

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Genre**

##### **1. The Understanding of Genre**

Genre is needed by the students in communication because it gives linguistic implication the students should notice. By learning the genre, students not only can use English sentences, but also can organize the text that is commonly used by native speakers. Additionally, genre itself comes from a culture that has communicative purpose, structural text, communicative purpose, and certain linguistic features. For example in descriptive text, the purpose is to describe the subject features meanwhile the structural text of it is typical description, series of paragraph, conclusion and the linguistics features are noun, adjective, present tense, etc.

There were many people have defined and analyzed genre in many different ways. Every person has different perspective of genre depending on the person's individual attitude and aims towards printed words, from language to language considering the cause of reading and the content of the text. It allows the emergence of different definition of genre that will be too abroad to discuss. For that reason, the writer chooses the best way to define genre based on some experts.

As Miller (1984) stated in Bawarshi genre is "typified rhetorical actions based in recurrent situations." It means genre can be marked by rhetorical

response in order to be shaped and maintained. In addition, there is another understanding about a genre is stated by Lee (2001:38): A category assigned on the basis of external criteria such as intended audience, purpose, and activity type, that is, it refers to a conventional, culturally recognized grouping of texts based on properties other than lexical or grammatical (co-) occurrence features, which are, instead, the internal (linguistic) criteria forming the basis of *text type* categories.

From what is pointed out above, there are two categories that are assigned a genre, internal and external category. Internal category shapes the text type basis and external category refers to a conventional and a culture of texts.

Meanwhile Swales (1990:58) states that “a genre comprises a class of communication events” it is in line with Bex (1996:137), genre is a communicative events aggregation accomplishes general social function. The communicative event is related to “one in which language plays both a significant and an indispensable role.” It is also a complex notion, comprising not only of the discourse itself but also of the role of the discourse and the environment and culture surrounding it. So, the genre is closely related to a discourse that has particular purpose in communication.

Those are some understandings of some experts that show various perceptive of genre. Thus, genre can be understood as rhetorical ways and rhetorical respond in communicative events. It will stimulate the students’ skill especially in reading to understand the text content.

## **2. The Genre Analysis**

To get the concept about genre analysis, the considering of genre analysis is the study of spoken and written discourse for practical ends in the general values of it.

It implies the way that can be applied to the communicative events is a genre-centered approach that is intended for those who are involved or interested in this field.

Making a concept of genre analysis is quite simple. For example in written discourse, a given text is analyzed in such a way that the analyst acquires the necessary information to determine which genre the text could be said to belong to. The analysis process is not focus on the information content of the texts but focus on the three features, social function, generic structure, and linguistic feature.

## **3. The Genre of Reading Text**

Reading text is able to be divided into two, literary texts and factual text. According to the Anderson, literary texts are divided into three main text types: narrative, poetic, and dramatic, but explanation, discussion, exposition, information report, recount, factual description, procedure, and recount text are included in factual texts. Furthermore, students are able to learn kinds of reading texts such as recount, report, discussion, explanation, exposition, new

item, anecdote, narrative, description, procedure, and review. At least, there are five reading texts relate to monolog text in the form of procedure, descriptive, recount, narrative, and report text and each of them should provide linguistic feature, generic structure, and social function.

Here are the explanation about those genres which are learned in Junior High School, those genres are descriptive, recount, narrative procedure, and report.

a. Descriptive text

Descriptive text is a text that describes a particular person, place or thing. The social function of this text is to tell about the subject by describing its feature without including personal opinions. The structure that constructs the text is a typical of description (opening paragraph that introduce the subject) and it is followed by a series of each paragraph (it describe a feature of subject) and conclusion as the signal the text ends. This text also has grammatical features which consist of the use of present tense, adjective to describe the feature of the subject and topic sentence to begin paragraphs and organize the various aspects of the description.

b. Recount text

Recount text is a piece of text that retells past events, usually in the order in which they occurred. The social function is to provide the audience with a description of what occurred and when it occurred. The structure of the text is the introductory paragraph which tells who, what, where, and when. It is followed by a sequence of events (retell the events in the order

in which they happened) and conclusion (it is an optional). The grammatical of this text is the use of proper noun, use of descriptive words, the use of past tense, and words that show the order of events.

c. Narrative text

Narrative text is a text that tells the story or experience to the reader. Based on Mark Anderson & Kathy Anderson (2003:88), a narrative is a text that tells a story and, in doing so, entertains the audience. The social function of this text is to entertain or to amuse the reader. The generic structure of this text is orientation, complication, sequence of events, resolution and coda. They also mention that the grammatical features of narrative are nouns that identify the specific characters and places in the story, adjectives that provide accurate descriptions of the characters and setting, verbs that show the actions that occur in the story, and time words that connect events, telling when they occurred.

According to Knapp and Watkins (2005:221-222) that narrative does not only have one purpose to entertain the reader, but also narrative is a medium of entertainment and medium for changing the social opinions and attitudes. The grammatical features of this text are using action verb, temporal connectives, action verb are used, narrative often use rhythm and repetition to create particular effects, play with sentence structure (a short phrase is used to create poignant effects).

d. Procedure text

Procedure text is a text that tells the reader or listener how to do

something. The social function of this text could be to provide instructions for making something, doing something or getting somewhere. The structure that constructs this text is the aim/goal (the introductory statement or title), materials (things that needed to complete the goal), and steps (it is needed to achieve the goal). Procedure text also has different grammatical features from other text such as the sentence begin with the verb and stated as command, time words or number that show the order for carrying out the procedure, adverbs to describe how the action should be performed, and precise terms and technical language.

Meanwhile, Knapp and Watkins (2003:28) also add the grammatical features of this text such as the addressee may be referred to either directly or indirectly, using action verb to represent the process, using simple present tense and imperative, adverbs are used to provide the information how the task is completed, using temporal connectives to ensure the task is completed in the order time, using conditional connectives, using modality to state the obligation in completing task.

e. Report text

Report text is a text that reports information about a subject. to Mark Anderson & Kathy Anderson (2003:88), report text is a piece of text that presents information about a subject. The social function of this text is to classify and/or describe using facts about the subject's parts, behavior, and qualities. The generic structure of this text is, the first is general classification (tells what the phenomenon under discussion is) and then it is

followed by the description (tells what the phenomenon under discussion is like in term of part, qualities, habits behaviors). Mark & Kathy Anderson (2003:88) also add that the grammatical features usually found in a report text are the use of term that related to the subject, general term, and use of present tense.