

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Pedagogical realm can not be separated with reading activity. Reading is the habit which should be plan since the children. The children is a productive age to enter the knowledge in their mind by reading. Many kinds of book that can be read such as story book, poem, textbook, newspaper, novel, etc. After the reading is done, they will meet some types of reading. Also, they can select the kind of book that they like.

Reading is one of the language skill in English that should be mastered by the students beside listening, speaking, and writing. The students can get the knowledge from many books. Furthermore, they have to aware the important of the reading. After they had experience, knew, and awared the important of reading, they will be easier and faster to understand and comprehend the content of the reading.

In the school, the students will be taught many materials by their teacher. Most of materials which taught in their school are contained of several texts. After the reading is done, they are expected to understand, comprehend, be able to analyze to apply in their daily life.

Reading material consists of various texts where students will learn such as journals, newspaper articles, magazine articles, short stories, extract from books, etc. The reading material are divided into two kinds authentic

material and created material. Authentic material is unspecified teaching materials such as various texts, video selections and photographs. Meanwhile, created material is specifically developed instructional materials especially textbooks. In conclusion, textbook as created material is the suitable reading material for student that is specially prepared for teaching and learning process in a school.

In learning and teaching process, the students, the students usually find some problems in reading the text. These problems cause the students difficult to comprehend the message of a text. The problems are often found such as lack of vocabulary, less motivation in reading, and lack knowledge about genre of text. The reader should know the meaning of every words or vocabulary. The written text contains of many kinds of words. If the students do not know many words in the text, they will be hardly understand the content. Difficulty in reading is also caused the student's motivation. Beside that, another factor which can cause a difficulty is lack knowledge about genre of text. Having knowledge about genre will make the students easily understanding the text.

One of the problem that often faced in reading by the students is less knowledge about genre of text. That makes hardly understanding the text is including genre of the text. Genre provides a text with some characteristics that can facilitate students to process information in a text. Knowing genre means knowing how the text is organized, what linguistic feature of the text, the topic of the text, and also what function of the text.

Genre is a reading material that students learn at school. As like what School-Based Curriculum stated that one of goals of teaching English in Junior High School is students are able to comprehend various genres of written text such as descriptive, recount, narrative, report, and procedure text. Each genre of text has distinctive characteristic such as social function, generic structure, and grammatical features. This characteristic of genre can facilitate the students in comprehending the text.

Material that will be learned by students should be in line with the curriculum used that is School-Based Curriculum. According to Cunningsworth, he stated in his book “it is very important that teaching materials used should take the learner forward as directly as possible towards his objectives.” Curriculum functions as a guideline for teacher to include the material that should be taught for a period of time. As what Armstrong stated that curriculum purposes to select what content that should be included in instructional program and what content should be eliminated, besides, it also purposes to order the content to be introduced. Therefore, a school classifies the materials that should be learned by the students based on what the students’ need which is reflected in the curriculum.

The important of learning genre are: the finding of the study can be helpful for teacher in teaching structure the genre. It is beneficial for the students for developing awareness of the content from the textbook. It is one way to increase the quality of the present textbooks and to encourage the students in learning English especially about genre of reading texts.

There are some previous researches related to this study that can be described as follows: Suryani reported that the result of the research shows that the “English in Focus” textbook presents all genres recommended by the School-Based Curriculum and also the characteristics of each genre (social function, generic structure, and grammatical features) but the distribution of the characteristics doesn’t spread up well in all reading passages of “English in Focus” textbook (2014). Yuliyannah is study revealed that three genres of reading text and their three features (social function, generic structure and linguistic feature) attain the result 100%. It means excellent as the criteria of conformity level (2014).

Based on the findings, it is suggested that the readers and researchers obtain the knowledge to select and to increase the quality of the enclosed genre of reading text and its features in the textbook that in line with *KTSP*. Based on the explanation above, the writer is interested in analyzing genres of reading text in textbook. In the results of two researches above, that the distribution of the genres of reading text and its features do not spread well also there is a curious of getting knowledge about genre of the text. The writer will hold a research in analysing genre of the text. The writer has mentioned above, there are five genres, three of them are descriptive, recount and narrative genre that should be learnt by the second grade students. The writer knows that textbook is the important thing in teaching and learning process. It is the main source for the student to learn the material in the classroom and it is a guide for a teacher for teaching. In

addition, the textbook will be analyzed is a textbook recommended by the government and it is claimed that it is already compatible with the curriculum. So, the writer will proof whether or not the analyzed textbook is compatible with the curriculum. Because all of the reasons above, the writer intends to discuss and observe it to know more detail about the textbook under the title “Genre Types of Reading Texts in Contextual Teaching and Learning Textbook for the Second Grade of Junior Secondary School.”

## **B. Research Questions**

Based on the background of the study, the writer formulates her problem as follows:

1. What genres of reading texts are there in Contextual Teaching and Learning Bahasa Inggris Textbook for the second grade of Junior Secondary School?
2. What features of reading texts are there in each text in Contextual Teaching and Learning Bahasa Inggris Textbook for the second grade of Junior Secondary School.

## **C. The Objectives of the Study**

In order to guide the analysis in this study, the objective of this study is:

1. To know the genres of reading texts in Contextual Teaching and Learning Bahasa Inggris Textbook for the second grade of Junior Secondary School.

2. To know the features of reading texts in each text in Contextual Teaching and Learning Bahasa Inggris Textbook for the second grade of Junior Secondary School.

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

Hopefully, this study could give knowledge for the reader that attracts to this problem and especially, the finding of the study can be helpful for teacher in teaching structure the genre. It is beneficial for the students for developing awareness of the content from the textbook. It is one way to increase the quality of the present textbooks and to encourage the students in learning English especially about genre of reading texts.

#### **E. The Scope and Limitation of the Study**

This study is limited by analyzing the reading texts. The writer focuses on the three genres of reading texts, descriptive, recount and narrative, as required by School-Based Curriculum–*Kurikulum Tingkat Satuan Pendidikan (KTSP)* for the second grade of Junior Secondary School. It includes three features: social function, generic structure and linguistic feature.

#### **F. Definition of Key Terms**

To avoid misunderstanding of the study, the writer defines some operational terms used in this research. The terms are as follows:

1. Genre

Genre is closely related to a discourse that has particular purpose in communication.

2. Type

Type is a category of people or things having common characteristics.

3. Feature

Feature is a distinctive attribute or aspect.

4. Contextual Teaching and Learning

Contextual Teaching and Learning is the title of the book to develop communication skill in English orally and writtenly.