

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains the review of related study or calls the previous study and the theory of the study related to students' problems and the causes of the problems in identifying the genre of English texts. This chapter focuses on the discussion of genre, the genre of English texts for second semester of second grade of senior high school based on Ministry of National Education No. 22 2006.

A. The Previous Study

The researcher found the previous studies which have the same themes about texts that have to be mastered by students in junior or senior high school in Indonesia. These are the previous studies in this research:

The first research is The Ability of the First Grade Students at Senior High School 2 Batu in Finding the Generic Structure of Narrative text - By Citra Wulandari - English Department of University of Muhammadiyah Malang- 2010. The focus of this research is on the students' ability in finding the generic structure of narrative text. The researcher used descriptive quantitative research design and she used documentation as the instrument to collect the data. The result of this research shows that the students have good ability in finding the generic structure of narrative text.

The first research only analyzed the students' ability in finding the generic structure of narrative text while this research focuses on analyzing the students' problems and the causes in identifying the genre of texts with focus on identifying the

purpose, the parts and the functions of generic structure, the content of texts and the causes of those problems.

The second research is *An Analysis on Generic Structure and Language Features on Procedure Texts Written By the Seventh Grade Students in SMPN 1 Sumenep* - Sri Yuni Romadhaniati - English Department - Faculty of Language and Art of State University of Surabaya – 2008. This research focused on analyzing how the seventh grade students of SMPN 1 Sumenep organize their procedure texts in term of its generic structure and language features. The research design of this research is text analysis design and used documentation as the instrument. The result of the research is that most of the students included the generic structure of procedure text, but most of them did not organize the generic structure in the appropriate way.

The second research focused on writing skill and analyzed the generic structure and language features on procedure texts written by the seventh grade students while this research focuses on reading skill and analyzes the students' problems and the causes in identifying narrative, spoof and hortatory exposition texts.

The third research is *The Ability of English Education Department Students to Compare Between Recount and Narrative Texts* - Ivana Septriyani Sitanggang - English Department - Faculty of Language and Art of State University of Surabaya – 2011. The focus of this research is to find out the ability of English Education Department students to compare between recount and narrative texts. The researcher used descriptive qualitative research design and gave a test to find out their ability to compare between recount and narrative texts. The result of this research showed that

the students could not compare between recount and narrative texts, because from 27 students, 13 students were able to compare and 14 students were not able to.

The third research focused on the English Education Department students' ability in comparing between recount and narrative texts. The difference of both texts is in the genre of texts. That research focused on recount and narrative texts while this research focuses on narrative, spoof and hortatory exposition texts.

The fourth research is Generic Structure Analysis on Written Texts Found in The English Textbook for Twelfth Year of Senior High School Published By Intan Pariwara 2004 - Heni Nur Listyani - English Department - Faculty of Language and Art of State University of Semarang - 2006. This research focused on the genres provided in The English Textbook for Twelfth Year of Senior High School Published By Intan Pariwara 2004 and analyzed the social functions, the generic structure and their elements and also focused on finding out if the texts have suited the requirements of texts proposed in 2004 English curriculum. This research used qualitative research design. The result of the research showed that the texts in this textbook do not suit with the suggested genres of 2004 English Curriculum, because narrative and review are not included.

The fourth research focused on investigating the genre of texts found in the English textbook for twelfth year of senior high school and matched those texts with the curriculum 2004 while this research focuses on the texts based on content standard by National Ministry of Education 22 year 2006.

The fifth research is *The Ability of The Students in Comprehending Recount Text at SMPN 2 - Mutmainnah - English Department of University of Muhammadiyah Malang - 2010*. The researcher focused on the the students' ability in comprehending the recount text. This research used descriptive qualitative research design and used test to collect the data. The result of this research showed that the students were not able to comprehend the recount text, because of from 30 students 11 students were able and 21students were not able.

The fifth research focused on the ability of the students in comprehending recount text and the test focused on asking about the content of recount text while this research focuses on analyzing the students' problems and the causes in identifying the genre of texts by identifying the purpose, the parts and the functions of generic structure, the content of texts and the causes of those problems.

The sixth research is *An Analysis of The Generic Structure Analytical Exposition Composition Made By 2007 IC Students of Surabaya State University - Eka Ardian Suharko - English Department - Faculty of Language and Art of State University of Surabaya - 2007*. It focused on analysis of the IC students of State University Surabaya in applying the generic structure of exposition. The researcher emphasized on the IC students' exposition applied the thesis, argument and reiteration or recommendation appropriately. The research design of this research was qualitative content analysis. The researcher used the analytical exposition composition exposition written by the 2007 IC students as the data of this study and

then analyzed it with the table of generic structure the analytical exposition composition exposition.

The sixth research focused on the IC students of State University Surabaya in applying the generic structure of exposition. The researcher only analyzed on exposition texts and focused on writing skill while this research focuses on analyzing the characteristics of narrative, spoof and hortatory exposition texts: the generic structure and the purpose of those texts.

All of those researches discussed about the genre of texts. But, the first until the sixth research above have different focuses with this research. In addition, the focus of this research is analyzing the students' problems and also the causes of those problems in identifying the genre of texts. So, this research analyzed the students' problems in identifying the name, the purpose, the parts and the functions of generic structure, and also the content of those texts and also the causes of those problems. The subject of this study was the 34 students B class of SMA PGRI Peterongan Jombang. In addition, this research only focuses on three texts (narrative, spoof and hortatory exposition) based on the content standard by Ministry of National Education No. 22 2006 for second grade of senior high school. In conclusion, it was clear that this study was different with the previous studies above.

B. Theoretical Background

This part consists of some theories about genre, the importance of genre, the features of genre, the causes of students' problems during understanding the of texts (genre), the problems occurring during comprehending the text according to Christine

Nuttal, the genre of texts in second semester at second grade of senior high school based on curriculum of education.

1. Genre

John M. Swales states that

“Genre involves a more functional and differentiated structuring of texts that serves important social and communicative purposes”.¹

An English text usually contains more than one structure that builds the organization of the text. It has a function to convey information to the readers because the writers of text also uses genre as the way to present the information logically.

Every genre of text contains the text organization pattern or called the generic structure. It explains the purposes of the writers in writing the text. It also shows how the writers organize every idea and makes the ideas into the unity of text.

In teaching genre, the English teachers should give the basic materials about genre. According to Pardiyono M.Pd, “the basic materials in teaching genre of text to the students in the class are about:²

1. the clear communicative purpose
2. the information, messages, or ideas that are packaged effectively into a certain text with the kind of elements of text that have to be arranged well into a good rhetorical structure or called the generic structure
3. the generic structure that should be shown into the sentences with the use of appropriate and effective grammatical patterns (my translation from the original Bahasa Indonesia version).

¹ John M. Swales. *Genre Analysis* (Cambridge: Cambridge University Press, 1990), p. 58

² Pardiyono M.Pd, *Pasti Bisa! Teaching Genre-Based Writing* (Yogyakarta: Cv. Andi Offset, 2007), p.2

Pardiyono M.Pd also argues that “genre is called as the text type which has a function to frame of the references and the purpose is to make an effective text”.³ An effective text here means that a text should have the appropriate purpose, generic structures and language features of texts. So, to categorize a text into an effective text, every text has to be constructed according the genre. In the use of language context, a text must be constructed based on certain appropriate genre and suitable with the purpose of the background in developing a text.

The concept of genre also explains that an English text has the different purposes and different rhetorical structure or generic structure. In addition, the concept of genre also explains the different language features, for example: the difference in the use of tenses and sentence patterns. When the English teachers ask their students to identify the genre of texts, the English teachers have to remember with the three criteria in the form of text above. This is because every genre of text has different purpose, the generic structure and language features.

2. The Importance of Knowing the Genre of Texts

There are several reasons why genres are important. Alan McKee states that

“by knowing about the genre and how it works, the readers will have a sense of reasonable interpretations to make of element of the text”.⁴

For this reason, the students will have a sense of reasonable interpretation toward the characteristics of text because they know how the genre works so they know how to understand the characteristic of texts. Besides, by having the ability in identifying the

³ Ibid, Pardiyono M.Pd, *Pasti Bisa! Teaching Genre-Based Writing*, p.2

⁴ Alan McKee, *Textual Analysis: A Beginner's Guide* (London: Sage Publications, 2003), p.96

genre of English text, any wrongs interpretation about what will happen with the content of English text could be avoided.

Furthermore, knowing the genre and its rules helps the readers to make reasonable guesses at how a text is likely to be read by audiences.⁵ By knowing the genre, automatically the readers will have a sense and it is a feeling to guess, and then understand how the genre works. Therefore, it will help the readers to know the content of texts, to understand what happen in the text. To make it easy for the readers to understand what kind of text it is, they have to remember that in identifying the genre of texts, they will also identify about the characteristics that build the texts. Arthur Asa Berger states that the study of genre is important because it provides the readers the insights about what texts should be like, how they are created, and how they have function for the readers.⁶ By studying the genre of texts, the readers can guess what texts are and guessing about the content of texts.

Second, the study of genre is important because it enables the readers to talk about the relationship of the parts of English texts to the other parts of texts and the content, and knowing the genre enables the readers to anticipate what a particular show in that genre will be like.⁷ Every paragraph in a text has a relationship with other paragraphs. If the readers know the relationship between the paragraphs to others and it will help them to comprehend the texts.

⁵ Ibid, Alan McKee, *Textual Analysis: A Beginner's Guide*, p.95

⁶ Arthur Asa Berger, *Popular Culture Genres* (California: Sage Publications, Inc, 1992), p.xiii

⁷ Ibid, p.44

Third, according to William Grabe, the following is the importance of knowing genre⁸. By identifying the genre, the students can interpret the abstract patterns of generic structure because it makes the texts are logic and coherent. The students can also recognize the text structure of text and also will be able to comprehend better because they get more information from text. This will help the students in constructing the meaning of texts.

3. The Features of Genre

a. The generic structure

A text has a structure that helps the readers know how each part of text relates to the whole text and it also helps the readers get a sense toward the content of whole text. In this research, the text structure is also called by the generic structure of text because it is the sequence of events that build the texts. The generic structure is a way of how the information conveyed logically and coherently in the texts.⁹

In generic structure, the writers tell the sequence of events to build the texts. Text structures have been identified for the written materials. They give directions and express the author's personal feelings or tells stories:¹⁰

b. The Purpose of Text

The writers of the text always have some purposes in their mind to make the texts. However, very often they cannot mention the purpose directly and the readers

⁸ William Grabe, *Reading in a Second Language* (New York: Cambridge University Press, 2009), pp. 251-252

⁹ Ibid, p.251

¹⁰ Jean Wallace Gollef and Charles Temple, *Understanding Reading Problems Assessment and Instruction Second Edition* (Canada: Little, Brown & Company, 1986), p.49

should identify the purpose while reading the texts. Identifying the writers' or author's purpose is beneficial to categorize the text according to the genre. There are three categories of purposes that have to be known by the readers according to Peter Mather and Rita McCarthy. Those are to entertain, to inform and to persuade.¹¹

- a. To entertain: it means that the author wants to tell or describe the story in an interesting way. Based on this purpose, the author will try to attract the readers' imagination and sense of humor. This purpose can be shown in the dramatic, humor, romantic, mystery, fiction or non-fiction story.
- b. To inform: it explains something to readers or provides them with knowledge they did not possess before.¹² With this purpose, the author tries to give and expose information to the readers.
- c. To persuade: it means that the author tries to change the readers' opinions by providing the information. S/he also tries to invite the readers to agree with the writers' arguments.

4. The causes of students' problems during understanding the texts (genre)

- a. The possible causes of texts failure that happened during understanding the texts

The causes of texts failure that happened during understanding the texts are the ambiguous references, the absence of sufficient context because of lack explicit

¹¹ Peter Mather and Rita McCarthy, *Reading and All that Jazz* (New York: McGraw Hill Company, Inc, 2003), p.123

¹² Ibid, Peter Mather and Rita McCarthy, *Reading and All that Jazz*, p.123

information, the intrusion of irrelevant information, and an overly high density of information.¹³

1. The ambiguous references

The ambiguous references mean that the references have unclear information. Too much ambiguous references will make the students confused about the texts. This confusion cannot help them in understanding the texts easily.

2. The absence of sufficient context because of lack explicit information

Having the sufficient context is very helpful for readers to identify the explicit information in the texts. Understanding the explicit information of texts will help the students in identifying the appropriate information that organized in the texts.

3. The intrusion of irrelevant information

The readers sometimes have a lot of information related to the text they are reading, both the relevant information and the irrelevant one. This could be the most harmful activity when the readers are the mixing information between relevant and irrelevant information while reading.

4. An overly high density of information

If students have a lot of information and they can maintain and also use the information that is relevant with the texts, it makes them easy to understanding the texts. Very often the reality is different; they do not do that because they are confused which information is appropriate to use.

¹³ William Grabe, 2009, *Reading in a Second Language*, (New York: Cambridge University Press), p.254

b. The difficulties in understanding the pattern of generic structure

William Grabe explains that the difficulties in understanding the pattern of generic structure are recognizing the specific features or the characteristics of texts, the function of generic structures of texts, the understanding a sense of story structure (generic structure).¹⁴

1. Recognizing the specific features or the characteristics of texts.

If the students do not recognize the characteristics of every genre of text, they will get difficulties in understanding the texts itself. One of the characteristic of text is generic structure. By recognizing the generic structure, they will know the sequences of event that organized in every parts of generic structure.

2. Recognizing the parts and the function of generic structures

By recognizing the name of the parts of generic structure, the readers usually get the description about what that part will tell them about. By recognizing the function of generic structure, they will be given an understanding of what will happen in that part and also will know the kinds of information organized in every parts of generic structure.

If the readers do not know the name and the function of those parts, they will not have the glance description about that part. Moreover, they will find it difficult in categorizing the parts of generic structure into the appropriate structure. In addition, they will also get difficulty in understanding the sequences of information that organized in every parts of generic structure.

¹⁴ Ibid, William Grabe, *Reading in a Second Language*, p. 256

3. A sense of story structure (generic structure)

Having a sense of how stories are structured will help the readers to predict what come next and always remember the events in the story.¹⁵ The story structure contains the sequences of information organized by the writers. So, story structure helps the readers to understand the story itself. From the explanation above, the readers will know the effect if they do not have a sense of story structure. It will be difficult for them to understand the way of the writer in arranging the story or generic structure and also difficult in recognizing the appropriate information in the texts.

4. The writer's purpose

Having the background knowledge about the writer's purpose will help the readers categorize the texts according to the genre. It gives the readers information about the approaches of writer's objective. There are many purposes of the writers that the students have to study.

5. The problems occur during comprehending the text according to Christine Nuttall

Christine Nuttall shows five problems in comprehending the text: the code/alphabet symbols, vocabulary and sentence structure, cohesive device and discourse markers, problem beyond plain sense and the concepts.¹⁶

¹⁵ Jean Wallace Gillet and Charles Temple, *Understanding Reading Problems* (Canada: Little, Brown & Company Limited, 1986), p.46

¹⁶ Christine Nuttall, *Teaching Reading Skill in a Foreign Language* (Oxford: Macmillan Heinemann, 1983), p. 78

1. The code/alphabet symbols

This problem occurs because the readers are unfamiliar with the code that is present in the text. The text sometimes contains the alphabet or code symbols that students do not know before.

2. Vocabulary and sentence structure

This problem occurs because the readers do not understand the vocabulary in the text. Having the understanding about the vocabulary is important to get a successful reading because by understanding the words in the text, the readers can get the writer's message.

3. Cohesive device and discourse markers

Understanding cohesive devices is very useful to get the message of the text. The readers, who do not know what a pronoun refers to, or who cannot supply the full version of an elliptical sentence, will not be able to establish the significance sentence. Discourse markers are the particular kind of cohesive devices such as *however, although, furthermore*. These words have useful signals to the readers because they can help the readers establish the signification to mark the functional value of a sentence and tell the reader what the writer intends to.

4. Problem beyond plain sense

This problem occurs because the readers are lack of background knowledge about the texts. A reader who wants to understand the plain sense of each sentence may still be unable to make sense of the text.

5. The concepts

It is a part of the message that text expresses and it can make the readers have the problem if they do not understand the concept of text.

6. The Genre of Texts in Second Semester at Second Grade of Senior High School Based on Indonesian National Curriculum

Based on the content standard of Indonesian National Curriculum, the genre of texts that have to be mastered by students in reading skill at second semester of the second grade of Senior High School are narrative, spoof and hortatory exposition texts.¹⁷ All these three genres are discussed below.

1. Narrative Text

Narrative text is a piece of text which tells a story, it has the purposes to entertain, amuse and inform the readers or listeners about the story itself.¹⁸

Basically, the students can identify one of several parts of narrative text from the beginning of the story. The beginning or called *orientation* introduces the characters and the setting (time and place) of the story.

After introducing the characters and the setting, a narrative text usually presents the problems faced by the characters. This part is called the

¹⁷ Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006, *Standar Isi* (Jakarta: Departemen Pendidikan Nasional, 2006), p.319

¹⁸ Suwati, S.Pd., *Aspirasi* (Surakarta: PT. Widya Duta Grafika, 2008), p.9.

complication that tells how the problem starts until its crisis point or called climax of the problem of the story.¹⁹

The next part of narrative text is telling about the problem solving of the story. It usually tells about the alternative way or the solution to solve the problems that occur in the complication part. This part is called the *resolution*. Sometimes, this part is a sign of the end of story.

The last part is re-orientation. It contains the ending of the story which consists of closing mark to the story, moral lesson and advice based on what has been learned of the story. This part is conditional because not all of narrative texts contain this part. Below are the characteristics of narrative text.

- a. The purpose of narrative text is to entertain the readers about the story.
- b. The generic structure of narrative text is build from three main structures. The *orientation* contains the introduction of the characters and setting (time and place) of the story. The *complication* contains the appearance of the problems and followed by other problems. The *resolution* contains the problem solving or the solutions of the problems occur. The *re-orientation* contains the moral value or the message that wants to share by the writer to the readers.
- c. The Language Feature of Narrative Text:

According to Th.M.Sudarwati and Eudia Grace, the language features of spoof text are:²⁰

¹⁹ Joko Priyana and Riandi, *Interlanguage: English for Senior High School Students XI* (Surabaya: PT. JePe Press Media Utama, 2008), p.86

1. Nouns: traveler, bundles, tree
2. Noun phrase: a big old tree
3. Pronouns: they, their its, it
4. Time connectives and conjunctions: one day, a week later, then, long time ago, when, etc.
5. Use the simple past tense
6. The Kinds of Narrative Text:
 - a. Romance
 - b. Real life fiction
 - c. Adventure
 - d. Diary and Novel
 - e. Mystery
 - f. Fantasy
 - g. Historical fiction
 - h. Science fiction

2. Spoof Text

Spoof is a type of text which has a twist (it is a funny part in the end of the spoof story).²¹ Twist is unpredictable part which makes the fun of the story. A spoof text has in the following characteristics.

- a. The generic structure of spoof text is built from three main structures. The *orientation* introduces the character and the setting of time and place of the story. The *events* contain what happen in the story; the writer tells what

²⁰ Th.M.Sudarwati and Eudia Grace, *Look Ahead 2: An English Course for Senior High School Year XI* (Jakarta: Erlangga, 2006), p.154

²¹ Joko Priyana and Riandi, *Interlanguage: English for Senior High School Students XI* (Surabaya: PT. JePe Press Media Utama, 2008), p.167

happen in chronological order. The *twist* contains the most interesting part because contains the funniest part and it is a sign of the ending.

b. The Language Feature of Spoof Text

Based on Th.M.Sudarwati and Eudia Grace the language features of spoof text are:²²

1. The use of action verbs

(e.g: walked, laughed, run away)

2. The use of connectives

(e.g: second, finally, then)

3. The use of adverbial phrases of time and place

(e.g: in the kitchen, long times ago)

4. The use of the simple past tense

(e.g: he laughed loudly)

c. Hortatory Exposition Text

Hortatory exposition is a text that is intended to explain the readers that something should or should not happen or be done.²³ The writers give some argumentations to make the explanation of this story stronger. A hortatory exposition text is usually found in journals, magazines, newspaper

²² Th.M.Sudarwati and Eudia Grace, *Look Ahead 2: An English Course for Senior High School Year XI* (Jakarta: Erlangga, 2006), p. 178.

²³ <http://typeoftext.blogspot.com/2009/01/hortatory-exposition.html> (accessed Sunday, April 5th 2011 at 10:00 pm)

articles, academic speech or lectures, research report etc. A hortatory exposition text has the following characteristics.

- a. The generic structure of hortatory exposition text is build from three main structures. The *thesis* contains the issues or topic that discussed. The *argument* shows the writer's reasons about the topic or issues that are going to recommend. The *recommendation* contains writer's advices or suggestions about what should be or not be happen
- b. The Language Feature of hortatory exposition text

Based on Th.M.Sudarwati and Eudia Grace the language features of hortatory exposition text are:²⁴

1. The use of emoting words
(e.g.: alarmed, worried)
2. The use of words that qualify statements
(e.g.: usual, probably)
3. The use of words that link to arguments
(e.g.: firstly, however, therefore)
4. The use of present tense
5. The use of compound and complex sentences
6. The use of modal and adverbs
(e.g.: can, may certainly)

²⁴ Th.M.Sudarwati and Eudia Grace, *Look Ahead 2: An English Course for Senior High School Year XI* (Jakarta: Erlangga, 2006), p.204