opening statement or "attention grabbing". It can include a preview of the argument that will follow in the next section of the text. A question or emotional statement can be used to get audience attention.
Arguments	It is a reason for concern. It restates main argument outlined in a preview. Develops and support each point / argument .emotive words are used to persuade the audience into believing the author.
Reiteration	It restates the writer's thesis (point of view )

On other hands, the generic structure of Why Students Shouldn't Bring Mobile Phone to School text is presented on table below.

**Table 4.2.16 The Generic Structure in Analytical Exposition on task 13 Page 47 Prestise English Text Book**

Title	Why Students Shouldn't Bring Mobile Phone to School
Generic Structure	The example of the kinds of generic structure
Thesis	There are some reason why students shouldn't bring mobile phone to school.
Arguments	<ul style="list-style-type: none"> <li>▪ First, phone ringing distrubs the classroom activities.</li> <li>▪ Second, students play game, send text while studying. It disturbs the students' learning.</li> <li>▪ The third , poern image and video issue.</li> </ul>





Generic Structure.	Analytical Exposition : Smoking Shouldn't be Allowed in Restaurant
Thesis	Smoking in a restaurant is just not on. It must not be allowed because it is rude, harmful to the others, and dangerous for either the smokers or people around him.
Arguments	Firstly, smoking in restaurant is impolite. The smell of smoke can turn them of their food. Second, smoking is the harm it can do to the others. Finally, smoking is dangerous and a health risk to the smokers.
Reiteration	Smoking in restaurants is impolite, harmful to the other, and a health risk to the smokers and shouldn't be allowed in any restaurants.

### C. The Language Features of Analytical Exposition.

The language features found in *Prestise English Tex Book* is very complex, it makes students difficult to understand. It can be seen on Page 48. The language features of analytical exposition are first, it focuses on generic human or non human participant. Then, it uses simple present tense. Next, it uses of relational process. Fourth, it uses of internal conjunction to state arguments. The last, reasoning trough causal conjunction or nominalization. The kinds of analytical exposition should use the sentence that is easy to understand. It should focus on generic human or non- human participants. Moreover it should use simple present. Beside that use words that link arguments, such as firstly, secondly, therefore etc. The last it should use of compound and complex sentence.

The following is presented the language features of Analytical Exposition Text.

**Table 4.2.19 The Language Features of Analytical Exposition on Task 13 Page 47 *Prestise English Text Book*.**

Language Features	Example
Human or Non-human Participants	Mobile Phone
Simple Present.	Are, bring, reduce, disturbs, complain, teach, interrupts, reduces, play, send, is, doesn't involve, doesn't disturb, makes, don't bring,
Relational process	Are, make, interrupts, is, suspect, suffers.
Internal Conjunction	First, second, third.
Causal conjunction or nominalization	Although, all those reasons. .

The second text of analytical exposition is presented on Page 48, Task 16.

The text is under the title The Powerful of Music in Our Life

**Table 4.2.20 The Language Features of Task 16 on Page 48 that Found in *Prestise English Text Book***

Language Features	The example
Human or Non-human Participants	Music
Simple Present.	Do, everywhere, anywhere, has, are, is, see, day activities, changes.
Relational process	Agree, has, is, are, were, made
Internal Conjunction	Further
Causal conjunction or nominalization	Some reasons

Meanwhile, the language features of Smoking in Restaurant text is presented on the table below.

**Table 4.2.21. The Language Features for question 11-15 on Page 55 Found in *Prestise English Text Book***

Language Features	Example
Human Participants	Smoking
Simple Present.	Is, do, smoke, turn, lead. Affects, smoking is dangerous. Anywhere,
Relational process	Is, affects, pay to, cause, riskto,
Internal conjunction	Firstly, another reason.
Causal conjunction or nominalization	Because, Therefore

#### **4.3 The finding whether or not the genre of the text in the English text book for the eleven year published by Era Pustaka Utama is suited with the KTSP curriculum.**

It is widely known that in the KTSP curriculum the students are expected to be able to communicate and know the important of English in this globalization era and the correlation between language and culture. It means that they should have the abilities in Listening, Speaking, Reading and Writing. All of the language skills have to be appropriate with syllabus covering competence standard, basic competence, indicators, learning objectives, learning materials, learning activities, scoring and time.

However, the genre text are presented in Prestise English Text Book some of them are suited but most of them are not suited with the KTSP curriculum. Some of the reasons are elaborated on the table below.

<b>Kinds of Skill</b>	<b>Prestise English Text Book</b>	<b>The Correction, It Should</b>
Listening	The competency standard is understanding the meaning of the short functional text and monologue in report, narrative and analytical exposition. However the text does not explain genre in details. It can be seen in Task 1 on Page 19. The text only explains asks and gives opinion about Harry Porter and the order of Phoenix.	The text should explain narrative text in details, such as orientation, complication and resolution. The evaluation is also out of the context. The question is about the text that explain agreement, disagreement, pleasure and displeasure about Harry Porter and the order of Phoenix. The activity should make students get the materials including social function, generic structure and also language features. Moreover, the activity should also make students get the materials covering of social function, generic structure and also language features. Meanwhile, in Task 1 on Page 41 in listening skill, it does not explain analytical exposition text. It only explains about suggestions. There is no arguments stated in the text. It is widely known that the generic structure of analytical exposition is thesis, arguments, and reiteration.
Speaking	The competence standard is expressing the meaning of short functional text and monologue in report, narrative and analytical exposition. besides, the activities or task only focus on answering the questions based on picture or the dialogue, completing the conversation, reading and completing the dialogue.	To make the competence standard successful, it should use the variety activities, such as story telling, broadcast or debate



can motivate students to study. Moreover materials are used as references in teaching and learning process, so the text book should explain genre in details, such as generic structure, language features. Besides, the text book has to use a variation of evaluation. It should ask students to analyze the language features of the text. This way make students to be more challenging. Moreover, it also can make students to study harder than before.

## **B. Discussion**

In this part, the researcher explains the position of findings of by comparing or contrasting the findings and the written current theories, which are relevant.

Genre is a kinds of text that have a social function, generic structure and language features. It was more specific meaning than Martins' theory. Martin (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.

Based on the findings there are three kinds of genre, they are Report, Narrative and Analytical Exposition. Meanwhile in Knapp and Watkins' theory (2005: 27) states here are five kinds of genre, they are Describe, Explain, Instruct,

Argue and Narrate. In another word, three kinds of genre that have been analyzed are included in Describe, Argue and Narrate.

Report is one of the kinds of describe. It includes information report, scientific report. Scientific report is about Lion, then information report is about Gaway Dayak.

Meanwhile, describing is one of the fundamental functions of any language system. Describing includes of experience, observation, future references and allow us to know them either objectively or subjectively depending on the learning area .In other words, report function to describe the way things are, with reference to arrange on natural, man made, and social phenomena in our environment.

The generic structure found in the book is in line with the theory proposed by Knapp and Watkin (2005: 100). They are general classification and description. The general classification tells about phenomena being described, and description is information report that has been formalized or has been structured. It focuses on a specific aspect of the phenomenon being described. For example, appearance, parts, function behavior and habitat.

Based on Knapp and Watkin theory, there are 14 language features, they are (a) present tense is predominant used, (b) past tense tends to dominate, (c) relational verb, (d) action verb are used when describing behavior, (e) action verb are used to create an effect, (f) mental verb,(g) adjective are used to extra



information to nouns and maybe technical, literary depend on the text, (h) adjective can be used on their own, as above, a part of noun a group, (i) adverb to add information to verb to provide more detail description. (j) adverbial phrase was more information about manner, place or time. (k) literary description, (l) Sentences and paragraph, (m) Personal and literary description generally deal with individual things, (n) personal and literary description generally deal with class or things, rather than individual things.

Meanwhile, the findings show that the language features only cover generic participant, use simple present, no temporal sequence and use “being” and having clause. Thus, the language features found in the book are suited with some of language features stated by Knapp and Watkin theory.

Meanwhile, The social function of narrate 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. The two of social functions found in the book are suited with those of stated by Butt (1995:142) .

The generic structure of narrate theoretically was orientation, sequence of events, resolution, comment and coda (optional). On other hand, in the Prestise the generic structure are orientation, complication and resolution.

The language features of narrate cover the following aspects (a) past tense until coda which is present, (b) use of all process type, (c) focus on temporal sequence of events.

Meanwhile, language features that has been analyzed were specific time, specific participant, adjectives, pronoun, time conjunction, simple past, past continuous, past perfect, linking verb, saying verb, action verb, direct and indirect speech. So, some language features found in the text book are suited and some others are not suited with the theory.

Theoretically, the social functions of Analytical Exposition are giving an opinion , writing about topic issue and giving reason for a viewpoint. Meanwhile, the social function of Analytical Exposition that have been analyzed is to persuade the reader or listener that something is the case. Actually the social function of analytical exposition stated in the theory and that of found in the book are the same, but the way to explain it is different. Related to the generic structure of arguing both the finding and Knapp and Watkin' theory (2005:202) have the same result. They are thesis, arguments, and reiteration/conclusion .

The language features of arguing theoretically are (a) it used mental verb are used when expressing opinion, (b) connectives are used in arguing to maintain logical relations and to link point, (c) it personal and impersonal voice, (d) it contains modality, (e) it has nominalization.

Meanwhile, the language features found in the text book are it uses simple present tense, relational process, internal conjunction to state arguments and reasoning trough causal conjunction or nominalization.

The next discussion refers to the extent of the text book with the KTSP

curriculum. Mulyasa ( 2007) states that KTSP curriculum is curriculum which is planned and applied by each member of education unit. In the KTSP curriculum, the students should have abilities in listening, speaking, reading and writing. In another hands, Mulyasas' theory has the same meaning with Lyons' theory (1999) nthat genre has also been used a the basis for curriculum design and for programmers designed to provide language support for staff in a tertiary instruction.

All of the language skills have to be appropriate with syllabus including of competence standard, basic competence, indicators, learning objectives, learning materials, learning activities, scoring and time.

On the basis of the components stated in the syllabus, the majority of the genres used in the text book are not suited with the KTSP curriculum. It needs to be improved facilitate the student to achieve the instructional objectives.