

CHAPTER I

INTRODUCTION

The focus of this research is about the second grade of senior high school students' problems in identifying the genre of English texts. This chapter contains the background of the study, the formulation of the research questions, the objective and the significance of the study. The scope and limitation and the definition of key term are also presented.

A. Background of the Study

In reading subject, the students need to know what kinds of text that they read for two reasons. First, identifying the genre of texts becomes important because it can support reading comprehension. Every activity in reading should develop the reading comprehension skill because the goal of reading is comprehension. William Grabe argued that genres are important for reading comprehension because they introduce the type of discourse structuring and specific features of text.¹ Based on the explanation above, the students have to identify the genre of texts firstly if they want to comprehend the texts. By identifying the genre of texts, students will try to identify the specific features that relate to the genre and identify how the information in every text is organized. This knowledge, then, facilitates better comprehension.

Second, the students need to know the genre of texts because it helps the students to get a sense of reasonable interpretation toward the texts. Alan McKee

¹ William Grabe, *Reading in a Second Language* (New York: Cambridge University Press, 2009), p.249

states “by knowing about the genre and how it works, the readers will have a sense of reasonable interpretations toward the elements of the text”.² Knowing the elements of texts (such as the generic structure or the writers’ purposes) helps the students to predict the information that are organized in the text. Every part of generic structure of a text contains a lot of information. For example, “twist”, a part of generic structure of spoof text, is the funniest part of the story and it is a signal of the ending. If the students understand about “twist”, they will get a sense of interpretation about the information that are organized in the “twist”. In brief, if they know the genre of texts, they will also have a sense to predict what the texts tell about.

When the students cannot identify the genre of texts, it will be difficult for them to guess the content of the texts. From the researcher’s personal experience in her internship teaching program at MTs Ibnu Husain Surabaya, such difficulty is because the students’ lack of knowledge about the genre of texts. They mostly are confused to find the information that are organized in every part of generic structure and language feature of the texts. They also are confused about the content of text. As the result, they could not identify the genre of texts appropriately.

Another problem the students have is the difficult to identify the genre of texts. This makes it difficult for them to comprehend the texts. In the process of comprehending the text, the students usually face that problem. In addition, the researcher also gives the possible problems in comprehending the texts according to Nuttal, there are five problems students usually face while they are reading,

² Alan McKee, *Textual Analysis: A Beginner’s Guide* (London: Sage Publications, 2003), p.96

especially when they try to comprehend the text. Those problems are: the code or alphabet symbol, vocabulary and sentence structure, cohesive devices and discourse markers, problem beyond plain sense and the concepts.³

When they cannot comprehend the texts, the purpose of English language teaching in the reading skill can not be achieved. Why it becomes like that, because the focus about genre of texts include into Indonesian curriculum.

In Indonesian curriculum, the focus of English teaching in high school is on genre. This is regulated through the Bill of Ministry of National Education No. 22 2006. Based on the Bill, the scope of English subject for Senior High School is:⁴

“The ability to comprehend and create the short functional and monolog texts also essay like: procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking. The materials gradation will appear in the use of vocabularies, tenses and the rhetoric steps”.

Reflecting on students' problems in understanding English genres and the mandate of the national curriculum, there is an obvious gap between what the curriculum wants to achieve and what the students could actually achieve in their level. There needs to be a solution to fill this gap and this research could contribute to that gap filling needed to better teach English in Indonesian high school.

³ Christine Nuttal, *Teaching Reading Skill in a Foreign Language* (Oxford: Macmillan Heinemann, 1983), p. 78

⁴ Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006, *Standar Isi* (Jakarta: Departemen Pendidikan Nasional, 2006), p.308

The researcher conducted this research at SMA PGRI Peterongan Jombang because based on a preliminary study students in this school had problems with genres. From an initial interview with the English teacher there, there is information that the students are confused and often make mistakes when the English teacher asks about the genre of English texts. The students just know the theory about the name of the parts of generic structure, but cannot apply that theory in identifying the parts of generic structure. So, they are confused in identifying the paragraphs that show the parts of generic structure, for example “*complication*” and “*resolution*” in narrative text. In addition, they are confused in understanding the meaning of the parts of generic structure. They are also confused when the English teacher asks them to identify the appropriate structure of generic structure of texts. Whereas, when the English teacher teaches about the genre of texts, she always explains about the characteristics of the texts which contain the communicative purpose, generic structure and language feature of the texts. At the end of the teaching and learning process, she also gives a quiz that contains questions about the characteristics of English texts based on the genres. Furthermore, they have got the materials about genres of texts and do texts analysis when they are reading the texts. Considering this, there is a question as to why the students get the difficulty in identifying the genre of texts. Therefore, this school is the appropriate place to conduct this research.

It is expected that the finding of the research could be an input for the English teacher in the school in finding the appropriate and effective strategy to teach the students in identifying the genre of texts. Hopefully, the students will also be able to

avoid those problems when identifying the genre of texts in the next day. When they can comprehend the texts as well, the purpose of English subject in the reading skill based on Ministry of National Education can be achieved.

This research only focuses on three texts because to cover all the ten genres based on the content standard by Ministry of National Education No. 22 2006 for second grade of senior high school would be impossible to conduct within the time frame of the research. The three texts covered are narrative, spoof and hortatory exposition. These three are still based on the content standard which states that in English reading “*students have to comprehend the short functional texts and essay with form of narrative, spoof and hortatory exposition in the daily life context*”⁵.

From the background above, this study is conducted with the title “The Students’ Problems in Identifying the Genre of Texts and the Causes at the Second Grade of Social Stream of SMA PGRI Peterongan Jombang”.

B. Problem of Study

Based on the background of the study, the problems of this research are the following.

1. What are the students’ problems in identifying the genre of texts that they have learned in the second semester at the second grade of social stream of SMA PGRI Peterongan Jombang?

⁵ Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006, *Standar Isi* (Jakarta: Departemen Pendidikan Nasional, 2006), p.319

2. What are the causes of students' problems in identifying the genre of texts in the second semester at the second grade of social stream of SMA PGRI Peterongan Jombang?

C. Objective of Study

Based on the problem of the study above, the objective of this study are:

1. To know students' problems in identifying the genre of texts in the second semester at the second grade of social stream of SMA PGRI Peterongan Jombang.
2. To know the causes of students' problems in identifying the genre of texts in the second semester at the second grade of social stream of SMA PGRI Peterongan Jombang.

D. Significance of Study

The significance of this study are:

1. This research will give information to the readers and the English teachers about the students' problems and also the causes of their problems in identifying the genre of texts.
2. This research will help the English teachers to identify the students' problems and solve those problems in identifying genre of texts, especially texts in second semester of second grade of SMA.

E. Scope and Limitation of Study

The scope and limitation of this research is on the analysis of the real problems faced by students and the causes of their problems in identifying the genre

of English texts (narrative, spoof and hortatory exposition) in second semester at the second grade of social stream in SMA PGRI Peterongan Jombang.

F. Definition of Key Terms

The key terms used in this research are defined as follows.

Problem is anything matter that is difficult to deal with, solve, or overcome.⁶

The problem in this research is the students' problems in identifying the name, generic structure, the function of generic structure and the texts are about.

Genre is understood as kinds of texts⁷ and it is a way of categorizing a text through style and form⁸. Genre in this research is the kinds of texts studied by the students in second grade of second semester of Indonesian Senior High School.

Text the original words of something written or printed, as opposed to a paraphrase, translation, revision, or condensation or the words of a speech appearing in print.⁹ Text in this research means the written or printed material that has to be studied by students, those texts are narrative, spoof and hortatory exposition texts.

⁶ The American heritage, *Dictionary of the English Language, Fourth Edition* (Houghton Mifflin Company)

⁷ Arthur Asa Berger, *Popular Culture Genres* (California: Sage Publications, Inc, 1992), P.29

⁸ The American heritage, Ibid

⁹ Webster's New World College Dictionary, *Dictionary of English Language* (Ohio: Wiley Publishing, Inc, 2010)